

**Curriculum/Policy/Technology/Communication Subcommittee Meeting  
Wednesday, April 28, 2010 5:30 PM  
Curriculum/Policy/Technology/Communication Subcommittee Meeting**

**I. Elementary and Secondary Education Reports**

**Attachments:**

Elementary Monthly Curriculum Report April	2
Secondary Monthly Curriculum Report April	4

**II. High School Course Updates**

**III. New Policies: Policy 6161.3 (Comparability of Services), 6141.312 (Migrant Students) and 4212.42 (Drug & Alcohol Testing for Bus Drivers)**

**Attachments:**

Policy 4212.42 Drug and Alcohol Testing for School Bus Drivers	6
Policy 6141.312 Migrant Students	8
Policy 6161.3 Comparability of Services	11

**IV. Update on Policy 5145.6 (Student Grievance Procedures) and Policy 5141.4 (Reports of Suspected Abuse or Neglect of Children)**

**Attachments:**

Policy 5141.4 Reports of Suspected Abuse or Neglect of Children (Revised)	12
Policy 5145.6 Student Grievance Procedures	19

**V. Update on Middle School Grading Policy**

**VI. Other**

# Monthly Elementary Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: April 2010

## Professional Development:

- Planning June 21<sup>st</sup> Professional Development Day topics with K-6 principals – common goals and outcomes established
- Observe consulting teachers and provide feedback

## Curriculum:

- Planning for curriculum work for Summer 2010 – curriculum work from March articulation meeting used a source for next steps in curriculum work
- Developing curriculum review and revision process
- Providing full day curriculum work for art department K-12 – May 18 – guiding process of mapping curriculum, removing overlaps, identifying grade level learning outcomes and assessments
- Held grade 3 and 4 math department meeting to discuss assessment and recording of math facts
- Met with CREC curriculum consultant to plan for K-6 Language arts summer curriculum project
- Solicited teachers to work on K-6 LA summer curriculum project
- Participated in embedded writing workshop PD for elementary schools – 2 days – background, modeling, feedback

## Committee Work:

- **See Secondary report**

## Other:

- Ongoing SMART goal work with building principals and PLC teams
- Observed reading teachers as part of Teacher Evaluation Plan process
- COGAT test preparation for Kelly Lane and Wells Road
- Submission of Title III grant expenditures
- On-going planning meetings with Aimee Martin
- Weekly meetings with Consulting Teachers – sharing of instructional strategies; clarifying expectations
- Planning for COGAT testing
- On-going support for summer school program implementation
- Attended K-8 staffing meetings
- Title I – expenditure of funds, work with tutor, parent support plan, supplies, workshops
- Placement of 2010-2011 student teachers
- Attended TEAM update meeting – communicating with TEAM mentor and teachers

## Monthly Meetings:

- Elementary Ad Council Meetings –topics: Current professional articles, feedback on Tony Wagner PD, end of year planning, etc
- Bi monthly building admin meetings – support of building level needs
- Ongoing PLC team meetings at Kearns, Kelly Lane and Wells Road
- Elementary Department meetings as needed (regular ed. and SPED)



## Monthly Secondary Curriculum Sub-committee Report

From: Patricia Law, Director of Secondary Education

Date: April 2010

### Professional Development:

- Planning of June 21<sup>st</sup> PD with MS and HS principals – common goals and outcomes established for all schools

### Curriculum:

- Planning for curriculum work for Summer 2010 - curriculum work from March articulation meeting used a source for next steps in curriculum work
- Developing curriculum review and revision process
- Providing full day curriculum work for art department K-12 – May 18 – guiding process of mapping curriculum, removing overlaps, identifying grade level learning outcomes and assessments
- Worked with CREC consultant Peg Neal and MS math teachers on PLC team goals and outcomes, differentiation, Algebra I curriculum, small group instruction, technology to support instruction
- Planned day for Peg Neal to work with HS math department – see MS agenda

### Committee Work:

- Developing on-going plans for district to address Achievement Gap with SERC and other district personnel
- Attending bi-weekly meeting of Local Prevention Committee- developing mission, vision and goals related to Asset Survey
- Met with Superintendent to complete TEAM TCC selection process
- Shared Crisis Intervention Plan with Superintendent – next step: town coordination
- Followed up on Teacher of The Year process – nominations close April 5<sup>th</sup>
- On-going meetings and work with Granby Prevention Council
- Oversight of Teacher of the Year process – nominations closed, applications sent and due April 27
- Participated in HS principal search committee and interviews

### Other:

- Leading PPTs as needed for HS and MS; oversight of out placed students and students at out of district magnet programs
- Ongoing SMART goal work with building principals and PLC teams
- Observed reading teachers as part of Teacher Evaluation Plan process
- Submission of Title III grant expenditures
- On-going meetings with Aimee Martin
- Gathered feedback from HS students about new district mission
- Attend and participate in CAPSS meetings and sub-committee groups
- Perkins curriculum work
- NOCTI testing
- SIP planning and revision process
- Reviewing and approving PD for K-12 Teachers
- Attended town school budget meetings
- Met with Jonathan Costas – District Achievement Goal
- Met with Choice grant coordinator and Ruth Ann Lobo - Choice grant planning and implementation
- Working with SERC to develop strategic plan for response to achievement gap
- Attended Saint Joseph College teacher interview process – April 6<sup>th</sup> – brought back recommendations to building principals

- Participated in HS Science PLC presentation of curriculum revision suggestions for biology curriculum – Washington University project for Anne Puzzo and Joy Auclair
- Attending Symposium on Race and Education on April 30<sup>th</sup> – community participation by Becca Polglase (YMCA)

### **Monthly Meetings:**

- Curriculum Council at CREC
- MS/HS Ad Council Meetings –topics: School Improvement plans, technology plan, Asset Survey school based responses, curriculum needs
- District Ad Council – Topics: PLC team goals
- District Walkthroughs – Wells Road
- Teacher Leadership Academy – Cohort I Year 2,
- Principals Seminar
- DLT (District Leadership Team) – CCT and RTI
- Wellness Committee – next meeting May 17
- Attend HS and MS faculty meetings
- Bi monthly building admin meetings
- Ongoing PLC team meetings at MS and HS
- CAS meetings at HS and MS
- HS and MS department meetings as needed (regular ed. and SPED)
- Superintendent Meeting
- BOE
- CST meetings at MS (weekly) – Data collection, reflection on year

## **Personnel -- Non-Certified**

### **Drug and Alcohol Testing for School Bus Drivers**

The Granby Public School district is committed to the establishment of a drug use and alcohol misuse prevention program that meets all applicable requirements of the Omnibus Transportation Employee Testing Act of 1991 (OTETA) and C.G.S.14-276a and any other applicable state statutes pertaining to pre-employment and random drug testing of school bus drivers. The District shall adhere to federal and state law and regulations requiring a school bus driver's drug and alcohol testing program.

Contracts for transportation approved by this District shall contain assurance that the contractor will establish a drug and alcohol-testing program that meets the requirements of federal regulations, state statutes and this policy and will actively enforce the regulations of this policy as well as federal and state requirements.

This policy applies to all drivers and applicants for driver positions for the District who must have a Commercial Drivers License (CDL) to operate school vehicles.

Legal Reference: United States Code, Title 49

2717 Alcohol and controlled substances testing (Omnibus Transportation Employee Testing Act of 1991)

Code of Federal Regulations, Title 49

40 Procedures for Transportation Workplace Drug and Alcohol Testing Programs

382 Controlled Substance and Alcohol Use and Testing

395 Hours of Service Drivers

*Holiday v. City of Modesto* (1991) 229 Cal. App. 3d. 528, 540

*International Brotherhood of Teamsters v. Department of Transportation*

932 F. 2d 1292 (1991)

*American Trucking Association, Inc. v. Federal Highway Administration*, (1995) WL 136022 (4th circuit)

## **Personnel -- Non-Certified**

### **Drug and Alcohol Testing For School Bus Drivers**

Connecticut General Statutes

14-261b Drug and alcohol testing of drivers of certain vehicles, mechanics and forklift operators

14-276a Regulations re school bus operators and operators of student transportation vehicles; qualifications; training. Pre-employment drug test required for operators

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, CT

## **Instruction**

### **Migrant Students**

The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

### **Migrant Education Program for Parent(s)/Guardian(s) Involvement**

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45.

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, CT

**Programs for Migrant Students - Family Interview Form**

*To be completed by Building Principal or designee: (please print)*

Child 1 Name	Birth Date	Grade	School
Child 2 Name	Birth Date	Grade	School
Child 3 Name	Birth Date	Grade	School

Name of Parent/Guardian

Language(s)

Telephone Number or other contact information

Today's Date

**Needs Assessment**

*Please check response*

1. Do any of your children have health problems that interfere with their ability to learn? Explain:  Yes  No  Don't Know

2. In what areas might your child(ren) need additional help in school?

	Reading	Math	Language	Other (specify)
Child 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
Child 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____

3. Are your child(rens)' immunizations up to date?  Yes  No  Don't know

4. Do you have immunization records?  Yes  No  Don't know

5. Have you established a source of primary healthcare?  Yes  No  Don't know

If not, would you be interested in information on primary healthcare?  Yes  No  Don't know

**Resources and Referrals**

*Please circle/check response*

1. Would you be interested in information on:

Town Preschools

Yes     No     Enrolled

GED/ESL Classes

Yes     No     Enrolled

2. Would you be interested in information on:

Public/County Health Dept.

Yes     No

Division of Family Services

Yes     No

3. May we share your name and address  
with these agencies?

Yes     No

4. When is the best time to reach you at home?

AM     PM

Days of the week:

Monday     Tuesday     Wednesday     Thursday     Friday

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Name of Person Completing Form

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Name of Person Being Interviewed and  
His/Her Relationship to Family/Children

## **Instruction**

### **Comparability of Services**

The Superintendent or his/her designee shall pursue funding under Title I of the Federal Strengthening and Improving of Elementary and Secondary Schools Act to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Maintain a district-wide salary schedule.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all schools in all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: Title I Improving the Academic Achievement of the Disadvantaged, as implemented by 34 C.F.R. part 200 of the No Child Left Behind Act of 2001

*Agostini v. Felton* 521 U.S. 103 (1997)

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, CT

## **Reports of Suspected Abuse or Neglect of Children**

Connecticut General Statutes Section 17a-101 et seq. requires certain educational personnel (school teachers, school administrators, school superintendents, school guidance counselors, school coaches and paraprofessionals) as well as registered and licensed practical nurses, psychologists, social workers, mental health professionals, physical therapists and certain professional counselors who have reasonable cause to suspect or believe that a child has been abused or neglected to report such abuse and/or neglect. In furtherance of this statute and its purpose, it is the policy of the Board of Education to require ALL EMPLOYEES of the Board of Education to report suspected abuse and/or neglect, in accordance with the procedures set forth below. For purposes of this policy, school employees also include any person who, under a contract with the Board, and in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school.

### 1. Scope of Policy

This policy applies not only to employees who are required by law to report suspected child abuse and/or neglect, but to ALL EMPLOYEES of the Board of Education.

### 2. Definitions

For the purposes of this policy:

"Abused" means that a child (a) has had physical injury or injuries inflicted upon him or her other than by accidental means, or (b) has injuries which are at variance with the history given of them, or (c) is in a condition which is the result of maltreatment, such as, but not limited to, malnutrition, sexual molestation or exploitation, deprivation of necessities, emotional maltreatment or cruel punishment.

"Neglected" means that a child (a) has been abandoned, or (b) is being denied proper care and attention, physically, educationally, emotionally or morally, or (c) is being permitted to live under conditions, circumstances or associations injurious to his well-being, or (d) has been abused.

"Statutory mandated reporter" means an individual required by Conn. Gen. Stat. Section 17a-101 to report suspected abuse and/or neglect of children. In the public school context, the term "statutory mandated reporter" includes teachers, school administrators, school superintendents, school guidance counselors, school coaches, paraprofessionals, registered and licensed practical nurses,

psychologists, social workers, mental health professionals, certified alcohol and drug counselors, physical therapists and any other licensed professional counselor.

3. What Must Be Reported

A report must be made when any employee of the Board of Education in the ordinary course of such person's employment or profession has reasonable cause to suspect or believe that a child under the age of eighteen:

- a) has been abused or neglected;
- b) has had non-accidental physical injury, or injury which is at variance with the history given for such injury, inflicted upon him/her; or
- c) is placed at imminent risk of serious harm.

4. Reporting Procedures for Statutory Mandated Reporters

The following procedures apply only to statutory mandated reporters, as defined above.

When an employee of the Board of Education who is a statutory mandated reporter and who, in the ordinary course of the person's employment, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.

- (1) The employee shall immediately, upon having reasonable cause to suspect or believe that a child has been abused, neglected, or placed in imminent danger of serious harm, notify the Building Principal or his/her designee.
- (2) The employee shall make an oral report as soon as practicable, but not later than twelve hours after having reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Commissioner of Children and Families or the local law enforcement agency.

**Policy  
5141.4 (c)**

- (3) The Building Principal or his/her designee shall make an oral report as soon as practicable to the Superintendent or the Superintendent's designee.
- (4) In cases involving suspected or believed abuse or neglect by a school employee, the Superintendent or his/her designee shall immediately notify the child's parent or guardian that such a report has been made.
- (5) Within 48 hours of making an oral report the employee shall submit a written report to the Commissioner of Children and Families or his/her representative containing all of the required information.
- (6) The employee shall immediately submit a copy of the written report to the Superintendent or the Superintendent's designee.
- (7) If the report concerns suspected abuse or neglect by a school employee holding a certificate, authorization or permit issued by the State Department of Education, the Superintendent shall submit a copy of the written report to the Commissioner of Education or his/her representative.

5. Reporting Procedures for Employees Other Than Statutory Mandated Reporters

The following procedures apply only to employees who are not statutory mandated reporters, as defined above.

- a) When an employee who is not a statutory mandated reporter and who, in the ordinary course of the person's employment or profession, has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, the following steps shall be taken.
  - (1) The employee shall make an oral report as soon as practicable, but not later than twelve hours after the employee has reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm. Such oral report shall be made by telephone or in person to the Superintendent of Schools or his/her designee (Building Principal), to be followed by an immediate written report to the Superintendent or his/her designee.

- (2) If the Superintendent or his/her designee determines that there is reasonable cause to suspect or believe that a child has been abused or neglected or placed at imminent risk of serious harm, he/she shall cause reports to be made in accordance with the procedures set forth for statutory mandated reporters.
- b) Nothing in this policy shall be construed to preclude an employee reporting suspected child abuse and/or neglect from reporting the same directly to the Commissioner of Children and Families.

6. Contents of Reports

Any oral or written report made pursuant to this policy shall contain the following information, if known:

- a) The names and addresses of the child and his/her parents or other person responsible for his/her care;
- b) the age of the child;
- c) the gender of the child;
- d) the nature and extent of the child's injury or injuries, maltreatment or neglect;
- e) the approximate date and time the injury or injuries, maltreatment or neglect occurred;
- f) information concerning any previous injury or injuries to, or maltreatment or neglect of the child or his/her siblings;
- g) the circumstances in which the injury or injuries, maltreatment or neglect came to be known to the reporter;
- h) the name of the person or persons suspected to be responsible for causing such injury or injuries, maltreatment or neglect; and
- i) whatever action, if any, was taken to treat, provide shelter or otherwise assist the child.

7. Investigation of the Report

If the suspected abuser is a school employee, the Superintendent shall thoroughly investigate the report. Recognizing the fact that the Department of Children and Families (“DCF”) is the lead agency for the investigation of child abuse and neglect reports, the Superintendent's investigation shall be coordinated with DCF and/or the police in order to minimize the number of interviews of any child and to share information with other persons authorized to conduct an investigation of child abuse and neglect. When investigating a report, the Superintendent shall endeavor to obtain, when possible, the consent of parents or guardians or other persons responsible for the care of the child to an interview with a child, except in those cases in which there is reason to believe that the parents or guardians or other persons responsible for the care of such child are the perpetrators of the alleged abuse, or where DCF has indicated that obtaining such consent will interfere with its investigation.

The investigation shall include an opportunity for the suspected abuser to be heard with respect to the allegations contained within the report. During the course of an investigation of suspected abuse by a school employee, the Superintendent may suspend the employee with pay or may place the employee on administrative leave with pay, pending the outcome of the investigation.

a) Evidence of Abuse by a School Employee Holding a Certificate, Authorization or Permit Issued by the State Department of Education

If, upon completion of the investigation by the Commissioner of Children and Families (“Commissioner”), the Superintendent has received a report from the Commissioner that he or she has reasonable cause to believe that a child has been abused by a school employee who holds a certificate, permit, or authorization issued by the State Department of Education, and that the Commissioner has recommended that such employee be placed on the child abuse and neglect registry, the Superintendent shall make a written request to the Commissioner that he or she provide all records, whether or not created by DCF, concerning such investigation to the

Superintendent. In addition, the Superintendent shall suspend the employee, if not previously suspended, with pay and without diminution or termination of benefits.

**Policy  
5141.4 (f)**

Within seventy-two (72) hours after such suspension the Superintendent shall notify the Board of Education and the Commissioner of Education, or his or her representative, of the reasons for and the conditions of the suspension. The Superintendent shall disclose records received from DCF to the Commissioner of Education and the Board of Education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization. For certified personnel, such suspension shall remain in effect until the Board of Education acts pursuant to the provisions of Conn. Gen. Stat. Section 10-151.

Regardless of the outcome of any investigation by the Commissioner of Children and Families and/or the police, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment, in accordance with the provisions of any applicable statute, if the Superintendent's investigation produces evidence that a child has been abused by a school staff member who holds a certificate, permit or authorization issued by the State Department of Education.

If the contract of employment of such certified school employee is terminated as a result of an investigation into reports of child abuse and neglect, the Superintendent shall notify the Commissioner of Education, or his or her representative, within seventy-two (72) hours after such termination.

b) Evidence of Abuse by Other School Staff

If the investigation by the Superintendent and/or the Commissioner of Children and Families produces evidence that a child has been abused by a non-certified school staff member, the Superintendent and/or the Board, as appropriate, may take disciplinary action, up to and including termination of employment.

8. Delegation of Authority by Superintendent

The Superintendent may appoint a designee for the purposes of receiving and making reports, notifying and receiving notification, or investigating reports pursuant to this policy.

**Policy  
5141.4 (g)**

9. Disciplinary Action for Failure to Follow Policy

Except as provided in Section 10 below, any employee who fails to comply with the requirements of this policy shall be subject to discipline, up to and including termination of employment.

10. Non-discrimination Policy

The Board of Education shall not discharge or in any manner discriminate or retaliate against any employee who, in good faith makes, or in good faith does not make, a report pursuant to this policy, or testifies or is about to testify in any proceeding involving abuse or neglect.

Legal References:

Connecticut General Statutes:

Section 10-151

Section 17a-101 et seq.

Section 17a-103

Section 17a-106

Public Act 09-242, "An Act Concerning Sexual Activity between School Workers and Students and Including School Superintendents as Mandated Reporters of Child Abuse or Neglect"

**Policy Adopted:**

**GRANBY PUBLIC SCHOOLS  
Granby, CT**

## **Students**

### **Student Grievance Procedures (Equity/Title IX/504)**

#### **Designation of Responsible Employee**

The Superintendent shall designate an individual as the responsible employee to coordinate school district compliance with Equal Education Opportunity, Title IX, 504 and its administrative regulations.

The designee and/or District's Coordinator, shall formulate procedures for carrying out the policies in this statement and shall be responsible for continuing surveillance of district educational programs and activities with regard to compliance with Equal Education Opportunity, Title IX /504 and its administrative regulations.

The designee shall, upon adoption of this policy and once each academic year thereafter, notify all students of the name, office address and telephone number of the designee. Notification shall be by posting and/or other means sufficient to reasonably advise all students.

#### **Grievance Procedure**

Any student shall have a ready means of resolving any claim of discrimination on the basis of race, color, age, national origin, sex or handicap in the educational programs or activities of the district. Grievance procedures are set forth in administrative regulations.

#### **Dissemination of Policy**

The Superintendent or his/her designee shall annually inform students that the district does not discriminate on the basis of race, color, age, national origin, sex or handicap in the educational programs or activities which it operates and that it is required by law and its administrative regulations not to discriminate in such a manner. The notification shall be made in the form and manner required by law or regulation.

Legal Reference:       20 U.S.C. 1681 – Title IX of the Educational Amendments of 1972

                                  34 C.F.R. Part 106 – Title IX of the Educational Amendments of 1972

Policy adopted:

GRANBY PUBLIC SCHOOLS  
Granby, CT

## **Students**

### **Student Grievance Procedures**

Any student may bring a grievance forward using the following procedures:

#### **Purpose of Student Grievance Procedures**

1. To provide students with a safe and supportive process for making a grievance.
2. To define the correct procedure for students to follow in resolving grievances.
3. To secure at the lowest possible level an equitable solution to the problem for those parties involved with the grievance.

#### **General Conditions**

1. Procedures described herein do not limit the right of any student reporting and resolving a problem without making a formal grievance complaint.
2. Students should submit a written complaint within forty (40) days of the alleged event or occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.
3. This procedure shall be used only when direct negotiation between parties involved would aggravate existing relationships.
4. Failure at any level of a school Compliance Coordinator, district administrator, Superintendent or the Board of Education to submit a written decision within the specified time limits shall permit the aggrieved student to take said grievance to the next level.

Failure by the student to take the grievance to the next level within the specified time limit shall be considered acceptance of the decision rendered at the particular level.

5. Days indicated at each level should be considered as maximum, and every effort should be made to expedite the grievance process. Specified time limits may be extended by mutual written agreement of involved parties.
6. Formal grievances should be submitted using the district grievance form. Responses/decisions shall be in writing.
7. In the event a grievance is filed after June 1 of any year and this procedure will not allow for settlement prior to completion of the school year, all parties shall attempt to resolve the grievance within ten (10) weekdays of the event or occurrence.

## **Students**

### **Student Grievance Procedures (continued)**

#### **Procedures**

**Level One.** The student shall discuss the alleged discriminatory act or practice with the Compliance Coordinator or the administrative supervisor of the individual who has caused the alleged discrimination. Both the Compliance Coordinator and administrative supervisor will jointly gather facts including, but not limited to, interviewing witnesses including the involved parties. The Compliance office must notify the student in writing within ten (10) business days of the appeal. If this resolution is unsatisfactory to the student then the procedures outlined in Levels II through V should be followed. If the resolution is unsatisfactory to the party alleged to have discriminated, the Compliance Coordinator, administrative supervisor or the student should request in writing a meeting with the Superintendent of Schools.

**Level Two.** The student shall, within forty calendar days of the alleged incident, on forms provided, put the complaint in writing and file it with the Compliance Coordinators. Within five (5) business days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent. The Compliance Coordinator must notify the student within ten (10) business days of the appeal. The Board will be apprised by the Superintendent of any grievance reaching Level II.

**Level Three.** Within ten working days after receipt of such complaint, the Superintendent must hold a hearing and within five working days of the hearing resolve the complaint, negotiate a long term solution, or refer the matter to the Board of Education for consideration. Following the hearing the Superintendent shall render a written decision within ten (10) business days of the appeal.

**Level Four.** If the student is not satisfied with the decision at level three, within five (5) business days of receiving the written decision, he/she may appeal to the Board of Education. Within one (1) calendar month of receiving the appeal, the grievance shall be placed on the agenda of a Board meeting and all involved parties notified of the meeting at which the grievance will be discussed. The student may choose a representative of the committee to assist him/her in discussion. Following the discussion and consideration, the Board of Education shall render a decision in writing to all parties involved.

**Level Five.** If the student and/or the student's parents wish to pursue the grievance, he/she shall proceed in accordance with appropriate state statutes.

Legal Reference: U.S.O.E. Title IX (Final Title IX Regulation Implementing Education Amendments of 1972 Prohibiting Sex Discrimination in Education, eff. date 7/21/75 20 U.S.C. @ 1681 et seq.)

Regulations approved:

GRANBY PUBLIC SCHOOLS  
Granby, CT