

**Curriculum Subcommittee Meeting  
Wednesday, November 3, 2021 5:30 PM  
Central Services**

**I. Public Comment**

**II. Assistant Superintendent's Monthly Report**

**Attachments:**

November 2021 Monthly Report

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**III. Professional Learning Update**

**IV. Math Update**

**V. Revised Policies**

**Attachments:**

Policy Revisions Packet

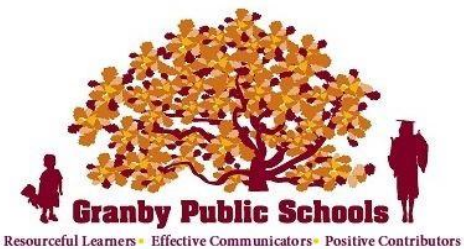
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**Rationale:**

- Policy 0200 - Vision-Mission-Goals
- Policy 1110.1 - Communications with the Public
- Policy 3542.43 - Food Service
- Policy 4118.11/4218.11 - Personnel Nondiscrimination
- Policy 4152.6 - Family and Medical Leave Act
- Policy 4212.42 - Drug and Alcohol Testing for School Bus Drivers

**VI. New Texts/New Courses**

**VII. Other**



## ASSISTANT SUPERINTENDENT'S MONTHLY REPORT – NOVEMBER 2021

Student Learning and Achievement	<ul style="list-style-type: none"> <li>● Worked with Principals to create their Continuous Improvement Goals and Plans</li> <li>● Met with Coaches to establish best practices for Interim Assessment Blocks</li> <li>● Co-facilitated model data conversations with Administrative Council and Great Schools Partnership</li> <li>● Met with GMHS Leadership Team and guidance staff to collect feedback on revisions to the graduation requirements policy</li> <li>● Took a team of 10 staff and 1 student on a Learning Walk through all four buildings collecting evidence of effective instruction</li> <li>● Observed a 3rd and 6th grade Illustrative Mathematics Lesson</li> <li>● Developed plan for Strings Instruction in 2022-23</li> <li>● Supported GMHS in PSAT ordering and administration and planned for grade 8 PSAT administration with GMMS staff</li> </ul>
Community Engagement	<ul style="list-style-type: none"> <li>● Crafted weekly communications for school community based on current COVID-19 guidance</li> <li>● Supported revision to the district logo to reflect the revised Vision of the Graduate</li> <li>● Met with FVHD on site at GMHS to plan for hosting vaccine clinics</li> </ul>
Safety and Social Emotional Well-Being	<ul style="list-style-type: none"> <li>● Co-facilitated second meeting of the Social Emotional Learning (SEL) Committee</li> <li>● Continued meeting regularly with FVHD</li> <li>● Continued meeting with CSDE and DPH around monitoring the COVID-19 pandemic impact on education</li> </ul>
Budget Development and Fiscal Management	<ul style="list-style-type: none"> <li>● Submitted the Title V grant</li> <li>● Continued crafting a budget to support 2021-22 curriculum initiatives and met with all administrators around priorities.</li> <li>● Worked with Canton to complete a Comprehensive Local Needs Assessment (CLNA) in advance of Perkins Grant application</li> </ul>
Embracing Diversity	<ul style="list-style-type: none"> <li>● Planned for equity work with teachers, administrators and the Granby Equity Team with CT Center for School Change</li> <li>● Continued regular meetings with new Director of Pupil Personnel Services</li> <li>● Coordinated second Granby Equity Team (GET) meeting facilitated by Kerry Lord and Patrice Nelson</li> <li>● Attended district check in meeting for the Teacher in Residence Program</li> </ul>
Professional Learning	<ul style="list-style-type: none"> <li>● Organized the World Language Department partnering with Berlin Public Schools for ACTFL training on October 12th</li> <li>● Facilitated October 12th and November 2nd Professional Development Days and planned with consultants in advance around the themes of Social Emotional Learning, Equity and Effective Instructional Strategies</li> <li>● Held the second District Leadership Team meeting with a lens towards leading instructional work in their buildings</li> <li>● Led the first Educator Development Committee (EDC) meeting to focus on evaluation, new teacher support, professional development and TEAM</li> <li>● Began holding goal setting meetings with staff</li> </ul>

### Vision-Mission-Goals

The Board of Education believes that the effectiveness of the educational program of the district ~~depends fundamentally upon an acceptable philosophic base that~~ is guided by ~~an agreed upon vision~~ Vision of a ~~graduate~~ Graduate and Board of Education's Strategic Plan, Goals and Core Values. Developing coherence and alignment of programs and instructional practices around these guiding documents provides the best conditions and opportunities for continuous district improvement. To guide the continuous improvement efforts of the superintendent, administrators, teachers, and staff, the Board has adopted the following:

### Vision of a Graduate

All Granby Public Schools students will become resourceful learners and effective communicators who positively contribute at the local, national and global levels.

#### Resourceful Learners:

- ❖ Ask questions and identify problems or challenges
- ❖ Identify strategies and methods for personal success
- ❖ Explore and connect areas of interest
- ❖ Set goals and persist in achieving these goals
- ❖ Gather and evaluate a variety of sources and perspectives
- ❖ Synthesize information and create solutions
- ❖ Solve complex problems by applying approaches from multiple disciplines

#### Effective Communicators:

- ❖ Listen closely and respectfully participate in discourse
- ❖ Value diverse voices and viewpoints
- ❖ Prepare a message for an identified purpose and audience
- ❖ Express ideas clearly in a variety of ways
- ❖ Support arguments with evidence
- ❖ Adapt and adjust thinking based on feedback and new learning
- ❖ Use tools and technology flexibly and strategically

#### Positive Contributors:

- ❖ Develop meaningful connections with others
- ❖ Collaborate for a common goal
- ❖ Exhibit compassion and empathy
- ❖ Make healthy and responsible decisions
- ❖ Use personal talents and knowledge to contribute to society
- ❖ Demonstrate civic responsibility

❖ Understand that actions have impact on the local community, the country and our global society

## **Board of Education Goals**

### **Goal 1: Student Learning and Achievement**

Improve student achievement, academic performance and opportunity at all grade levels and for all ability levels and decrease achievement gaps on the path to college and career readiness.

### **Goal 2: Community Engagement**

Enhance communication and build trusting relationships with all stakeholders

### **Goal 3: Safety and Social Emotional Well-Being**

Foster a safe and positive social emotional environment for everyone.

### **Goal 4: Budget Development and Fiscal Management**

Practice responsible budget development and management through transparency and maximize available financial resources through a balance of fiscal discipline and innovative educational investments.

### **Goal 5: Embracing Diversity**

Adopt and promote strong instructional, curricular and leadership practices that embrace and advance knowledge and acceptance of human diversity and that eliminate bias.

### **Goal 6: Professional Learning**

Develop the instructional skills and strategies of our teaching staff through ongoing, meaningful and systemic professional learning opportunities.

## **CORE VALUES**

The Board of Education's core values are the non-negotiable principles, shared beliefs and collective commitments that must be demonstrated by the Board of Education and district staff in order to advance the district.

### **SUCCESS FOR ALL STUDENTS**

WE BELIEVE the success of every student matters; outcomes should not be predictable by race, ethnicity, or socioeconomic status; and, equity demands the elimination of all achievement gaps and meeting the needs of students of all abilities and backgrounds.

### **SAFE ENVIRONMENT**

WE BELIEVE providing a safe, secure and personalized learning environment is essential for students' physical, emotional and intellectual development.

### **CONTINUOUS IMPROVEMENT**

WE BELIEVE in a commitment to continuous improvement through holding our practice to the highest standards of performance, effectiveness and efficiency.

**ACCOUNTABILITY**

WE BELIEVE accountability to the community for performance and results matters and that it is a reciprocal process requiring the provision of resources and support for staff to meet the expectations. Being accountable and reliable in our actions and commitments demonstrates responsibility, helps evaluate our effectiveness and informs practice.

**DIVERSITY**

WE BELIEVE in inclusiveness, that each individual's differences and contributions are valued and the diversity of cultures, abilities and backgrounds is an asset to the district.

**ETHICAL BEHAVIOR**

WE BELIEVE each individual's contributions add value to our learning community; fair treatment, honesty, openness, and integrity are essential.

**ECONOMIC VALUE**

WE BELIEVE in the wise stewardship and investment of funds and resources and in the realization of a high return on investment from the use of taxpayer funds.

Policy adopted: December 15, 2010  
Granby, Connecticut

GRANBY PUBLIC SCHOOLS

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement**

Aligned with our district mission to foster effective collaboration, the Granby Board of Education (BOE) believes that improved student achievement is the shared responsibility and goal of the BOE, parents, teachers, the school system and the community at large. Research supports our belief that the education of our children must be a collaborative effort between families and school, and that meaningful cooperation and effective communication between home and school improve the quality of education significantly. Consistent and two-way communication and cooperation between teachers and parents, including guardians and other family members involved in supervising children's education, improves student behavior and attendance and, ultimately, achievement.

Therefore, all parents, guardians and care-givers of students in our schools are encouraged to take an active role in the education of their children, and school personnel will ensure a variety of opportunities for parents to participate in the life of the school community. The opportunities provided by each school are in no way a limit on the ways in which parents can and should be involved in their child's education. Each school will develop an annual plan to foster opportunities for parent and family involvement and participation including, but not limited to, such steps as ensuring that:

- Parents and guardians are welcome in every school and their support, assistance and input is sought in assisting student learning.
- Communication between home and school is regular, two-way, meaningful and consistent, and reflects updated and accurate information.
- Systems of communication are developed and refined to meet the needs of all our families including those from other communities.
- Conference schedules respect the needs of working families.
- Community resources are made available to strengthen school programs and student learning.
- Opportunities are provided for parents to give input regarding decisions affecting children and families.
- Opportunities for parent and community involvement foster shared responsibility for student learning.

The Superintendent will report to the Board of Education annually on parent involvement opportunities.

Legal Reference: Connecticut General Statutes  
10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut

## **Community Relations**

### **Communications with the Public**

#### **Parent Involvement**

Considerable experience and related evidence indicates that meaningful involvement of parents, guardians, and other care-givers in the schooling of children improves the quality of education significantly. The District believes that closer connections of parents and others responsible for the home care of the children with our schools can result in enhanced academic performance, improved behavior, and reduced absenteeism.

Therefore, all parents, guardians, and care-givers of students enrolled in our school district are encouraged to take an active role in the education of their children.

Further, the District believes that the professional staff must take whatever steps are necessary to facilitate a broad variety of opportunities for parents to connect frequently with the schools in which their children are enrolled, and with the overall system. These steps should include the following:

- Parenting skills should be promoted and supported.
- Communication between home and school is regular, two-way, and meaningful. (Such communication may include monthly newsletters, electronic communications, required regular contact with all parents, two required flexible parent-teacher conferences for each school year and drop in hours for parents, home visits and use of technology, including but not limited to, homework hotlines.
- Parents should play an integral role in assisting student learning.
- Parents should be welcome in every school and their support and assistance sought.
- Parents input should be sought regarding decisions that affect children and families.
- Community resources should be made available to strengthen school programs, family practices and student learning.
- The two required parent-teacher conferences per year, beginning July 1, 2021 and each school year thereafter, can be fulfilled by the District offering parents the option of attending any parent-teacher conference by the use of telephonic, video, or other conferencing platforms.
- An additional parent-teacher conference, in addition to the two required conferences shall be conducted during periods when the District provides remote learning for more than three consecutive weeks and one additional parent-teacher conference every six months thereafter for the duration of such period of remote learning.

**Policy**  
**1110.1 (b)**

The District will request from the parent/guardian of each student the name and contact information of an emergency contact person who may be contacted if the student's parent/guardian cannot be reached to schedule a parent-teacher conference required when the District is providing remote learning for a period of three consecutive weeks or more.

In situations in which the teacher is unable to contact a student's parent/guardian after three attempts to schedule the required parent-teacher conference during a period of remote learning provided by the District for three consecutive weeks or more, such teacher is directed to report such inability to the principal, school counselor, or other school administrator designated by the District. Such principal, counselor, or administrator is to contact the student's emergency contact to determine the student and family's health and safety.

The District shall utilize the document developed by the State Department of Education (by 12/1/21) that provides information concerning education, safety, mental health and food insecurity resources and programs available to students and their families.

The Superintendent will report to the Board of Education annually on parent involvement opportunities.

Legal Reference:           Connecticut General Statutes  
                                  10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, and P.A. 21-46, An Act Concerning Social Equity and the Health, Safety, and Education of Children.

Policy adopted:   January 23, 2013

GRANBY PUBLIC SCHOOLS  
Granby, Connecticut

# Current Policy

**Policy  
3542.43(a)**

## **Business/Non-Instructional Operations**

### **Food Service**

#### **Charging Policy**

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's Food Services program, that will enhance learning. The school nutrition program is an essential part of the education system.

The District has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The District also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The District realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

## **Business/Non-Instructional Operations**

### **Food Service**

#### **Charging Policy**

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

# Proposed Policy

**Policy  
3542.43(a)**

## **Business/Non-Instructional Operations**

### **Food Service**

#### **Charging Policy**

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's Food Services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The District has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The District also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The District realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

The District prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary may exclude a la carte items, for any school breakfast, lunch or other feeding.

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

## **Business/Non-Instructional Operations**

### **Food Service**

#### **Charging Policy (continued)**

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Food Services Manager/Director and/or the applicable school Principal for assistance. The District encourages all families who may have a child eligible for free or reduced price lunch to apply.

The District uses an automated prepayment system, which allows parents/guardians to view their child's meal account balance and purchases, receive low-balance notifications, as well as, make deposits, to their child's school meal account. Any student whose account has insufficient funds (i.e., is at the charging limit) and does not bring a meal from home may charge any combination of meals up to an amount not to exceed the cost of thirty (30) meals. A-la-carte items shall not be charged. Negative balance status can be avoided by making a payment in the form of cash, check, or by credit card to an automated prepayment system.

Communications with parents/guardians regarding collection of a child's unpaid meal charges shall include information on local food pantries, application for free or reduced price meals and the Department of Social Services' supplemental nutrition assistance program and a link to the District's website that lists any community services available to town/city residents.

All charges must be paid in 10 days and/or an application for free and reduced meals should be submitted.

The Board may accept gifts, donations, or grants from any public or private sources for the purpose of paying off any unpaid charges for school meals.

#### **Definitions**

**"Delinquent Debt"** are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

**"Bad Debt"** are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food services account, but must be restored using nonfederal funds.

## **Business/Non-Instructional Operations**

### **Food Service**

#### **Charging Policy (continued)**

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.  
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State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

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- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

**Policy Adopted:**

**GRANBY PUBLIC SCHOOLS  
Granby, Connecticut**

## **Personnel – Certified/Non-Certified**

### **Nondiscrimination**

The Granby Board of Education will not make employment decisions (including decisions related to hiring, assignment, compensation, promotion, demotion, disciplinary action and termination) on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, veteran status, ancestry, genetic information, or gender identity or expression, except in the case of a bona fide occupational qualification.

It is the policy of the Granby Board of Education that any form of discrimination or harassment on the basis of race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, ancestry, genetic information, or gender identity or expression is prohibited, whether by students, Board employees or third parties subject to the control of the Board. The Board's prohibition of discrimination or harassment in its educational programs or activities expressly extends to academic, nonacademic and extracurricular activities, including athletics. It is also the policy of the Board of Education to provide for the prompt and equitable resolution of complaints alleging any discrimination on the basis of protected characteristics such as race, religion, color, national origin, sex, sexual orientation, marital status, age, disability, pregnancy, ancestry, genetic information, or gender identity or expression.

For the purposes of this policy, "genetic information" means the information about genes, gene products, or inherited characteristics that may derive from an individual or a family member. "Genetic information" may also include an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

For the purposes of this policy, "gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose.

**Personnel – Certified/Non-Certified (Cont'd)**

**Nondiscrimination**

**Legal References:**

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*  
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*  
Age Discrimination in Employment Act, 29 U.S.C. § 621  
Americans with Disabilities Act, 42 U.S.C. § 12101  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42  
USC 2000ff; 34 CFR 1635  
Connecticut General Statutes § 10-153. Discrimination on basis of marital status  
Connecticut Fair Employment Practices Act, Connecticut General Statutes §46a-60  
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation:  
Definitions  
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.  
(as amended by PA 17-127)

Policy adopted: January 23, 2013  
Policy revised: December 19, 2018

GRANBY PUBLIC SCHOOLS  
Granby, Connecticut

# Proposed Policy

**Policy  
4118.11(a)/  
4218.11(a)**

## **Personnel – Certified/Non-Certified**

### **Nondiscrimination**

It is the intent of the District to provide a fair employment setting for all persons and to comply with state and federal law. The conditions or privileges of employment in the school district, including the wages, hours, terms and benefits, shall be applied without regard to race, color, religion, age, veteran status, genetic information, marital status, national origin, sex, sexual orientation, gender identity or expression, ancestry, present or past history of mental disorder, or disability (including pregnancy), except in the case of a bonafide occupational qualification.

“Race” is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. “Protective hairstyles” includes, but is not limited to, wigs, headwraps and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros and afro puffs.

The District shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training and other terms, conditions and privileges of employment.

The District shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The District shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

Further, the District shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the District.

Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability of the enforcement and application of this policy, should contact the District’s ADA/Section 504 Coordinator. The District’s coordinator is Angela Ehrenwerth, Director of Pupil Services.

(cf. 0521 – Nondiscrimination)

(cf. 4000.1/5145.44 – Title IX)

(cf. 4111 – Recruitment and Selection)

(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)

(cf. 4118.14/4218.14 – Disabilities)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harrasment)

**Personnel – Certified/Non-Certified (Cont'd)**

**Nondiscrimination**

**Legal References:**

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d *et seq.*  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq.*  
Title IX of the Education Amendments of 1972, 20 USCS § 1681, *et seq.*  
Age Discrimination in Employment Act, 29 U.S.C. § 621  
Americans with Disabilities Act, 42 U.S.C. § 12101  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794  
Title II of the Genetic Information Nondiscrimination Act of 2008, Pub.L.110 233, 42  
USC 2000ff; 34 CFR 1635  
Connecticut General Statutes § 10-153. Discrimination on basis of marital status  
Connecticut Fair Employment Practices Act, Connecticut General Statutes §46a-60  
Connecticut General Statutes § 46a-81a Discrimination on basis of sexual orientation:  
Definitions  
Connecticut General Statutes § 46a-81c Sexual orientation discrimination: Employment.  
(as amended by PA 17-127)

Policy adopted: January 23, 2013  
Policy revised:

GRANBY PUBLIC SCHOOLS  
Granby, Connecticut

# Current Policy

**Policy  
4212.42**

## **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: October 6, 2010

GRANBY PUBLIC SCHOOLS  
Granby, CT

# Proposed Policy

**Policy  
4212.42 (a)**

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

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

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.

In addition, the District expects its school transportation contractor to train all school bus drivers, with instruction pertaining to the identification, the signs and symptoms of anaphylaxis, and in the administration of epinephrine by a cartridge injector (“EpiPen”), the notification of emergency personnel, and the reporting of an incident involving a student’s life-threatening allergic reaction. Such training, shall occur following the issuance or renewal of an endorsement to operate a school bus for carrier employees, and upon the hiring of a school bus driver, except a driver who received the training after the most recent issuance or renewal of his or her endorsement is not required to repeat it.

Prior to employment of bus drivers, the District expects its school transportation carrier to conduct a full query of the Federal Motor Carrier Safety Administration’s Drug and Alcohol Clearinghouse (Clearinghouse) to obtain information about the driver’s eligibility under federal rules to perform a safety-sensitive function. The District/school transportation carrier will also contact prior employers where the applicant was a CDL driver for information to determine the driver’s eligibility to perform safety-sensitive functions. (Prior employers’ inquiries will continue until January 2023.)

The school transportation carrier will also utilize the Clearinghouse for current CDL drivers who are employees on at least an annual basis. Required personal information that is collected and maintained in connection with the testing program shall also be reported, as required, to the Clearinghouse.

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

**Personnel -- Non-Certified**

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

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)

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