

Regular Board of Education Meeting
Wednesday, August 29, 2012 7:00 PM Eastern

Central Services
15-B North Granby Road
Granby, CT 06035

Jenny Emery: Present
Lynn Guelzow: Present
Cal Heminway: Present
Edward Ohannessian: Present
Benjamin Perron: Present
Rosemarie Weber: Present
Matthew Wutka: Present
Present: 7.

I.	Public Comment
II.	Administrative Reports
II.A.	Superintendent's Announcements
II.B.	Business Manager's Report
III.	Consent Agenda
III.A.	Minutes
IV.	Old Business
IV.A.	Second Reading of Policy 5141.21, Administering Medication
IV.B.	Education Support Personnel Policy
V.	New Business
V.A.	Board Professional Development
VI.	Miscellaneous
VI.A.	Board Standing Committee Reports
VI.A.1.	Curriculum/Policy/Technology/Communication
VI.A.2.	Finance/Personnel/Facilities
VI.B.	Other Board-Related Reports
VI.B.1.	CPPAC
VI.B.2.	CREC/CABE
VI.B.3.	Granby Education Foundation
VI.B.4.	District Efficiency Initiatives
VI.C.	Calendar of Events
VI.D.	Board Member Announcements
VII.	Executive Session/Non-Meeting

Regular Board of Education Meeting – Approved Minutes

June 20, 2012, 7:00 p.m.

Central Services

Attendance Taken at 6:50 p.m.:

Present Board Members:

Lynn Guelzow

Cal Heminway

Edward Ohannessian

Benjamin Perron

Matthew Wutka

Sean Goodridge (Student Representative)

Absent Board Members:

Jenny Emery

Rosemarie Weber

Jennifer Lengvarsky (Student Representative)

Mr. Heminway called the meeting to order at 7:03 p.m.

I. Public Comment

There were no public comments this evening.

II. Administrative Reports

II.A. Superintendent's Announcements

- Welcome to parents and members of the community this evening.
- The weather was accommodating for graduation and the moving-up ceremony. Mr. Addley stated that these were both classy events and thanked the community for supporting these events.
- Thank you to the community who donated their talents, time and finances to support the school system this past year.
- Jennifer Miller was chosen as the 2012 Teacher of the Year. Jennifer is a special education teacher at Wells Road Intermediate School.
- Patty Cruickshanks, Administrative Assistant at the Middle School was selected for the 2012 Staff Member of the Year Award
- Congratulations again to our retirees and 25-year employees. They will also be recognized in the July/August edition of *The Drummer*.
- The Global Learning Academy started at Wells Road for Grades 1-9 today.
- Summer school starts July 2nd. There are 136 students enrolled—the largest enrollment thus far.
- Camp Kearns begins on July 9 and there are currently 9 students enrolled.
- 45 teachers were hosted this week at the middle school at a curriculum institute.
- Kindergarten enrollment is at 102 students. We had projected 108 students.
- There are 9 students enrolled in the integrated pre-school program. Three are special education students.
- The high school trip to Honduras departs on June 26th. Nice students will be travelling.
- The Board Retreat will be held on July 23rd. Board members should send agenda items to Cal or Alan.
- The district made a response to a civil rights complaint and entered into an agreement with the Office of Civil Rights recognizing no fault on our behalf. We will review our practices and job description and will provide training when and if necessary by the end of the summer.

II.B. Business Manager's Report

Mr. Harry Traver, Business Manager, reported on the May statement of accounts. The forecast is up from \$122K to \$152K this month. The surplus is being reduced by \$38K to complete the baseball field. Currently, \$114K will be returned to the town. The Facility Subcommittee reviewed the statement at their meeting tonight.

II.C. Annual Curriculum Report

Ms. Diane Dugas, Director of Curriculum, shared the year-end curriculum report with the Board. This year, the focus was on the alignment of the district vision, mission and student achievement goal. There was an increase in adult learning and leadership this year through Teacher's Leadership Academy, curriculum committees, classroom walkthroughs, and TEAM. Ms. Dugas thanked the Board for their support of teaching and learning in the district.

A motion was made by Ed Ohannessian and seconded by Matt Wutka to reorder the agenda and move item V.A. Football Supporter's Update under New Business to Administrative Reports. This motion passed unanimously at 7:30 p.m.

II.D. Football Supporters' Update

Mr. Brad Field, Co-President of Granby High School Football, gave the Board an update on the football program. The number of student athletes is growing. The program is making over \$1,000 per game. Mr. Field introduced Kevin Blake, also Co-President of the club; Mike Gailor and new Head Coach Rich Gadoury. The Board would like to hear what the Football boosters will need when the new fields are completed. The football club agreed to communicate their concerns to Ben Perron, Board Liaison for the Athletic Field Committee. Mr. Addley thanked Coach Gadoury who also coaches the swim team for doing a fabulous job.

II.E. Superintendent's Annual Report

Mr. Addley presented his annual report to the Board. He stated that it was refreshing to be able to do some things this year -- athletic facility, special education review, early childhood, and elementary world languages. Mr. Addley credited his administrators and stated that he relies on his colleagues greatly. He also stated that teachers are very proud and committed to school system. The goals for the 2011-2012 school year were: 1) increase student achievement; 2) professional/personal leadership; 3) build board and community relations; 4) provide educational leadership; and 5) provide effective business leadership. Mr. Addley stated that one of his goals, assist the Board with written values for the district, did not get completed this year but he would like to discuss this at the Board Retreat.

III. Consent Agenda

III.A. Minutes

A Motion was made by Lynn Guelzow and Ben Perron to adopt the consent agenda. The minutes will be amended to reflect changes noted. This motion passed at 8:10 p.m. with one abstention (Ed Ohannessian).

IV. Old Business

IV.A. 2012-2015 Technology Plan

Mr. Heminway suggested that the 1 to 1 computing presentation be turned over to Ben Perron as it is not part of the technology plan being submitted to the state. A motion was made by Ben Perron and seconded by Ed Ohannessian to accept the 3-year technology plan with corrections. Mr. Perron stated the plan is good enough to go to the state but not good enough for the district to define what the big issues are, how much do they cost, and how do we get there. Ms. Guelzow suggested that this topic be addressed again in fall and would like to see a "Granby" plan. This motion passed unanimously at 8:40 p.m.

IV.B. 1:1 Computing

Mr. Heminway asked Ben Perron if he had additional information for the Board or additional information that he requires from a committee perspective. Mr. Perron would like the 1:1 discussion to be continued at a future board meeting and for the Curriculum Committee to discuss it a little more.

V. New Business

V.A. First Reading of Policy 5141.21, Administering Medication

Mr. Addley stated that the policy presented primarily addresses the administration of medication. The prior policy was very minimal. Attorneys have reviewed the policy and Dr. Kupruch, our medical advisor, approved it as well as the Farmington Valley Nurses' Association. This policy will go to the Board for a second reading at the next meeting.

V.B. Homework Committee Update

Mr. Michael Dunn, K-12 Language Arts Coordinator, presented the work of the focus group homework committee. The focus group was formed and comprised of parents, teachers and administrators in response to last year's Race to Nowhere town-wide meeting. The charge of the group was to review the research that exists with best practices, articulate Granby values and then make recommendations for changes to the administrative regulations. The regulations have been shared with administrators and administrators will communicate these guidelines and to staff by the beginning of the 2012-2013 year and will collaborate to monitor their implementation. Mr. Addley congratulated Mr. Dunn on a job well done with the administrative regulations.

V.C. Education Support Personnel Policy

This policy is presented as an extension of the policy for one year. The Finance Subcommittee suggested that our attorneys review this policy for accuracy as it is generally a handbook. There were some non-monetary changes which were discussed with the Board. A motion was made by Matt Wutka and seconded by Ed Ohannessian to table the approval of this policy at 9:34 p.m.

V.D. Superintendent's Contract

A motion was made by Matt Wutka and seconded by Ed Ohannessian to approve the superintendent's contract as presented. The contract will run from July 1, 2012 for three years. This motion passed unanimously at 9:35 p.m.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

VI.A.1. Curriculum/Policy/Technology/Communication

This committee did not meet.

VI.A.2. Finance/Personnel/Facilities

The statement of accounts was reviewed. There are enough funds to complete the required repairs to the baseball field. Three estimates have been received and the Committee feels that this should go out to bid. Mr. Traver will put together the requirements for the bid request with Tom Steinke and it would state "pending approval of the Board" to go ahead. A motion was made by Matt Wutka and seconded by Ed Ohannessian to authorize the Business Manager to encumber the expenditure of up to \$90K for repair of the baseball field. This motion passed at 9:58 p.m. with one abstention (Cal Heminway).

VI.B. Other Board-Related Reports

VI.B.1. Athletic Field Project Committee

This committee met last evening. Coaches, Field Turf and Track Makers attended the meeting which was helpful. The committee anticipates signing the contract with CR3 this week or next week and will be sending out construction bids in August.

VI.B.2. CREC/CABE

There was a CREC Board Meeting last week. The Commissioner of Education was the speaker and the key item discussed was instead of putting more money in the choice program, the state is building six more magnet schools and also adding additional grade levels to Two Rivers Middle Magnet School and the Arts Academy. These changes will occur in the fall. CABE has not met

VI.B.3. Granby Education Foundation

The GEF fall event will be held sometime in November and will involve a visitation from the Hartt School of Music with some activity in the schools. Zipp slip was discussed to outreach to parents and it will be discussed further with the GEF to see if they would like to use it.

VI.B.4. District Efficiency Initiatives

Mr. Traver reported that he and Tom Steinke will be looking at electricity usage again in the fall.

VI.C. Calendar of Events

The calendar of events is as presented.

VI.D. Board Member Announcements

Mr. Heminway asked the Board to complete evaluation forms for the superintendent's evaluation prior to the Board Retreat on July 23rd.

VII. Executive Session/Non-Meeting

A motion was made by Matt Wutka and seconded by Ed Ohannessian to adjourn the regular meeting and go into an Executive Session. This motion passed unanimously at 10:07 p.m. The Executive Session adjourned at approximately 10:20 p.m.

Respectfully submitted,

Linda Powell
Board Recorder

**Board Retreat – Approved Minutes
July 23, 2012, 8:00 a.m.
Wells Road Intermediate School**

Present Board Members:

Jenny Emery
Lynn Guelzow
Cal Heminway
Edward Ohannessian
Bed Perron
Rosemarie Weber

The meeting was called to order at 8:20 a.m. by Cal Heminway.

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High School Baseball Fields – A motion was made by Mr. Ohannessian and seconded by Ms. Emery to approve the bid for the high school baseball field improvements. This motion passed unanimously at 8:25 a.m.

The Board entered into an Executive Session at approximately 8:20 a.m. to discuss the Superintendent's evaluation.

Superintendent's Evaluation – The Board discussed the Superintendent's annual performance review for 2011-2012.

Legislative Updates – Mr. Thomas Mooney, Shipman and Goodwin, provided legislative updates to the Board and discussed confidential attorney/client communication.

Board Strategic Initiatives – District administrators joined the Superintendent and Board to discuss a variety of educational issues with district administrators. Topics included: The Arts, Gifted & Talented, Technology, Zippslip Software, Intermediate School Reconfiguration, Secondary School Reform and Teacher Evaluation. No action was taken.

Board Operations – The Board reviewed the work of the Curriculum and Finance Subcommittees, Board governance issues, Board member participation in professional development activities and the work of the district's Teacher Evaluation Committee.

A motion was made by Cal Heminway to adjourn the meeting at 3:40 p.m.

Students

Administering Medication

The purpose of this policy is for the Board of Education (Board) to determine who shall administer medications in a school and the circumstances under which self-administration of medication by students shall be permitted.

The Board of Education allows students to self-administer medication and school personnel to administer medication to students in accordance with the established procedures and applicable state regulations. In order to provide immunity afforded to school personnel who administer medication, the Board of Education, along with the School Medical Advisor and the school nurse supervisor, shall review and/or revise this policy and regulations as required. The District's School Medical Advisor will approve this policy and its regulations.

Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant and for interscholastic and intramural athletic events only, a podiatrist.

Cartridge injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reaction.

Controlled drugs means those drugs as defined in Connecticut General Statutes..

Cumulative health record means the cumulative health record of a student mandated by Connecticut General Statutes Section 10-206.

Error means:

- (1) the failure to do any of the following as ordered:
 - (a) administer a medication to a student;
 - (b) administer medication within the time designated by the prescribing physician;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route; and/or
 - (f) administer the medication according to generally accepted standards of practice; or

Students

Administering Medication

Definitions (Cont'd)

- (2) the administration of medication to a student which is not ordered by an authorized prescriber, or which is not authorized in writing by the parent or guardian of such student.

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA), which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Medication means any medicinal preparation including over-the-counter, prescription and controlled drugs, as defined in Connecticut General Statutes Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Medication order means the written direction by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written signature of the prescriber.

Qualified personnel for schools means (a) a full time employee who meets state certification requirements as a principal, teacher, occupational therapist or physical therapist and has been trained in the administration of medication by the school nurse; (b) a coach and licensed athletic trainer who has been trained in the administration of medication by the school nurse.

Self-administration of medication means the control of the medication by the student at all times and is self-managed by the student according to the individual medication plan.

Students

Administering Medication

General Policies on Administration of Medication

A child with diabetes may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of such child to conduct self-testing, along with authorization of the parent/guardian and approval of the school nurse. Such self-testing shall be pursuant to guidelines promulgated by the Commissioner of Education.

A child diagnosed with asthma or an allergic condition, pursuant to State Board of Education regulations, may carry an inhaler or an epipen or similar device in the school at all times if he/she is under the care of a physician, physician assistant, or advanced practice registered nurse (APRN) and such practitioner certifies in writing to the school nurse that the child needs to keep an asthmatic inhaler or epipen at all times to ensure prompt treatment of the child's asthma or allergic condition and protect the child against serious harm or death. A written authorization of the parent/guardian is also required.

A school nurse may administer medication to any student pursuant to the written authorization of an authorized prescriber (physician, dentist, optometrist, an advanced practice registered nurse, or a physician assistant and for interscholastic and intramural athletic events only, a podiatrist), the written authorization of a parent or guardian of such child or eligible student and the written permission of the parent/guardian for the exchange of information between the prescriber and the school nurse necessary to ensure the safe administration of such medication.

In the absence of a school nurse, any nurse employed by and/or providing services under the direction of the Board of Education at a school-based clinic, school sponsored activity, and/or extracurricular activity and only qualified personnel for schools who have been properly trained may administer medications to students as delegated by the school nurse upon the successful completion of specific training in administration of medication and satisfactory completion of the required criminal history check.

Medications with a cartridge injector may be administered by qualified personnel for schools only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death. Qualified personnel for schools, as defined, may administer oral, topical, intranasal, or inhalant medication in the absence of a licensed nurse. Investigational drugs or research or study medications may not be administered by qualified personnel for schools.

Coaches and licensed athletic trainers during intramural and interscholastic events may administer medications as described in this policy and administrative regulations

In compliance with all applicable state statutes and regulations, parents/guardians may administer medications to their own children on school grounds.

Students

Administering Medication

Administration of Medication by Paraprofessionals

Paraprofessionals shall not administer medication.

Administration of Medication by Coaches and Licensed Athletic Trainers During Intramural and Interscholastic Events

During intramural and interscholastic athletic events, a coach or licensed athletic trainer who has been trained in the general principles of medication administration applicable to receiving, storing, and assisting with inhalant medications or cartridge injector medications and documentation, may administer medication for select students for whom self-administration plans are not viable options as determined by the school nurse. The medication which may be administered is limited to: (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

The school nurse is responsible for the student's individualized medication plan and shall provide the coach with a copy of the authorized prescriber's order and the parental/guardian permission form. Parents are responsible for providing the medication, such as the inhaler or cartridge injector, to the coach or licensed athletic trainer, which shall be kept separate from the medication stored in the school health office during the school day.

Medications to be used in athletic events shall be stored in containers for the exclusive use of holding medications; in locations that preserve the integrity of the medication; under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and in a locked secure cabinet when not in use at athletic events.

The agreement of the coach or licensed athletic trainer is necessary for the administration of emergency medication and the implementation of the emergency care plan.

Coaches and athletic trainers are required to fulfill the documentation requirements as outlined in the administrative regulations accompanying this policy. If the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day.

Students

Administering Medication

(cf. 4112.5/4212.5 – Security Check/Fingerprinting)
(cf. 5141 – Student Health Services)
(cf. 5141.23 – Students with Special Health Care Needs)

Legal Reference: Connecticut General Statutes
10-206 Health Assessment
10-212 School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check.
10-212a Administration of medications in schools. (as amended by PA 99-2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252 and PA 09-155)
19a-900 Use of cartridge injector by staff member of before- or after-school program, day camp or day care facility.
21a-240 Definitions
29-17a Criminal history checks. Procedure. Fees.
52-557b Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors)
Connecticut Regulations of State Agencies 10-212a-1 through 10-212a-10, inclusive
Code of Federal Regulations: Title 21 Part 1307.2
20-12d Medical functions performed by physician assistants. Prescription authority.
20-94a Licensure as advanced practice registered nurse.
PA 07-241 An Act Concerning Minor Changes to the Education Statutes
29-17a Criminal history checks. Procedure. Fees.

Policy adopted:

rev. 11/01
rev. 6/03
rev. 8/03
rev. 6/04
rev. 7/05
rev. 7/07
rev. 7/09
rev. 8/09
rev. 4/11

Students

Administering Medication

Policy adopted: September 3, 1997

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

Revision of Policy First Reading:	September 19, 2001
Revision of Policy Second Reading:	October 3, 2001
Revision of Policy Adopted:	October 3, 2001
Revision of Policy First Reading	November 3, 2004
Revision of Policy Second Reading	December 1, 2004
Revision of Policy Adopted	December 1, 2004
Revision of Policy First Reading	June 2012

Students

Administering Medication to Students

The Board of Education allows students to self-administer medication and qualified personnel for schools to administer medication to students in accordance with the following established procedures. These procedures shall be reviewed and/or revised and approved as required by the School Medical Provider, and the school nurse supervisor. The District's School Medical Advisor will approve this policy, and its administrative.

The administration of medication includes the activities of handling, storing, preparing or pouring of medication, conveying it to the student according to the medication order, observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

A student who is required to receive medication or wants to take aspirin, ibuprofen (12 years and older), or acetaminophen, cough drops and topical Antibiotic Ointment at school, during school sponsored activities, and/or during extracurricular activities must provide:

1. The authorized prescriber's (physician, dentist, optometrist, advanced practiced registered nurse, or physician assistant; and a podiatrist in the case of interscholastic or intramural athletic events) orders for medication or aspirin, ibuprofen, or acetaminophen on a school district form which specifies the student's name, condition for which the drug is being administered, name of drug and method of administration and dosage of drug. For students receiving medicine the time of administration and duration of the order, side effects to be observed (if any) and management of such effects, and student allergies to food and/or medicine is also required on the form. This medical order must be renewed yearly if a student is to be administered medication by school personnel

In the absence of the school nurse or a licensed nurse, only qualified personnel properly trained may administer medications, including controlled drugs designated to a specified student provided a written order by an authorized prescriber along with written authorization of a parent or guardian is on file with the school nurse. Investigational drugs may not be administered.

2. Written authorization from the parent or guardian allowing school personnel to administer said medication. This authorization shall be renewed yearly and shall include parental consent for school personnel to destroy said medication if not repossessed by the parent or guardian within a seven (7) day period of notification by school authorities.
3. The medication must have its original correct label from the pharmacy or manufacturer.

Students

Administering Medication to Students

4. Per the School Medical Advisor's standing order, the students in Grades PreK-12, with parental/guardian authorization, may receive Acetaminophen and students 12 years and older, may receive Ibuprofen, cough drops and Topical Antibiotic Ointment at school or during school related activities from the school nurse or designated trained school personnel listed in Section 1 of this Regulation.

Students who are able to self-administer medication may do so provided:

1. An authorized prescriber provides a written order for self-administration of said medication.
2. There is written authorization for self-administration of medication from the student's parent or guardian.
3. The school nurse has evaluated the situation and deemed it to be safe and appropriate; has documented this on the student's cumulative health record, and has developed a plan for general supervision.
4. The student and school nurse have developed a plan for reporting and supervision of self-administration and notification of teachers.
5. The principal and appropriate teachers are informed that the student is self-administering prescribed medication.
6. Such medication is transported to the school and maintained under the student's control within these guidelines.

In addition, the Board permits those students who have a verified chronic medical condition and are deemed capable to self-administer prescribed emergency medication, including rescue asthma inhalers and cartridge injectors for medically-diagnosed allergies, to self-administer such medications and may permit such students to self-administer other medications, excluding controlled drugs, as defined in Connecticut General Statute. Such students must provide:

1. An authorized prescriber's written medication order including the recommendation for self-administration; and
2. A written authorization for self-administration of medication from the student's parent or guardian.

Further, the school nurse shall assess the student's competency for self-administration in the school setting and deem it to be safe and appropriate, including that a student:

1. is capable of identifying and selecting the appropriate medication by size, color, amount, or other label identification;
2. knows the frequency and time of day for which the medication is ordered;
3. can identify the presenting symptoms that require medication;
4. administers the medication properly;

Students

Administering Medication to Students

5. maintains safe control of the medication at all times;
6. seeks adult supervision whenever warranted; and
7. cooperates with the established medication plan.

In the case of inhalers for asthma and cartridge injectors for medically-diagnosed allergies, the school nurse's review of a student's competency to self-administer inhalers for asthma and cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to **prevent** a student from retaining and self-administering inhalers for asthma and cartridge injectors for medically-diagnosed allergies. Students may self-administer such medications only with the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student.

The school nurse is responsible for:

1. Reviewing the medication order and parental authorizations;
2. Developing an appropriate plan for self-administration;
3. Documenting the medication plan in the student's or participant's health record; and
4. Informing qualified personnel for schools and other staff regarding the student's self-administration of prescribed medication.

The medication shall be transported to school by the student and maintained under the student's control in accordance with the District's policy on self-medication by students and the individual student plan.

Self-administration of controlled medication may be considered for extraordinary situations such as international field trips. Such self-administration must be approved by the school nurse and the School Medical Advisor in advance and an appropriate plan shall be developed.

Outside the Regular School Day

Medication may be administered by a nurse employed by, or providing services under the direction of the Board of Education at a school-based clinic, school activity, or extracurricular activity, and by qualified personnel for schools (principals, and teachers, coaches and licensed athletic trainers during intramural and/or interscholastic athletics) trained in the administration of medication. They shall not be held liable for any personal injuries which may result from acts or omissions constituting ordinary negligence.

Students

Administering Medication to Students

Medication will be administered according to the following procedures:

1. The school nurse will develop a medication administration plan for each student before medication may be administered by any staff member. The school nurse will also review regularly all documentation pertaining to the administration of medication for students.
2. The qualified personnel for schools will be formally trained by the school nurse prior to administering medication. The school nurse, acting as designee and under the direction of the School Medical Advisor, will annually instruct such staff members in the administration of medication. The training shall include, but not be limited to:
 - A. The generic principles of safe administration of medications.
 - B. Review of state statute and school regulations regarding administration of medication by school personnel.
 - C. Procedural aspects of the administration of medication, including the safe handling and storage of medication, and documentation.
 - D. Specific information related to each student's medication and each student's medication plan including the name and generic name of the medication, indications for medication, dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed dose of the medication, and when to implement emergency interventions.
3. A list of qualified personnel successfully trained and approved to administer medication along with documentation of the annual update of trainees shall be maintained by the school nurse. The documentation shall include the dates of general and student-specific training, the content of the training, individuals who have successfully completed general and student-specific administration of medication training for the current school year, and names and credentials of the nurse or School Medical Advisor trainer or trainers.

A child with diabetes may test his/her own blood glucose level per the written order of a physician or advanced practice nurse stating the need and the capacity of such child to conduct self-testing, along with the written authorization of the parent/guardian. Such self-testing shall be pursuant to guidelines stipulated by the Commissioner of Education.

Handling and Storage of Medications

All medication, except those approved for keeping by students for self-medication, must be delivered by the parent or other responsible adult and shall be received by the nurse assigned to the school or, in the absence of such nurse, by other qualified personnel for schools trained in the administration of medication and assigned to the school. The school nurse must:

Students

Administering Medication to Students

Handling and Storage of Medications (Cont'd)

- A. Examine on site any new medication, medication order and parent/guardian authorization to insure that it shall be properly labeled with dates, name of student, medication name, dosage and physician's name, and that the medication order and permission form are complete and appropriate.
- B. Develop an administration of medication plan for the student before any medication is given by qualified personnel for schools.
- C. Review all medication refills with the medication order and parent/guardian written authorization prior to the administration of medication.
- D. Except as indicated by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container during school hours under the supervision of the nurse or the principal or principal's designee trained in the administration of medication.
- E. Emergency medications shall be locked beyond the regular school day or program hours..
- F. Record on the Student's Individual Medication Record the date the medication is delivered and the amount of medication received.
- G. Store medication requiring refrigeration in a refrigerator at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator shall be located in a health office maintained for health service purposes with limited access. Non-controlled medications may be stored directly on the shelf of the refrigerator with no further protection needed. Controlled medications shall be stored in a locked box affixed to the refrigerator shelf.
- H. Store prescribed medicinal preparations in securely locked storage compartment. Controlled substances shall be contained in separate compartments, secured and locked at all times. At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before- and after-school programs and school readiness programs. The school nurse shall maintain one set of keys. The additional set shall be under the direct control of the Principal trained in the administration of medication shall also have a set of keys.

Students

Administering Medication to Students

Handling and Storage of Medications (Cont'd)

All medication, except those approved for keeping by students for self-medication, shall be kept in a designated locked container, cabinet or closet used exclusively for the storage of medication.

In the case of controlled substances, they shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.

No more than a three month supply of a medication for a student shall be stored at the school. All medications, prescriptions and non-prescription, shall be delivered and stored in their original containers and in such a manner as to render them safe and effective. No medication for a student shall be stored at a school without a current written order from an authorized prescriber.

Access to all stored medications shall be limited to persons authorized to administer medications. Each school shall maintain a current list of those persons authorized to administer medications.

Destruction/Disposal of Medication

At the end of the school year or whenever a student's medication is discontinued by the authorized prescriber, the parent or guardian is to be contacted and requested to repossess the unused medication within a seven (7) school day period. If the parent/guardian does not comply with this request, all medication (non-controlled drugs) is to be destroyed by the school nurse in the presence of at least one witness () according to the following procedures:

1. Medication will be destroyed in a non-recoverable fashion.
 - A. **If possible keep the medication in its original container.**
 - To protect privacy and discourage misuse of the prescription, cross out the patient's name with a permanent marker or duct tape or remove the label.
 - B. **Modify the medications to discourage consumption.**
 - For solid medications: such as pills or capsules: add a small amount of water to at least partially dissolve them.
 - For liquid medications: add enough table salt, flour, charcoal, or nontoxic powdered spice, such as turmeric or mustard to make a pungent, unsightly mixture that discourages anyone from eating it.
 - For blister packs: wrap the blister packages containing pills in multiple layers of duct or other opaque tape.
 - C. **Seal and conceal.**
 - Tape the medication container lid shut with packing or duct tape.
 - Place it inside a non-transparent bag or container to disguise content.

Students

Administering Medication to Students

Destruction/Disposal of Medication (Cont'd)

- D. Discard the container in your trash can.**

 - E. Schools that want to dispose of controlled substances should make all attempts to have parent/guardian repossess the medications.** If compliance is not met the school nurse should follow the state guidelines to call the Drug Control Division of the CT Department of Consumer Protection for assistance at 860-713-6100.

 - F. The following information is to be charted on the student's health folder or electronic record and signed by the school nurse and witness:**
 - A. Date of destruction.
 - B. Time of destruction.
 - C. Name, strength, form and quantity of medication destroyed.
 - D. Name of witness
2. Controlled substances shall not be destroyed by the school nurse. In the event that any controlled substance remains unclaimed, the school nurse or Supervisor of Nursing shall contact the Connecticut Commissioner of Consumer Protection to arrange for proper disposition. Any accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record.
3. The completed medication administration record for non-controlled medications may be destroyed provided it is superseded by a summary on the student health record.

Documentation and Record Keeping

Record keeping of medication administration shall either be in ink and shall not be altered or shall be recorded electronically, in a record that cannot be altered, on the individual student's medication record form which, along with the parental authorization form and the authorized prescriber's order, becomes part of the student's permanent record.

An authorized prescriber's verbal order, including a telephone order, for a change in any medication may be received only by a school nurse. Such verbal order must be followed by a written order within three (3) school days.

Students

Administering Medication to Students

Documentation and Record Keeping (Cont'd)

1. An error in the administration of medication shall be reported to the school nurse who will initiate appropriate action and documentation in a student incident report and on his/her cumulative record.
2. Untoward reactions to medication shall be reported to the school nurse, the parent, and the student's physician.
3. Records of controlled substances shall be entered in the same manner as other medications with the following additions:
 - A. The amount of controlled drug shall be counted and recorded on the individual student medication record form after each dose given.
 - B. A true copy (carbon or NCR) of the forms shall be retained by the school for 3 years and the original filed in the student's permanent health record.
 - C. Loss, theft or destruction of controlled substances shall be immediately, upon discovery, reported to the Supervisor of Nursing Services who will contact the Connecticut Commissioner of Consumer Protection.

In the absence of a licensed nurse, only qualified personnel for schools who have been properly trained may administer medication to students. Qualified personnel for schools may administer oral, topical, or inhalant medications. Medications with a cartridge injector(s) may be administered by qualified personnel only to a student with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

Medication Errors

An error in the administration of medication shall be reported immediately to the school nurse, the school nurse supervisor, the parent/guardian, and the authorized prescriber, verbally and followed by a written incident report to all appropriate parties within one (1) school day.

A medication error includes any failure to administer medication as prescribed for a particular student, including failure to administer the medication:

- Within the appropriate timeframe.
- In the correct dosage.
- In accordance with accepted practice.
- To the correct student.

Students

Administering Medication to Students

Medication Errors (Cont'd)

In the event of a medication error, the school nurse shall notify the parent or guardian. The nurse shall document the effort to reach the parent or guardian. If there is a question of potential harm to the student and medical treatment may be required, the nurse and/or building administrator shall also notify the student's authorized prescriber or the School Medical Advisor. In a severe emergency, 911 should be called. Contact the Poison Control Center as deemed necessary.

Any errors in the administration of a medication shall be documented by the nurse in the student's cumulative health record. A written incident report shall be made and submitted to the nursing supervisor.

In case of an anaphylactic reaction or the risk of such reaction, a school nurse or qualified school personnel who have been medication trained may administer emergency oral and/or injectable medication to any student in need thereof on the school grounds, in the school building, or at a school function according to the standing order of the School Medical Advisor or the student's private physician.

A report shall be completed using the authorized accident/incident report form.

Any error in the administration of medication shall be documented in the student's cumulative health record.

Administration of Emergency Medication

In the absence of a school nurse, medication trained qualified personnel for schools may give emergency medication orally or by injection to students with a medically diagnosed allergic condition which would require such prompt treatment to protect the child from serious harm or death so long as the qualified personnel has completed training in administration of such medication.

Whenever a student has an untoward reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances or:

- A. The use of the 911 emergency response system;
- B. The contact of a local poison information center;
- C. The physician, clinic or emergency room to be contacted in such an emergency;

Students

Administering Medication to Students

Administration of Emergency Medication (Cont'd)

- D. The name of the person responsible for the decision-making in the absence of the school nurse;
- E. The application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
- F. Administration of emergency medication by qualified personnel trained in medication administration
- G. Transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.

As soon as possible, in light of the circumstances, the Principal shall be notified of the medication emergency. The Principal shall immediately thereafter contact the Superintendent or the Superintendent's designee.

The school nurse, or in the absence of the school nurse a principal or qualified personnel trained in medication administration, is responsible for notifying the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

Supervision

The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned. The school nurse's duty of general supervision includes, but is not limited to the following:

1. Availability on a regularly scheduled basis to:

- a. review orders or changes in orders, and communicate these to personnel designated to administer medication for appropriate follow-up;
- b. set up a plan and schedule to ensure medications are given;
- c. provide training to qualified personnel for schools in the administration of medications, and assess that the qualified personnel for schools are competent to administer medications;
- d. support and assist qualified personnel for schools to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during school related activities.
- e. provide consultation by telephone or other means of telecommunications. (In the absence of the school nurse, an authorized prescriber may provide this consultation.)

Students

Administering Medication to Students

Supervision (Cont'd)

2. In addition, the school nurse shall be responsible for:

- a. implementing policies and procedures regarding the receipt, storage, and administration of medications;
- b. reviewing, on a monthly basis, all documentation pertaining to the administration of medications for students;
- c. observing the competency to administer medication by qualified personnel for schools; and
- d. conduct periodic reviews, as needed, with qualified personnel for schools, regarding the needs of any student receiving medication.

Administration of Medication during Intramural and Interscholastic Athletics

A coach or licensed athletic trainer, trained in the general principles of medication administration applicable to receiving, storing, and assisting with inhalant medications or cartridge injector medications and documentation, may administer medication for select students, according to the student's individualized medication plan, for whom self-administration plans are not viable options as determined by the school nurse.

The medication which may be administered is limited to: (1) inhalant medications prescribed to treat respiratory conditions and (2) medication administered with a cartridge injector for students with a medically diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.

The school nurse, responsible for the student's individualized medication plan, shall provide the coach with a copy of the authorized prescriber's order and the parental/guardian permission form. Parents are responsible for providing the coach or licensed athletic trainer the medication, such as the inhaler or cartridge injector, which shall be kept separate from the medication stored in the school health office during the school day.

Medications to be used in athletic events shall be stored in containers for the exclusive use of holding medications; in locations that preserve the integrity of the medication; under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and in a locked secure cabinet when not in use at athletic events.

The coach or licensed athletic trainer's agreement is necessary for the administration of emergency medication and the implementation of the student's emergency care plan.

Students

Administering Medication to Students

Administration of Medication during Intramural and Interscholastic Athletics (Cont'd)

Coaches and licensed athletic trainers are required to fulfill the documentation requirements as outlined in these administrative regulations. A separate medication administration record for each student shall be maintained in the athletic area. Errors in the administration of medication shall be reported to the school nurse and actions taken as outlined in these administrative regulations. If the school nurse is not available, a report may be submitted by the coach or licensed athletic trainer to the school nurse on the next school day.

An administration of medication record shall be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

Legal Reference: Connecticut General Statutes
 10-206 Health assessment
 10-212 School nurses and nurse practitioners. Administration of
 medications by parents or guardians on school grounds. Criminal history;
 records check
 10-212a Administration of medicines by school personnel. (as amended by
 P.A. 03-211, PA 04-181 and PA 09-155)
 19a-900 Use of cartridge injector by staff member of before- or after-
 school program, day camp or day care facility
 21a-240 Definitions
 29-17a Criminal history checks. Procedure. Fees
 52-557b Immunity from liability for emergency medical assistance first
 aid or medication by injection. School personnel not required to
 administer or render. (as amended by PA 05-144 – An Act Concerning
 the Emergency Use of Cartridge Injectors)
 Connecticut Regulations of State Agencies
 10-212a-1 through 10-212a-10 Administration of Medication by School
 Personnel and Administration of Medication During Before- and After-
 School Programs and School Readiness Programs
 1307.21 Code of Federal Regulation

Regulation approved:

rev 6/03
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rev 6/04
rev 7/05
rev 7/09
rev 4/11

Students

Administering Medication to Students

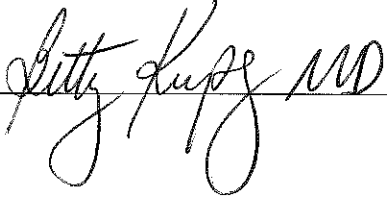
Regulations revised 6/ /2012

Regulation revised 10/18/04

Regulation approved by Board:

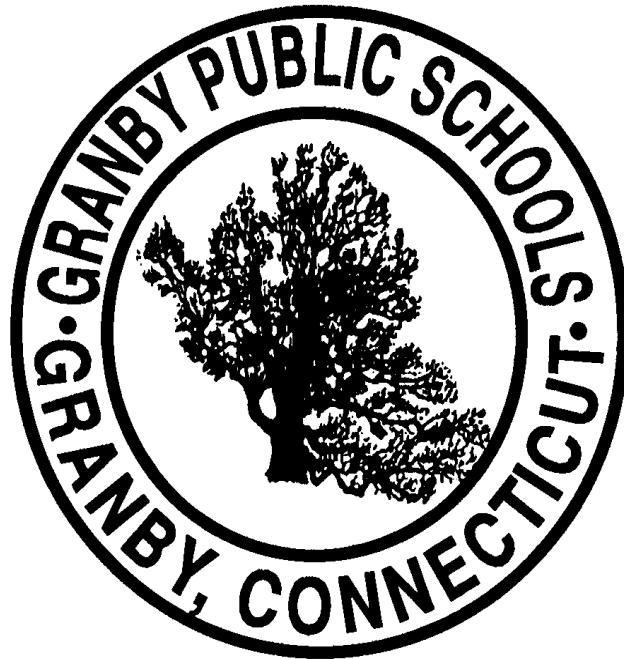
Regulation approved by Medical Advisor
Dr. Betty Kupracz

GRANBY PUBLIC SCHOOLS
Granby, Connecticut

 5/31/2012

GRANBY PUBLIC SCHOOLS

Education Support Personnel Policy



July 1, 2012 - June 30, 2013

Acknowledgements

This handbook is designed to provide general information and useful guidelines for teacher assistants in Granby who are a vital part of our school system. Thank-you to Board of Education Chairperson, Cal Hemingway; Business Manager, Harry Traver; Director of Pupil Personnel Services, Aimee Martin; Human Resources Coordinator, Karen Walther; Teaching Assistant Representative, Lynn Jaeger; Teaching Assistant Representative, Debora Gottschalk; Teaching Assistant Representative, Simone Setta; Teaching Assistant Representative, Theresa Noonan; Teaching Assistant Representative Kathleen Bernard for assisting in the revision of this handbook.

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EDUCATION SUPPORT PERSONNEL POLICY

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APPENDICES

- A. 2012-2013 SCHOOL YEAR PPO BENEFITS
- B. PERFORMANCE EVALUATION FORM
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- N. TERMS
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POLICY - NON-CERTIFIED

Education Support Positions are non-certified and include all teacher assistants working for the Granby Board of Education. Teacher Assistants provide support and assistance in the classroom to certified teachers. The specific job functions and responsibilities of the various positions are contained in individual job descriptions. The Board recognizes the need for regular employee input and regular review and updating of this policy.

FAIR PRACTICES

It is the policy of the Granby Board of Education to forbid acts of discrimination in all matters dealing with employees and applicants for positions with the school district and to further the principle of equal employment opportunity in all actions affecting employees and applicants. The policy covers but is not limited to recruiting, hiring, training, and promotion of persons in all job classification without regard to race, creed, color, religion, sex, national origin, age or handicap.

Any individual who wishes to inquire or to register a complaint concerning alleged discrimination in the Granby Public Schools shall have an opportunity to bring such concerns to the attention of the Compliance Coordinators, Superintendent, or for 504, Director of Pupil Services, who have the authority to resolve such complaints. The grievance procedure may be utilized by any student, parent or employee in making a complaint or inquiry. For more information, please view the complete *POLICIES AND PROCEDURES FOR EQUAL EMPLOYMENT AND EDUCATIONAL OPPORTUNITEQUITY/TITLE IX/504 GRIEVANCE PROCEDURE* posted in your building and on the Granby Public School Website. Information is also available through the Human Resources Office.

WORK YEAR

The work year for employees will be established at their time of hire. When possible, Supervisors will notify employees of their following school year assignments prior to the end of the year. Otherwise, it will be confirmed in writing one month after the close of school each fiscal year. Employee positions fall within two categories:

- A) Full-time assistants are scheduled to work up to seven (7) hours per day, five (5) days per week, for a total of 35 hours per week, and 185 days per fiscal year. Full-time assistants cannot be scheduled to work less than 30 hours per week.
- B) Part-time employees are scheduled to work 29 hours or less per week and no more than 185 days per year. For purposes of calculating leaves, each full day shall be considered the equivalent of two half-days.

Employees will be paid for time worked. Any additional time above the regularly scheduled workday must be approved in advance by Central Services except in case of emergencies. Any time worked above the normal school day should be documented on time sheets and should include the reason for the additional time worked. If required to attend a field trip, Teacher Assistants will be compensated either monetarily or with paid time off for hours worked.

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Teaching Assistants are expected to attend Opening Day Ceremonies at the beginning of the school year and are encouraged to attend Closing Day Ceremonies in June. If the Closing Day Ceremonies fall outside of your normally scheduled work hours, you will be paid for the time spent attending the ceremony. Your final time sheet for the year should reflect those hours.

Unscheduled Early Release/Dismissal

Occasionally the Granby schools have a delayed opening or early release due to inclement weather conditions. On delayed opening days, teaching assistants' day/hours simply begin 90 minutes later. If a teaching assistant is scheduled to begin work at 7:30 a.m. he/she is due in at 9:00 am on delayed opening days. If the teaching assistant is scheduled to begin work at 8:05 am, he/she is due in at 9:35 am. If a teaching assistant is scheduled to begin work at 8:20 am, he/she is due in at 9:50 am. On unscheduled early release days, teaching assistants will stay until all students are dismissed. Teaching Assistants who are at work or come to work on a day during which an unscheduled early release/dismissal or delayed opening is called, will be paid for their normally scheduled hours. Please contact your building administrator if you have questions.

Scheduled Early Release Days

Periodically, the Granby schools have scheduled early release days. Teaching Assistants are made aware of these days through the school calendar released each school year. Teaching Assistants may be asked to come in earlier on those days or to alternate with another person to cover the change in school schedule. Supervising teachers and building administrators will resolve schedule changes with teaching assistants.

Breaks

Employees will be provided with one paid 15-minute break each day designated by the building administrator or immediate supervisor. Seven (7) hour a day teacher assistants will have:

- One 15-minute break in the morning or afternoon. To be determined by supervising teacher
- One 25-minute lunch break. In the event that students and /or teachers have a shorter break than 25 minutes, the teacher assistant lunch break will then be for that same time period.

Resignation

If an employee is either unable to complete the year or will not be returning the next school year, a **letter of resignation is to be submitted**. It is critical to inform the direct supervisor and the superintendent's office as early as possible. Early notice allows Granby to expeditiously fill a vacant position thus assuring student's needs are consistently met.

Absence of your Student

Teacher assistants assigned to one student who is absent, may be asked to help in another area. Please check with the building supervisor via the supervising resource teacher as to other assignments in the building. If no building assignment is appropriate, **please contact Special Services Office for an alternative assignment for that day**. While every effort is made to give teaching assistants the hours for which they are contracted, if there is no available alternate assignment, he/she may be excused from his/her shift without pay.

If a student who has the individual support of a teaching assistant is attending a field trip and does not require support as determined by the student's case manager, the teaching assistant will be

given an appropriate alternative assignment. That assignment will be determined by the supervising teacher and/or building administrator. If no building assignment is appropriate, **please contact Special Services Office for an alternative assignment for that day**. While every effort is made to give teaching assistants the hours for which they are contracted, if there is no available alternate assignment, he/she may be excused from his/her shift without pay.

Payroll

Granby Public School employees are paid every two weeks. At the end of each two-week cycle a timesheet must be completed and turned in to the school office. The timesheet is used to keep track of time worked. Timesheets are due on Thursday to the school secretary. Missing this deadline may result in a delay in payment. If a timesheet is received by Friday, a paycheck will be generated in the next pay period. Paychecks are distributed on alternate Fridays in the late morning. For those employees enrolled in Direct Deposit, paychecks can be viewed electronically via the Websense Portal. Direct Deposit is encouraged. Please contact the Business Office for the necessary Direct Deposit form. A timesheet is included in Appendix C and can be found in an Outlook e-mail account under Public Folders. A payroll payment schedule can also be found in Public Folders.

Hours should not exceed those assigned unless it has been pre-approved by building administrator. There may be times when a teaching assistant is asked by an administrator or teacher to cover hours for another Teaching Assistant. Although this is greatly appreciated, please understand that this is not mandatory. When completing the time sheet, include any additional hours including the name of the employee whose hours were covered in the explanation column. Schedule switches with another teacher assistant without approval from an administrator will not be allowed.

BENEFITS

The Granby Board of Education provides benefits to eligible employees. All employees are eligible for Service Recognition and Severance Pay. Eligibility for additional benefits is determined as follows:

JOB CATEGORY	SICK DAYS	PERSONAL DAYS	MEDICAL, DENTAL, LIFE, LONG TERM DISABILITY INSURANCE
A	15 per year 180	6	Y
B	10 per year 72	3	N

LEAVE PROVISIONS

Sick Days

All teacher assistants are eligible for sick leave. School year employees shall be entitled to (15) fifteen sick days per fiscal year, cumulative, to 180 days. Part-time employees shall be entitled to ten (10) sick days per fiscal year cumulative to seventy-two (72) days. All sick days shall be of comparable length to the employee's workday. Sick days for the first year of employment for employees hired after July 1 shall be prorated at one and one-half (1.50) days per month for (Category A) employees and one (1) day per month for (Category B) employees.

In a case of extreme hardship due to prolonged illness, the Superintendent may grant additional sick days equal to the difference between the substitute minimum pay and the employee's rate of pay. Any employee who has a record/history of illness may be required to provide a physician's statement regarding the illness.

Once accrued Personal Days are exhausted, sick days may be used by (Category A) Teacher Assistants to meet medical appointments which cannot be scheduled outside the work time.

CALL OUT PROCEDURES

All staff members are required to report unanticipated absences to the Substitute Coordinator. Only teachers will be requesting substitutes from the Substitute Coordinator. All non-certified teaching staff will report the absence and indicate that a "substitute teacher is not required".

Unanticipated Absences

When an unanticipated absence situation arises, the staff member should immediately email the substitute coordinator at substitutecoordinator@granby.k12.ct.us or call the Substitute Coordinator at (860)844-5258. Last minute absences should be reported when at all possible prior to 6:00 am the morning of the absence. Please be advised that each school may have its own policy about calling the Substitute Coordinator as well as calling the school to notify the administrator of an absence. Check with your building administrator regarding his/her policy concerning absence reporting.

Call Procedures for Anticipated Absences

The appropriate paperwork for anticipated absences (including Professional Development (Appendix E), Personal Days (Appendix D), etc.) should be completed and submitted to the Building/Department Secretary. Each of the buildings currently maintains its own policy for reporting advance absences and requesting substitutes. If you have questions regarding the building's policy on advance substitute teacher requests or advance absence reporting, check with the Building/Department Administrator.

Teacher Assistants will not be required to find their own substitutes.

PERSONAL DAYS

Personal days shall be granted without loss of pay for the following reasons:

1. Religious holidays;
2. Sickness or death of close relative, or member of the immediate

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- household;
- 3. Attendance in court or for other legal demands beyond the employee's control;
- 4. Within the discretion of the Superintendent or his/her designee, absence for personal reasons limited to situations not under the control of the employee which cannot be resolved other than during working hours (not to exceed two days);
- 5. One (1) personal day with permission but without reason.

Except in the case of a bona fide emergency, permission for a personal day must be obtained from the employee's supervisor prior to the leave. An extension of personal days may be made at the discretion of Superintendent, based on emergency circumstances (example: multiple deaths in the family within one fiscal year). School year employees shall be entitled to a maximum of six personal days per year. Part-time employees shall be entitled to a maximum of three personal days per year. Personal days for the first year of employment for employees hired after July 1 shall be prorated at (.6) days per month for (Category A) employees and (.3) days per month for (Category B) employees.

See Appendix D for the Personal Day request form. (Also located on the district website)

FAMILY MEDICAL LEAVE

After at least twelve months of employment and at least 1,250 hours of service during 12 months prior to the commencement of leave, employees are eligible for unpaid leave under provisions of the Family Medical Leave Act. Please see the Department of Labor Poster located in your building for more information regarding your eligibility and rights under the Family and Medical Leave Act. Family and Medical Leave Act information is also available on the Granby Public School Website, and can be obtained through the Human Resources Office.

Leave of Absence

An Unpaid Leave of Absence may be granted by the Superintendent to any employee after three (3) years of service with the Granby School System for one year or any part thereof. An employee seeking a Leave of Absence must present a written request to the Superintendent at least thirty (30) days prior to the date a Leave of Absence may commence. Upon a request to return to active service made at least thirty (30) days prior to the expiration of the Leave of Absence, the employee shall receive reappointment to his/her former position or another position for which he/she is qualified. The specific re-appointed position shall be at the discretion of the Superintendent. An employee returning from a Leave of Absence shall be placed on the salary schedule at the appropriate scale and shall be credited with the accrued sick leave earned prior to leave-taking. During a Leave of Absence, the cost of any insurance coverage for which the employee is eligible and wishes to retain will be borne by the employee.

Jury Duty

Any employee who is called for jury duty shall receive the necessary leave to fulfill this legal obligation. This leave shall not be deducted from sick leave or from personal days. The staff member shall receive a rate of pay equal to the difference between his/her professional salary and the jury fee.

INSURANCE BENEFITS

Benefits outlined in this Section are offered to all eligible school year employees.

1. The Board shall provide a PPO and Dental option to all eligible employees covered under this Agreement. Employees covered under this agreement may participate in either medical or dental or both plans offered under this agreement.
2. An Open Enrollment period will be held annually.
3. Employees covered under this Agreement will be able to select individual, two person, or family plan options.
4. Employee Premium sharing contributions to these insurance options are as shown below:

	2012-2013
PPO	70%
Dental	70%

5. The Board shall provide full premium payment for a Long Term Disability Insurance Plan with a 180 day waiting period to any teacher assistant whose regular work schedule is 30 or more hours per week.
6. The Board shall provide one-half (1/2) premium payment for life insurance at two (2) times salary to all eligible employees who elect to enroll in the life insurance plan.
7. Details of all insurance plans under this Agreement are filed with the Superintendent and may be examined during regular office hours.
8. The Board of Education shall have the right to change insurance carriers and/or to self-insure in whole or in part in order to provide the insurance coverage's set forth above, provided that there shall be no reduction, interruption, or diminution in the above coverage.
9. A 125 plan will be available as allowed by Internal Revenue Service code.

Part-time employees (B) are not eligible under the Granby Employee Health, Dental, Life and Long-term Disability Insurance Plans.

WORKERS' COMPENSATION

An employee who shall suffer personal injury in the performance of his/her duty and who is eligible for payment under the Workers' Compensation Act shall be paid the monetary difference between said employee's biweekly net take home salary and the benefits payable to him/her under the Workers' Compensation Act for the period of such absence not to exceed one calendar year. No part of such absence will be charged against the employee's sick leave.

JOB POSTING

To assure that all employees are given an opportunity to make application, all openings for positions covered by this Agreement shall be posted in every school within ten (10) business days of the official designation of the opening by the Superintendent and shall remain posted for at least five (5) business days. The posting notice will state the hours worked per day, the location, and the position title.

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TAX DEFERRED ANNUITY PROGRAM

The Board agrees to make the appropriate deduction for all employees who participate in a tax deferred annuity program. The Board may limit the total number of investments that are available to employees. You will be notified annually that you are eligible to participate in our universally available 403b plan. This notification will be delivered via email and will include all participating plan providers.

All part-time employees working under 20 hours, seasonal employees, or temporary employees are required to participate in a 457(b) Deferred Compensation Plan. The participant contributes 7.5% of compensation, pre-tax. Participation in this plan is mandatory, in lieu of contributions to social security.

PROFESSIONAL DEVELOPMENT

Workshops will be offered specifically for teaching assistants on selected early release days. Some teacher workshops may also be available to Teacher Assistants. Teacher Assistants may attend approved out of district workshops. Teacher Assistants will be paid for up to (18) eighteen hours (full hours) per year for Professional Development activities. To receive pay for Out of District Professional Development activities, you must complete the Request for Professional Development Form (Appendix E and Professional Development Form including presenter's signature, see Appendix F) and attach it to your time sheet. To receive pay for In District Professional Development, you must complete Professional Development Form (Appendix F) including presenters signature and attach it to your time sheet. Forms will also be available on the district website.

At least (15) fifteen hours of appropriate professional development opportunities will be provided to teaching assistants each year. Professional development activities will be regularly scheduled throughout the school year.

PERFORMANCE EVALUATIONS

Each employee shall have at least one performance appraisal and review annually, completed midyear, normally with his/her immediate supervisor. Should a teaching assistant receive an unsatisfactory rating, a second review will take place before the last school day to indicate whether improvement has taken place.

Teacher assistants are supervised by the teacher(s) who provide them with direction and support.

1. Teacher Assistants who work under the direction of teacher(s) will have their evaluation form completed by that teacher(s).
2. The teacher(s) who complete the evaluation form will be designated by the building administrator or the Director of Pupil Services.
3. The teacher(s) will conference with the teacher assistant to review the evaluation form.
4. The evaluation form will be completed in triplicate with a copy given to the teacher assistant, a copy filed at the school office, and a copy kept in the central office personnel file.
5. A second conference must be held with all teacher assistants who have more than one #1 (some deficiencies evident) or any #0 (unsatisfactory) ratings. An Administrator (either principal or director) and the teacher must meet with the teacher assistant.

This evaluation form is directly related to areas of the teacher assistant job description (Appendix M). The focus of the evaluation will be an acknowledgment of positive contributions and will provide feedback on improving performances. There is an opportunity for Teaching Assistants to provide written feedback regarding their evaluation. A copy is also filed in your personnel file at the Superintendent's Office. A copy of the Performance Evaluation form is included in Appendix B.

STAFF REDUCTION AND RECALL

After an educational support employee has successfully served a six (6) month probationary period he/she shall be covered by this section. The Board of Education has the sole and exclusive prerogative to eliminate educational support personnel staff positions without being subject to the grievance procedure.

Seniority with the Granby Board of Education in job classifications shall be given major consideration in staff reduction, with employees with the least seniority being considered for lay off first. Seniority will be based on years of service and will not entitle the employee to a specific type of position, location, or number of hours. Since duties within each classification differ and qualifications are another essential element of decisions in staff reduction, the final decision on staff reduction and recall will be made at the discretion of the Superintendent. Reductions in staff will be accomplished through attrition to the extent feasible.

Mid-year changes, loss of positions or assignments for reasons other than a planned staff reduction will not be subject to the staff reduction clause above except as follows: If a position is eliminated or an assignment ends during the school year due to student attrition or elimination of a position, the Board will endeavor to place the individual(s) impacted in any suitable available position for the remainder of that school year should vacancies suitable to their experience and talents occur due to staff turnover or leaves of absence. Teaching Assistants transferred during a school year to a student that does not require an aide the following school year or a position that has been eliminated at the end of the current school year will be allowed seniority based bumping rights.

Laid off employees will be retained on a recall list and maintain their seniority status for a period not to exceed three (3) years. An employee who refuses recall or does not respond within a period of ten (10) days shall lose all further recall rights. An educational support employee who is terminated from a full-time/part-time position does not waive his/her right to remain on the reappointment list for three (3) years by a refusal to accept an offer of part-time reemployment.

Any educational support employee who accepts an offer of reemployment under the provisions of this article shall begin such reemployment with all unused sick days accrued at the time of termination and will be placed on the salary step succeeding the step which they occupied at the time of termination, if the employee worked more than 90 days in the previous school year of employment and if a step freeze did not occur in their absence.

No new educational support personnel shall be hired until all names on the recall list have been offered reemployment.

JUST CAUSE

No employee shall be suspended without pay or terminated due to job performance issues without just cause.

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GRIEVANCE PROCEDURE

A grievance shall mean a complaint by an employee that his/her rights under the specific language of this policy have been violated, or that there is a misinterpretation or misapplication of the specific provisions of this policy. Probationary employees employed for less than six months are not covered by the grievance procedure. A Board approved grievance procedure shall include informal and formal measures within designated timelines up to and including a hearing and decision by the Board if the grievance is not resolved at lower levels.

Procedure

Since it is important that grievances or disputes be processed as rapidly as possible, the number of days at each level should be considered as maximum and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual consent. In the event a grievance is filed on or after June 1 by a school year or part-time employee, the time limits set forth herein shall be reduced so that the grievance procedures may be exhausted prior to the end of the school term or as soon thereafter as is practicable.

An employee and a confidant (if the employee so desires) shall first discuss the problem with the school official serving as his/her immediate superior (Supervisor or Principal). If the matter is not satisfactorily adjusted within two (2) working days, the employee shall submit it in writing within five (5) working days thereafter to his/her next immediate superior, for a satisfactory adjustment.

Such immediate superior may request a meeting with the employee prior to making his/her decision, but in any event, must render his/her decision in writing, with a copy to the employee within five (5) working days of the submission to him/her by the employee.

Failing satisfactory settlement within such time limit, the aggrieved employee may within five (5) working days of such written decision appeal, in writing, to the Superintendent or his/her designated representative and such writing shall set forth specifically the act or condition on which the grievance was based in the first step above (Paragraph 3 of Procedure) and the grounds upon which the appeal is based.

The Superintendent and/or his/her representative shall meet with the employee and a confidant (if requested by the employee) within ten (10) working days of the receipt by him/her of such appeal, and shall give his/her decision in writing to the employee within ten (10) working days of such meeting.

In the event that the aggrieved employee is not satisfied with the disposition of his/her grievance under the above paragraph, or in the event no decision has been rendered within ten (10) working days after he/she has met with the Superintendent, he/she may file a written grievance, indicating such dissatisfaction, with the Board within five (5) working days after a decision by the Superintendent or fifteen (15) working days after he/she has met with the Superintendent, whichever is sooner. Within ten (10) working days after receiving the written grievance, the Board or a committee thereof, shall meet with the aggrieved employee and a confidant (if requested by the employee) for the purpose of resolving the grievance. A decision shall be rendered by the Board within ten (10) working days of the meeting of the Board or a committee thereof and the aggrieved employee. The decision by the Board is binding on all parties involved in the grievance.

OVERTIME

Overtime is defined as hours worked over forty (40) hours per week. Compensation for overtime shall be as follows:

1. Pay at one and one-half (1-1/2) times the employee's regular hourly rate; if required to work a school holiday, pay at two (2) times the employee's regular hourly rate or:
2. By mutual consent between the Administrator and the employee, compensatory time off may be granted in lieu of additional pay and will equal to one and one-half (1-1/2) times the overtime hours worked and must be taken during the same pay period in which the additional time occurred.

SUBSTITUTE TEACHING

Teaching Assistants who substitute for a teacher for more than one-half a day will be paid as a substitute teacher for the day or at their TA rate, whichever is greater.

Any Teaching Assistant that wishes to be considered for assignments as a substitute teacher must hold a four year degree and must have completed the application process as described on the district's website. Consideration for substituting will be made at the discretion of the building principal taking into account the teaching assistants' current assignment.

SERVICE RECOGNITION

In recognition of uninterrupted service in the Granby School System, all educational support personnel shall be granted, each year, two(2) day's pay (per diem rate) on the fifth anniversary of employment; three (3) day's pay on the eighth anniversary of employment; five(5) day's pay (per diem rate) on the tenth anniversary of employment; six (6) day's pay (per diem rate) on the twelfth anniversary of employment; seven (7) day's pay on the fifteenth anniversary of employment; eight (8) day's pay on the eighteenth anniversary of employment; nine(9) day's pay on the twentieth anniversary of employment. Service shall not be considered interrupted for a break in employment due to medical reasons.

SEVERANCE PAY

An employee who voluntarily leaves the employ of the Granby Board of Education with at least 15 years of service in the Granby School System and written notification submitted six (6) months prior to retirement shall be granted pay on the following basis:

All education support employees, upon separation, shall receive one and a half (1.5) days for each 10 months of service, multiplied by the per diem rate of the final salary. In the case of an unexpected retirement due to health or incapacitating injury, the six (6) months notification requirement may be waived at the Superintendent's discretion.

MEETING SCHEDULE

Bi-annual meetings will be held on the first working Monday in October and March with the Business Office, Human Resources Coordinator, Director of Pupil Services and Teacher Assistant Representatives from each building.

In a policy change year, a meeting will be held in mid-December or early January to discuss salary and policy changes prior to the completion of the budget. The Business Office, Board of Education Representative, Human Resources Coordinator, Director of Pupil Services, and Teacher Assistant Representatives from each building will be present.

SALARY SCHEDULE

The Board of Education has established a salary schedule for a one year period beginning July 1, 2012. Initial placement on the salary schedule for existing employees will be based upon current salary and/or years of service. Existing employees will be frozen at FY 11-12 step and level for FY 12-13. Employees who have worked less than 90 days for the Granby Public Schools will continue placement on their initial step until July 1 of the following year.

Some media center and technology TA's may be eligible to receive a blended salary rate. This rate would consist of 80% TA rate based on placement on the salary schedule and 20% tutor rate. Only media center and technology center TA's with classroom teaching and lesson planning responsibilities would be eligible to receive the blended rate. These media center and technology teaching/planning responsibilities are now evident only at the primary and intermediate school levels. All media center and technology center TA's who do not have classroom teaching and lesson planning responsibilities will be placed on steps 2 through 6 of the salary schedule.

Teaching Assistants, who perform toileting duties with students in grades Kindergarten through grade 12, will receive a differential of \$1.00 hourly rate. This does not include those who work with Pre-K students, where toileting is considered part of teaching assistants' responsibilities as part of the care of students.

When new Teaching Assistants are hired to the district after July 1, 2012, they will be placed on the appropriate step in accordance with past teaching, tutoring, or teacher assistant experience.

Out of District Teaching Assistants are defined as those Teaching Assistants who hold positions outside the Town of Granby, yet are employed by Granby Public Schools. Out of District Teaching Assistants will receive a specialized rate of pay, \$17.25 per hour for the year covered by this agreement.

All non-probationary employees who receive a satisfactory annual evaluation will be placed on the next step on July 1 of each fiscal year. Employees shall be notified of placement on the salary scale and benefits annually via the salary verification form.

Each job classification will include two levels of compensation. All employees will be given an opportunity to apply for movement to Level II during their third year of employment. A decision for placement on Level II will be made by the Superintendent following a recommendation from the employee's supervisor. Application shall be made through option 1: submission of a portfolio to the employee's supervisor or option 2: through professional development consisting of 45 hours

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of approved activities. The employee will be responsible for providing documentation of the 45 hours of approved activities.

Employees will be notified at the start of their third year of their eligibility to move to Level II. The notification will be documented on the annual salary verification form.

Option 1: The portfolio must demonstrate competency in four areas: Primary Job Responsibilities, Technology, Special Initiatives, and Personal Attributes (attendance, interpersonal relationships, and creativity). Each area must be documented with a Work Portfolio Reflection sheet. (See Appendix "G" for the Professional Development Reflection Sheet). Each activity would be documented with a brief "What (description of activity), So What (what resulted) and Now What (next steps) Reflection Sheet". (See Appendix "G" for the Professional Development Reflection Sheet). A separate form should be used for each independent study activity. A portfolio workshop will be included at the beginning of the school year orientation for Teaching Assistants.

Option 2 Professional Development activities could include workshops (offered locally or by outside organizations), college courses, action labs (projects for the classroom resulting in written products which are produced and shared with designated colleagues), or classroom visitations. Professional Development must consist of 45 hours of completed activities to qualify an individual for movement to Level II. Each workshop needs to be documented with a brief "What (description of activity), So What (what resulted) and Now What (next steps) Reflection Sheet". (See Appendix "G" for the Work Portfolio Reflection Sheet). A separate form should be used for each independent study activity. You must also include a Professional Development Form including the presenter's signature (See Appendix F).

In order for consideration of movement to Level II for the next school year, portfolios or documentation of Professional Development must be submitted to the employee's supervisor/ building principal on or before April 15th. Following the submission of portfolios or documentation of Professional Development to the Superintendent of Schools for final approval, Teaching Assistants will be notified of acceptance no later than the last day school is in session of that school year.

Teacher Assistants may also earn credit towards movement to level two by substitute teaching for a certified teacher without assistance. A maximum of up to nine (9) hours per year of professional development may be earned. Each half-day of substitute service will count as three hours of professional development. Every three hours of substitute service should be documented with a Reflection Sheet.

Teacher Assistants will provide input regarding the portfolio and professional development procedures should the process need review.

Salary Schedule

2012-2013

LEVEL I		LEVEL II	
STEP 1	12.60		
STEP 2	13.05		
STEP 3	13.55		
STEP 4	14.06		14.75
STEP 5	14.59		15.29
STEP 6	15.13		16.03
		c)	16.79

For FY13, all employees will remain at their FY12 step and level.

TUITION REIMBURSEMENT

The Board shall provide a funding pool of a maximum of three thousand dollars (\$3,000) for tuition reimbursement for college credits each year of this Agreement. Funds will be equally divided by the number of courses up to five hundred dollars (\$500) per course or the amount of tuition per course, whichever is less. The distribution formula agreed upon for tuition reimbursement is as follows:

1. All reimbursement requests for one course will be met prior to providing
2. reimbursement for additional courses for an individual.
3. If funds are available after funding one course for each eligible recipient, the reimbursement cycle will continue for a second course for an individual.
4. If funds are available after funding two courses for each eligible recipient, the reimbursement cycle will continue for a third course for an individual.
5. If funds are depleted in the middle of a cycle, funds will be distributed equally up to the amount of tuition.

In order to be eligible for tuition reimbursement, such courses must have been successfully completed and are in a field related to the Teacher Assistant's educational area and are courses approved by the Superintendent, and provided further that such Teacher Assistant notifies the Superintendent on or before June 15 of courses taken during the preceding year. Payment shall not be made until appropriate transcript or other documents satisfactory to the Superintendent have been filed with the Superintendent.

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GRANBY PUBLIC SCHOOLS

Education Support Personnel Policy

APPENDICES

**APPENDIX A: 2012-2013 School Year
Preferred Provider Plan (PPO) – Schedule of Benefits
July 1, 2012 – June 30, 2013**

SERVICE		BENEFIT*	
IN NETWORK		OUT OF NETWORK	
Annual Deductible	N/A		\$400/individual \$800/two person \$1200/family
Co-Insurance	N/A		80% til OOP Maximum then 100%
Out of Pocket Maximum (Including deductible)	N/A		\$1400/individual \$2800/two person \$4200/family
Inpatient Hospital**	\$500 co-pay, then 100%		80%
Surgery**	100%		80%
Assistant Surgeon**	100%		80%
Anesthesia	100%		80%
Emergency room co-pay	\$150		80%
Outpatient Surgery co-pay**	\$350		80%
Inpatient Physician Services	100%		80%
Lab and X-Ray (includes routine mammogram and pap smears)	100%		80%
Office Visits	\$35 co-pay ; 100%		80%
Prescription Drugs		Prescription benefits shall be based on a 3-tier formulary model of approximately 1000 drugs with physicians having discretion to request Dispense as Written (DAW). The co-pay structure is as follows:	
Tier	Retail 30 day	Mail Order 90 day	
Generic	\$15	\$30	
Formulary	\$30	\$60	
Non-formulary	\$45	\$90	
Routine Well Child Care (including immunizations) Visits for first 2 years shall take place as follows: 2 weeks, 1 month (Immunization), 2 months, 4 months, 6 months, 9 months, 1 year, 15 months, 18 months, 2 years and 1 visit per year age 2-21	\$35 co-pay; 100%		80%
Annual OB/GYN Exam	\$35 co-pay; 100%		80%
Outpatient Maternity Care	\$35 co-pay; 100%		80%
Annual Physical Exam Age 22-30 one exam every three years Age 31-40 one exam every two years Age 41 and over one exam annually	100%		100%
Allergy Injections	\$35 co-pay; 100%		80%
Hearing Testing (once every 2 years)	\$35 co-pay; 100%		80%
Vision Testing	\$35 co-pay ; 100%		80%
Chiropractic Care	\$35 co-pay ; 100% up to \$750/calendar year		80% up to \$750/calendar year
Rehabilitative Therapy (up to 60 days/illness, injury)	\$35 co-pay; 100%		80%
Mental and Nervous or Substance Abuse Outpatient Inpatient**	\$35 co-payment; 100% \$500 co-pay, then 100%		80% 80%
Skilled Nursing Facility**		Skilled Nursing Facility: \$500 co-pay, 100% up to 90 days/calendar year	
Home Health Care	100% up to 200 visits/year		80% up to 60 visits/year
Hospice Care	100%		80%
Durable Medical Equipment	100% up to \$15,000/year with pre-authorization		80% up to \$1,000/year
Medical/Surgical Supplies	100%		80%
Transplants		\$20,000 maximum for procurement with pre-authorization	

APPENDIX B: PERFORMANCE EVALUATION

**PERFORMANCE EVALUATION
TEACHER ASSISTANTS**

EMPLOYEE: _____ MIDYEAR REVIEW _____ FINAL REVIEW _____
 EVALUATOR: _____ DATE OF EVALUATION: _____
 SCHOOL: _____
 POSITION: _____ YEARS OF SERVICE: _____

A final review must be completed and submitted to the Central Office by June 15th if a rating of unsatisfactory was given on the midyear review.

Key: N/A – not applicable to specific position		
	0 – Unsatisfactory	1 – Needs Improvement
	2 – Satisfactory	3 – Outstanding

RESPONSIBILITIES

Rating

1.	Provides classroom support for students, as dictated by the Individual Education Program (IEP)	
2.	Maintains a current knowledge of each student in his/her care with regard to special circumstances and needs as appropriate to the activity (based on IEP).	
3.	Provides behavioral support for students requiring continual monitoring or at risk behavior.	
4.	Supports students' behavior intervention plans.	
5.	Assists with the supervision of the students in the classroom or related areas, maintaining a consistent environment as directed by the classroom teacher.	
6.	Assists in gathering instructional materials as directed by the professional staff.	
7.	Supports general classroom management.	
8.	Assists in maintaining the safety and general welfare of assigned students.	
9.	Performs other duties assigned by teachers and administrators.	
10.	Demonstrates ability to use current technology (such as: copy machines, computers, and other equipment as necessary to complete assignments).	

PERFORMANCE EVALUATION

TEACHER ASSISTANTS

EMPLOYEE: _____

PROFESSIONAL STANDARDS OF BEHAVIOR

Rating

11	Displays dependability	
12	Functions with discretion and an awareness of the confidentiality of many situations that the TA may encounter	
13	Assists in extra activities (i.e., field trips, school-wide programs, parent nights, special events as requested).	
14	Fosters a sense of independence in students.	
15.	Builds a trusting, positive relationship with students and staff.	
16	Communicates effectively with students and staff.	
17	Has cooperative, confident, and congenial attitude.	
18	Demonstrates an interest in and identifies an area for personal growth.	
	OPTIONAL ACTIVITIES COMPLETED:	

**PERFORMANCE EVALUATION
TEACHER ASSISTANTS**

EMPLOYEE: _____

OVERALL RATING		
	SATISFACTORY <input type="checkbox"/>	UNSATISFACTORY* <input type="checkbox"/>
*Three or more individual ratings of 0 or 1 constitutes an unsatisfactory overall rating		

The evaluator should comment on activities or accomplishments of special note. The evaluator should comment on areas of proficiency and areas of need of improvement. The employee to provide comments.

PERFORMANCE EVALUATION - ADDITIONAL COMMENTS

Evaluator's General Comments:

Evaluator's Signature _____ Date _____

Employee's General Comments:

Employee Reflection on area for personal growth:

Employees Signature _____ Date _____

*Employee's signature indicates receipt of this form.

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APPENDIX C: PAYROLL TIME SHEET

PAYROLL TIME SHEET FOR TEACHER ASSISTANTS

Employee: _____ School: _____

Scheduled Hours: _____

Day	Date	TIME				TIME WORKED		Explanation
		In	Out	In	Out	Hours	Min	
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
TOTAL								

Day	Date	TIME				TIME WORKED		Explanation
		In	Out	In	Out	Hours	Min	
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								
Saturday								
TOTAL								

The appropriate line on this form should be completed daily.

Record the time you arrive to start your shift, when you leave for lunch, when you return from lunch, and when you leave for the day.

The workweek starts at 12:01 am on Sunday and ends at 12:00 midnight the following Saturday.

The "EXPLANATION" column is to be used to list reasons for absences from work, such as sick, personal, etc., or reasons for additional work hours.

PAYROLL TIME SHEETS MUST BE SUBMITTED TO YOUR SUPERVISOR FOR APPROVAL ON THE LAST DAY OF THE WORK CYCLE.

Signed: _____

Approved: _____

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**REQUEST FOR PERSONAL DAYS LEAVE
TEACHER ASSISTANTS**

Eligible employees may request personal days for the following reasons:

1. Religious holidays;
2. Sickness or death of close relative, or a member of the immediate household;
3. Attendance in court or for other legal reasons beyond the employee's control;
4. Within the discretion of the Superintendent or his/her designee, absences for personal reasons limited to situations not under the control of the employee which **cannot** be resolved other than during working hours (not to exceed two days);
5. One (1) personal day with permission but without reason.

An extension of personal days may be made at the discretion of the Superintendent, based on emergency circumstances (ex. multiple deaths in the family within one year).

NAME	SCHOOL	TODAY'S DATE
------	--------	--------------

DATE(S) REQUESTED	REASON REQUESTED
--------------------------	-------------------------

REASON #	1	2	3	4	5
----------	---	---	---	---	---

APPROVED	NOT APPROVED	REASON
----------	--------------	--------

ADMINISTRATOR SIGNATURE	DATE
-------------------------	------

FOR CENTRAL OFFICE USE ONLY

APPROVED	NOT APPROVED	REASON
----------	--------------	--------

SUPERINTENDENT SIGNATURE	DATE
--------------------------	------

Granby Public Schools Request for Out of District Professional Development

Name: _____ Date request submitted: _____ Position: _____
 _____ School/Location: _____ Activity or event: _____
 _____ Sponsoring organization or group: _____
 _____ Rationale for requesting release time to
 participate in this activity. (Please include professional, PLC, school, or district goal being addressed through activity)

Please note: Participants may be asked to share information from district sponsored training with colleagues

REGISTRATION PROCESS

Online

Traditional Paper

<input type="checkbox"/> I will register myself online <input type="checkbox"/> No payment needed <input type="checkbox"/> Advance payment needed – (check issued from Business Office to sponsoring organization) <input type="checkbox"/> Purchase Order Number needed (see instruction sheet)___	<input type="checkbox"/> I will register myself, pay and apply for reimbursement <input type="checkbox"/> I request that Business Office submit registration and payment. (Completed original registration form attached to this request.
--	--

Date(s) of absence: _____ Sub needed? _____ full/ part of day _____

Administrator's approval for activity/absence _____ Date _____

<u>Expenses</u>	<u>Amount</u>
Registration	\$ _____
Transportation (mileage) (number of miles X current rate)	\$ _____
All other transportation costs (parking, tolls, etc.)	\$ _____
Substitute (estimate \$75/day)	\$ _____
Materials (only if pre-approved)	\$ _____
Hotel	\$ _____
Meals (only on overnight conferences)	\$ _____

TOTAL AMOUNT REQUESTED \$ _____

Submit this completed form with one copy of conference/training/workshop description.

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PROFESSIONAL DEVELOPMENT FORM
TEACHER ASSISTANTS

To support you in your job, you are encouraged to attend professional development activities outside of your regular workday. Workshops will be offered specifically for teaching assistants on selected early release days. Many teacher workshops are also open to you. Activities such as visitations, outside workshops, and independent consultations may also serve as professional development if approved in advance by your supervisor. Teacher assistants will be paid for up to eighteen hours per year (full hours of direct contact time) for professional development activities. To receive pay for these activities, attach this signed professional development activity form to your timesheet.

Name _____ Date _____

School _____ Position _____

Title of Activity Attended _____

Location _____ Date _____

Length of program _____ (must be minimum of 1 full hour)

Brief description of activity:

Evaluation of program/presenter: Excellent ____ Good ____ Fair ____ Poor ____

Comments (Optional)

Signature of Presenter (**required for payment**)

Date

*Signature of Supervisor

Date

This form is required for any conference/workshop attended during normal work day and/or required for outside conferences, visitations or independent consultations.

**WORK PORTFOLIO REFLECTION SHEET
TEACHING ASSISTANTS**

Name _____ Date _____

Position _____

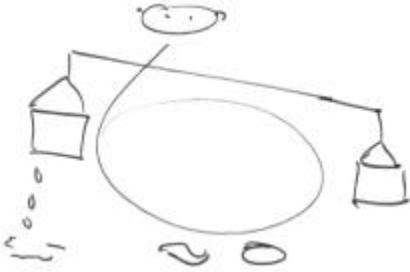
Area _____

WHAT (*Describe what you have accomplished.*)

SO WHAT (*Reflect upon these accomplishments. What positive outcomes have resulted from your efforts?*)

NOW WHAT (*What are your goals in the future in this area?*)

APPENDIX H: WORDS OF WISDOM



TWO POTS ~ A Chinese Proverb

An elderly Chinese woman had two large pots, each hung on the ends of a pole which she carried across her neck. One of the pots had a crack in it while the other pot was perfect and always delivered a full portion of water. At the end of the long walk from the stream to the house, the cracked pot arrived only half full.

For a full two years this went on daily, with the woman bringing home only one and a half pots of water. Of course, the perfect pot was proud of its accomplishments. But the poor cracked pot was ashamed of its own imperfection, and miserable that it could only do half of what it had been made to do.

After two years of what it perceived to be bitter failure, it spoke to the woman one day by the stream. "I am ashamed of myself, because this crack in my side causes water to leak out all the way back to your house." The old woman smiled, "Did you notice that there are flowers on your side of the path, but not on the other pot's side? That's because I have always known about your flaw, so I planted flower seeds on your side of the path, and every day while we walk back, you water them." "For two years I have been able to pick these beautiful flowers to decorate the table. Without you being just the way you are, there would not be this beauty to grace the house."

Each of us has our own unique flaw. But it's the cracks and flaws we each have that make our lives together so very interesting and rewarding. You've just got to take each person for what they are and look for the good in them.



The Starfish

As the old man walked the beach at dawn, he noticed a young man ahead of him carefully picking up starfish from the sand and placing them back into the sea. Finally catching up to the youth, the old man asked him why he was doing this.

“Because the stranded starfish will die if they are left in the morning sun,” he replied.

“But the beach goes on for miles and there are millions of starfish everywhere!” scoffed the old man. “How can your efforts possibly make any difference?”

For a moment the young man contemplated the starfish in his hand before he tossed it gently into the waves.

“It makes a difference to this one,” he said.

YOU MAKE A DIFFERENCE

APPENDIX I: MISSION STATEMENT

Granby Connecticut Public Schools

Vision, Mission Statement and Goals



Vision

Every Student educated in the Granby Public schools will graduate on time, prepared for 21st Century Citizenship.

Mission Statement

All students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

Achievement Goal

Systemically improve students' ability to analyze and synthesize information, solve problems and articulate/defend a position.

APPENDIX J: ROLES AND RESPONSIBILITIES

JOB ROLES AND RESPONSIBILITIES

Inclusion

The Granby Public Schools are committed to educating all students in the school their age appropriate peers would typically attend. Simply put, this means that each student “belongs” in his/her home schools. Supports and modifications are provided in each of the classrooms in Granby. Students with an identified special education need attend classes with non-disabled students to the greatest degree possible. When making programming decisions, staff considers what the student needs and attempts to meet those needs in the ***least restrictive environment***.

Roles

In most instances, your responsibilities may include bus, lunch, or recess duty. At each building there are specific procedures that will be outlined for you. The building administrators are very helpful. If you are unsure of a procedure, do not hesitate to ask him/her. Frequently, your observation of how well a duty is going is helpful to maintaining a positive school climate.

You will work with both General Education and Special Education Teachers.

When dealing with students, you should follow through with the directives given by the resource, classroom teacher or administrator. Seek help if you feel overwhelmed. You are a member of the team. Do not wait for a problem to grow. If you see a pattern developing, please let the resource teacher know. We all rely on your feedback for future programming.

Responsibilities vary widely among teaching assistant positions. A general job description is included on the following page. More specific responsibilities will be delineated by the appropriate administrator and/or supervising teacher.

If you have a concern, your first level of contact should be your immediate supervisor who maybe a Special Education Teacher, a General Education Teacher, an Assistant Principal or Building Principal. If issues are not resolved at the first level, concerns should be brought to the Building Principal or the Director of Pupil Services.

Confidentiality

The importance of confidentiality cannot be stressed enough. When working as a teacher assistant you must understand the importance of confidentiality. Casual conversations in the community can often lead to difficulty. A student’s personal/special education file contains sensitive information that you may know from working with a student. Do not discuss students outside of school. Teacher Assistants are not to discuss student progress with parents without the consent of the supervising teacher. In all/most cases the supervising teacher should be the sole reporter to parents.

APPENDIX K: JOB DESCRIPTION

Teaching Assistant Job Description

- Teaching assistants may be engaged for very specific groups of time, providing classroom support as dictated by the Individual Education Program (IEP). As such, maintains a current knowledge of each student's special circumstances and needs as appropriate to the activity.
- Teaching assistants may provide behavioral support for students when such behavior requires continuous monitoring or under exceptional circumstances (such as when a student's safety is at risk)
- Teaching assistants support a student's behavior intervention plan. May be asked to provide input or data collection for planning meetings related to intervention plans.
- Teaching assistant's support may be employed for students with mobility issues.
- Teaching assistants may assist in gathering instructional materials as directed by the professional staff.
- In grades K-12, teaching assistants provide classroom coverage during Professional Learning Community meetings, PPT's and other meetings as well as supervise children during bus, lunch and recess duties. In some cases they may provide coverage for a secretary.
- Teaching assistant support may be provided to support general classroom management.
- Teaching assistants assist in maintaining safety and general welfare of students
-
- Teaching assistants perform other duties assigned by teachers and administrators.

Expected Standards of Professional Behavior

- Teaching assistants display dependability (attendance and punctuality as it affects job performance).
- Teaching assistants function with discretion and an awareness of the confidentiality of the many situations that the teaching assistant may encounter
- Teaching assistants demonstrate an interest in professional growth (specific activities and/or daily performance).
- Teaching assistants demonstrate technical competency (e.g.: computers, copy machines)
- Teaching assistants may assist in extra activities (field trips, school-wide programs, special events) as needed with approval from Central Services if outside normal working hours.

- Teaching assistants build a trusting, positive relationship with the students.
- Teaching assistants foster a sense of independence in students.
- Teaching assistants communicate effectively with students and staff.
- Teaching assistants ask for clarification when needed.
- Teaching assistants have cooperative, confident, and congenial attitudes.

APPENDIX L: WEBSITES

Websites for Paraprofessionals:

The National Resource Center for Paraprofessionals

<http://www.nrcpara.org>

The National Education Association

<http://www.nea.org/esp>

The CT State Department of Education: CALI – Paraprofessional Information and Resources

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321752&sdeNavPage=%7C>

The Compass: Helping Paraprofessionals Navigate the Profession (CREC TABS)

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/compass_flyer_with_credits_09212009.pdf

Council for Exceptional Children

<http://www.cec.sped.org>

The Professional Connection Newsletter

<http://www.paraconnect.com>

The Minnesota Paraprofessional Consortium

<http://ici2.umn.edu/para>

Other Sites of Interest:

Educational Testing Service

<http://ets.org/parapro>

Office of Special Education Programs

<http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>

Connecticut Association for the Learning Disabilities

www.caclld.org

National Down Syndrome Society

www.ndss.org

Autism Society of America

www.autism-society.org

American Foundation of the Blind

www.afb.org

Chartbook on Disabilities

www.infouse.com/disabilitydata/

Fragile X

www.fraxa.org

Blind/Visually Impaired

www.besb.state.ct.us



Verbal Behavior Management Strategies

·Maintain a Positive, Calm Attitude

Greater behavioral change comes from speaking and acting positively than reprimands, harsh words, anger, and scowls.

·Use Proximity Control

Use your body to prevent or respond to inappropriate or mildly challenging behavior. Moving your body closer to an individual will often stifle the behavior.

·Make Requests Up Close

Avoid yelling across a room or down the hall. It is more effective and respectful to approach a student and make a request.

·Use Statements NOT Questions

AVOID: Elliot, do you want to go to math?

INSTEAD SAY: Elliot, it's time for math.

Questions imply a choice!

·Model Respectful Interactions

Show students what respect looks like and sounds like through your interactions with others.

·Do Not Question WHY

AVOID: “Why are you acting out?” Or “Why did you push Alex?”

INSTEAD SAY: “Is something giving you difficulty?” or “Is there something I can help you with?”

Asking WHY implies blame.

·Avoid Verbal Confrontations

Do not engage in verbal battles when a student is already angry – you will not be heard. Instead, wait until the student is calm before processing an event.

·Avoid Using ALWAYS, EVER or NEVER, or the Phrase, “If you do that One more time...”

These statements are often impossible to follow through with and enforce!

·Do Not Use Sarcasm or Ridicule

Sarcasm and ridicule are the lowest form of humor. There is no place for them in the school environment.

·State the Specific Behavior You Would Like To See

AVOID: NO running! INSTEAD SAY: Walk, please.

·Reinforce the Specific Behavior You Would Like To See

INSTEAD OF: “Good job”

SAY: “I like how you are staying in your seat”

Verbal Intervention Techniques



STUDENT BEHAVIOR



HOW YOU RESPOND

QUESTIONING

1. Information Seeking

Answer the Question

“Why do I have to sit over here?”

“Because you work better when you are not distracted by Raphe.”

2. Challenging

Keep Focus on Topic ~ Redirect

“Who made YOU boss?”

Ignore the Challenge but Not the Person

“It’s time to pick up your work and move to this desk.”

REFUSAL

Non-Compliance

Offer Choices ~ Set Limits

“No. I’m not moving”

“You may carry your work yourself, or I can help you.”

RELEASE

Verbal Venting/ Emotional Outburst

Allow Venting (if safe)

“You always pick on me! I can never

Isolate the Situation ~ Remove the Audience
Do More Listening than Talking

“I can see you are angry. Let’s

sit with others! What kind of teacher

move over here to talk about

are you?!?”

it.”

INTIMIDATION

Non-verbal/Verbal Threats

Seek Assistance/Wait for Assistance

“I’m gonna hurt you...really hurt you.” Avoid Hands-On Situations

TENSION REDUCTION

Emotional/Physical “Let-Down”

Rebuild Relationship

(May include crying,

Open, Honest Communication

sleeping, curling up)



PLEASE DO



PLEASE

DON'T

Set & Enforce Limits:

Use Simple, Clear Language

Provide a Reasonable Consequence ~ “If....Then...”

Ensure it is Enforceable

Get into a Power Struggle

Overreact

Make False Promises

Be Threatening

Use Jargon

Respect Personal Space

Be Aware of Body Language

Isolate the Situation

Be Consistent

Listen

Remain Calm

Tips of the Trade (when working with students)

Break assignments into small steps

- ✓ “Do numbers 1 – 5 then I’ll check back with you...”
- ✓ Shield the bottom half of a page until the student has completed the top half (if they are receptive to it)
- ✓ Follow the routines and style of review practiced by the classroom teacher (often you can adapt this to different situations).

Encourage independence

- ✓ Do not hover over a student
- ✓ Avoid over prompting students or having them always wait for your praise before continuing

Never do for a student what he/she can do for him/herself

- ✓ At times you may be asked to take notes or aid a student with writing, etc. However, it is not a good practice to encourage too much reliance on another person. Try not to step in too soon when helping. Have students demonstrate some ability and practice with typical situations. For example, have the student copy a certain amount of the notes.

Problem Solving

- ✓ Help students solve their own problems
- ✓ State the problem
- ✓ Name the feeling, for example, “You feel frustrated...You feel disappointed”
- ✓ **Reflect what the child is saying, for example, “I hear you saying...”**
- ✓ Ask the student for a solution, i.e. “What’s your idea to solve the problem? “How do you think you can solve this?”
- ✓ Be patient. Offer suggestions if necessary.

Establish limits/expectations

- ✓ State/model appropriate behaviors
- ✓ Remind them of desired behavior before it is needed
- ✓ **Plan how to respond – what to say, what to do**

Consistency

- ✓ **Communication**
 - Nonverbal (cues/signals/expressions)
 - Verbal (limit discussions/conversations; keep directives short and specific)
- ✓ ***Utilize communication systems as designed by staff***
- ✓ Notice, describe, and reinforce positive, appropriate behaviors
- ✓ Ignore negative, when possible and reinforce more appropriate when they occur

Describe the behavior, not the student, when talking with or about student statements.

Following directions

- ✓ Get full attention
- ✓ Try to give only once to train them to listen/attend
- ✓ Break down into smaller steps
- ✓ Have students repeat directions back to you
- ✓ Pair with a visual

Provide a model and or written directions

- ✓ Highlight key words
- ✓ Visual cues, i.e. green dot = start, red dot = stop, arrows, etc.
- ✓ Encourage to sub-vocalize or read aloud

On task/attentive behavior/concentration

- ✓ Practice and model on-task behavior
 - Change/shorten or alternate tasks
 - Cue non-verbally and verbally
 - Use physical proximity
 - Frequent check-ins
 - Break assignments into pieces
 - Use time lines/limits for work completion
- ✓ Help set up self-monitoring techniques

Transitions

- ✓ Plan ahead
- ✓ Review rules/routines for transitions
- ✓ Pair reminders with positive feedback

Enhancing socialization

- ✓ Utilize buddy system
- ✓ Involve student in an activity
- ✓ Support peers with suggestions for how to be involved or handle interactions
- ✓ Prepare student before social situations occur (practice, use of script, etc.)

Organizational skills

- ✓ Model good organizational skills
- ✓ Take time to reorganize throughout the day
- ✓ Provide extra supplies
- ✓ Utilize folders, checklists, consistent routines, etc.

General strategies

- ✓ Give choices
- ✓ Discuss behaviors privately at the time of inappropriate behavior
- ✓ State positive action, for example, a student is running in the hall, say, and "Walk please".

SPECIAL EDUCATION TERMS

Accommodations:

Tools and strategies used to assist a student in accessing the general education curriculum.

ADD/ADHD

Attention Deficit Disorder (Primary Inattentive, Primary Hyperactive, or Combined Type) is a behavioral disorder that affects a child's ability to concentrate, control his/her behavior, learn, and/or maintain a "normal level of activity". Children with ADHD are often overactive, impulsive, and have trouble paying attention. They often know their behavior is disruptive but are unable to do anything to change it. Daily schedules and structure are helpful, as is setting appropriate expectations and limitations. It is important to positively reinforce appropriate behavior.

Behavioral Intervention Plan (BIP)

Strategies, program or curriculum modifications, and supplementary aids and supports developed/approved by a PPT to address behaviors that impedes a child's learning or that of others.

Classification

Each student in special education has a classification. The most common are: Learning Disability (LD or SLD), Attention Deficit Disorder (OHI - ADD/ADHD), Autism, Other Health Impaired (OHI), Intellectual Disability (ID) etc. *Whatever the classification, they are children first.*

Autism Spectrum Disorder (ASD): Complex developmental disorders of neurobiological origin with impairments in social interactions, behavior, and communication. It is one of the fastest growing developmental disabilities today. Because it is a "spectrum" disorder, there is great variability within individuals diagnosed with ASD. No two individuals with ASD are alike! ASD is not a disease or illness, and from a medical viewpoint, there is no "cure". Signs of ASD may begin to show as early as 18 months in children. Individuals with ASD often benefit from structured routines and programming, the use of visual tools and supports, teaching explicit skills (and breaking skills down into small steps), and the use of concrete/specific language.

Deaf: a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

Deaf-blind: concomitant hearing and visual impairments, the combinations of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for learners who are deaf and blind.

Hard of hearing: a hearing impairment, whether permanent or fluctuating, which adversely affects a learner's educational performance but which is not included under the definition of "deaf" in this section.

Intellectually Disability: A disability characterized by limitations in intellectual functioning (skills needed to think, learn and solve problems) and adaptive functioning (skills needed to live independently).

Modification

Modifications/adaptations: changes made to curriculum expectations in order to meet the needs of the student. Modifications are made when the grade level or age appropriate expectations are beyond the

student's level of ability. Modifications may be minimal or very complex depending on the student performance. Modifications must be clearly acknowledged in the IEP.

Multiple Disabilities: concomitant impairments (such as intellectually disabled blind, intellectually disabled-orthopedically impaired, etc.), the combination of which causes severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include learners who are deaf-blind.

Orthopedically Impaired: severe orthopedic impairment that adversely affects a learner's educational performance. The term includes impairment caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures.)

Other Health Impaired: means having limited strength, vitality or alertness, due to chronic or acute health problems.

Emotional Disturbance: is defined as follows:

1. A condition exhibiting one or more of the following characteristics over a long period of time and to marked degree, which adversely affects educational performance.

- a. An ability to learn which cannot be explained by intellectual, sensory, or health factors;
- b. Inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- c. Inappropriate types of behavior or feelings under normal circumstances;
- d. A general pervasive mood of unhappiness or depression; or
- e. A tendency to develop physical symptoms or fears associated with personal or school problems.

2. The term includes learners who have schizophrenia. The term does not include learners who are socially maladjusted, unless it is determined that they are emotionally disturbed.

Specific Learning Disability: a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicapping conditions, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learners who have learning problems that are primarily the result of visual, hearing, or motor handicapping conditions, of intellectual disability, of emotional disturbance or of environmental, cultural or economic disadvantage.

Speech/Language Impaired: a communication disorder such as stuttering, impaired articulation, and/or language impairment, or voice impairment, which adversely affects a learner's educational performance.

Traumatic Brain Injury: an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognitive: language: memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or birth injuries induced by birth trauma.

Visually Impaired: means a visual impairment that, even with correction, adversely affects a learner's educational performance. The term includes both learners who are partially seeing and learners who are blind.

Developmental Delayed: In accordance with the state as measured by appropriate diagnostic instruments and procedures in one or more of the following areas physical development cognitive development, communication development, social or emotional development or adaptive development.

Individual Education Program (IEP). Each student in special education has an Individual Education Program. This plan is referred to as the IEP. It outlines the student's strengths, weaknesses, and sets specific goals and objectives for achievement. The resource teacher, classroom teacher, and support personnel will all work on IEP objectives, accommodations and modifications.

The Individuals with Disabilities Education Act (IDEA)

IDEA is federal legislation governing special education. It requires school to do the following:

- Locate, identify, and evaluate children with disabilities;
- Provide a free, appropriate public education (**FAPE**) in the least restrictive environment (**LRE**) for all children whose disabilities meet eligibility requirements ; and
- Hold, at least annually, a case conference to develop and individual education program (**IEP**) for each child.

Least Restrictive Environment (LRE). The setting that allows a student to learn and grow with appropriate support with the greatest opportunity to participate with age appropriate peers and to progress through the general curriculum in the least restrictive environment. For many students, this environment is the classroom with the assistance of a resource teacher, teaching assistant, or some modifications in the way work is presented and learned. For others, more adaptations are needed and are provided through different materials, small group, individual instruction, alternative settings, etc.

Planning & Placement Team (PPT). This is an IEP meeting where student progress and programming are discussed and the plan is developed.

Related Services

Related Services are those services that are required in order for a child to benefit from special education. Related services may include, but not be limited to, psychological and counseling services, speech/language and hearing, guidance, social work, transportation, physical and occupational therapy and medical services that are required for diagnostic or evaluation purposes.

Section 504

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects the rights of individuals with handicaps and bars discrimination based on disability. The act protects all school-aged children who meet the definition of qualified handicapped person has had a physical or mental impairment which substantially limits a major life activity.

The act requires the provision of a free appropriate public education (FAPE) to eligible students. Appropriate means an education comparable to the education provided to non-handicapped students, requiring that reasonable accommodations be made. It covers academic programs, extracurricular activities, and non-academic services.

APPENDIX O: BOARD OF EDUCATION POLICIES

BOARD OF EDUCATION POLICIES

The Granby Board of Education establishes policies to guide the operation of the Granby Public School System. Many of these policies are based on Connecticut General Statutes. A policy manual is located on the Granby Public Schools' website. Selected policies are also included in the teacher's handbook in each school. You are advised to review the teacher's handbook in your building to become familiar with pertinent policies. Some of the most relevant policies to your position are noted below.

Social Media Policy

**Policy
4118.51(a)/
4218.51**

The Granby Board of Education recognizes the importance of social media for its employees, and acknowledges that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. However, the Board will regulate the use of social media by employees including employees' personal use of social media, when such use:

- 1) Interferes or disrupts the work of the school district
- 2) Is used to harass coworkers or other members of the school community
- 3) Creates a hostile work environment
- 4) Breaches confidentiality obligations of school district employees
- 5) Harms the goodwill and reputation of the school district in the community
- 6) Violates the law, board policies, or other school rules and regulations

The Board of Education therefore adopts the following guidelines for the use of social media by Board of Education employees.

Definitions:

Social Media, includes, but is not limited to, social networking websites, such as Twitter, Facebook, LinkedIn, YouTube, MySpace, and other internet/web-related technologies.

Board of Education includes all names, logos, buildings, images and entities under the authority of the Granby Public Schools Board of Education.

Rules Concerning Personal Social Media Activity

1. An employee may not mention, discuss, or reference the Board of Education, the school district, individual schools, programs, or teams on personal social networking sites unless the employee also states that the post is the personal communication of the employee of the school district and that the views posted are the employee's alone and do not represent the views of the school district or the Board of Education.
2. Employees must refrain from mentioning other Board of Education employees or other

members of the school community (*e.g.*, parents or others) on personal social networking sites, without such individuals' express consent unless the employee is addressing an issue of public concern and the employee's speech falls under applicable constitutional protections pertaining to the same.

3. Employees are required to maintain appropriate professional boundaries with students, parents, and colleagues.

4. It is not appropriate for an employee to "friend" or communicate with a student or otherwise establish special relationships with selected students through personal social media. It is not appropriate for an employee to give students access to personal postings unrelated to school.

5. Employee email communications with students should be through a district-approved email system not through personal email accounts.

6. Unless given written consent, employees may not use the Board of Education's logo or trademarks on their personal posts. Please note this prohibition extends to the use of logos and/or trademarks associated with individual schools, programs, or teams of the school district.

7. Employees are required to use appropriately respectful speech in their personal social media posts; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Such posts reflect poorly on the school district's reputation, can affect the educational process and may substantially and materially interfere with an employee's ability to fulfill his/her professional responsibilities.

8. Employees are individually responsible for their personal posts on social media websites. Employees may be sued by other employees, parents or others, and any individual that views an employee's social media posts as defamatory, pornographic, proprietary, harassing, libelous or creating a hostile work environment. Such activities are outside the scope of employment. Employees may be held personally liable for such claims.

9. All posts on personal social media must comply with the Board of Education's policies concerning confidentiality, including the confidentiality of student information. If an employee is unsure about the confidential nature of information the employee is considering posting, the employee shall consult with his/her supervisor prior to making the post.

10. An employee may not link a personal social media site or webpage to the Board of Education's website or the websites of individual schools, programs or teams; or post Board of Education material on a social media site or webpage without written permission of his/her supervisor.

11. Employees are required to comply with all Board of Education policies and regulations with respect to the acceptable use of computer equipment, networks, and electronic devices when accessing the Internet. Use of technology must not interfere with an employee's duties at work.

12. The Board of Education reserves the right to monitor all employee use of district computers and other electronic devices. An employee should have no expectation of personal privacy in any communication or post on any web site while using district computers, cellular telephones or other electronic devices.

Revision
8/2012

13. All Board of Education policies regulating off-duty conduct apply to social media activity including, but not limited to, policies related to public trust, illegal harassment, code of conduct, and protecting confidential information.

Rules Concerning District-Sponsored Social Media Activity

An employee who seeks to use social media sites and related interactive technologies as an educational tool or in relation to extracurricular activities or programs of the school district may do so provided that the procedures below are followed and that the employee obtains the permission of his/her supervisor prior to setting up the site. The employee's supervisor will also be provided access to any site that is established.

1. Use will be limited to specific academic and/or school-related purposes. Sites used for these purposes must be closed in that the employee must set up password-protected access for the students and staff involved. Sites may not be publicly available. Site activity must be moderated, monitored and supervised by the employee(s) who set(s) up the site.
2. Employees are required to use appropriately respectful speech on district-sponsored sites; and to refrain from harassing, defamatory, abusive, discriminatory, threatening or other inappropriate communications. Proper professional boundaries must be recognized at all times and all content and communication should be related to the educational purposes for which the site was established. Communication that is sensitive or personal in nature is to be avoided. Employees must supervise student speech to ensure that it complies with the criteria above.
3. Employees are required to comply with all Board of Education policies and procedures including applicable laws with respect to the acceptable use of computer equipment, networks or devices when accessing district-sponsored sites. Employees must also supervise students use to ensure compliance.
4. The Board of Education reserves the right to monitor all employee and student use of district technology. An employee should have no expectation of personal privacy in any communication or post while using district computers, cellular telephones, or other data devices.
5. All content and posts on district-sponsored sites must comply with the Board of Education's policies pertaining to confidentiality including the confidentiality of student information. If an employee is unsure about the confidential nature of information being considered for posting by him/her or by students, the employee shall consult with his/her supervisor prior to making the post.
6. An employee may not link a district-sponsored site or webpage to any personal social media sites or sites not sponsored by the school district. They will also inform students about the prohibited linking.
7. An employee may not use district-sponsored sites for private financial gain, political, commercial, advertisement, proselytizing, or solicitation purpose. They must also supervise student use to ensure that it complies.

8. An employee may not use district-sponsored sites in a manner that misrepresents personal views as those of the Board of Education, individual school or school district, or in a manner that could be construed as such. They must also supervise student use to ensure that it complies.

Disciplinary Consequences

Violation of this policy may lead to discipline up to and including the termination of employment consistent with state and federal law.

Legal References:

U.S. Constitution, Amend. I

Conn. Constitution, Article I, Sections 3, 4, 14

Conn. Gen. Stat. § 31-48d Conn. Gen. Stat. § 31-51q Conn. Gen. Stat. §§ 53a-182; 53a-183; 53a-250

Electronic Communication Privacy Act, 28 U.S.C. §§ 2510 through 2520

Policy adopted: March 23, 2011

The Board of Education provides computers, networks, and Internet access to support the educational mission of the schools and to enhance the curriculum and learning opportunities for students and school staff.

Employees are to utilize the district's computers, networks, email system and Internet services for school-related purposes and performance of job duties. Limited incidental personal use of district computers, networks, email systems and Internet services is permitted as long as such use does not interfere with the employee's job duties and performance, with system operations or other system users. "Limited incidental personal use" is defined as use by an individual employee for appropriate, lawful, brief and occasional personal purposes. Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures and rules.

Employees shall be notified that computer files and electronic communications, including email and voice mail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority. The systems' security aspects, message delete function and personal passwords can be bypassed for monitoring purposes. Therefore, employees must be aware that they should not have any expectation of personal privacy in the use of these computer systems. This provision applies to any and all uses of the district's computer systems, including any incidental personal use permitted in accordance with this policy and applicable regulations.

Online/Internet Services

The school district will educate minor students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response. Additionally, the school district will implement a technology protection attempting to block or filter Internet access to visual depictions that are obscene material, contain child pornography, or are harmful to minors and ensure that such filtering technology is operative during computer use by minor students.

Any employee who violates this policy and/or any rules governing use of the district's computers will be subject to disciplinary action, up to and including discharge. Illegal uses of the school district's computers will also result in referral to law enforcement authorities.

All District computers remain under the control, custody and supervision of the school district. The school unit reserves the right to monitor all computer and Internet activity by employees. Employees have no expectation of privacy in their use of school technology.

The Superintendent or his/her designee shall be responsible for overseeing the implementation of this policy and the accompanying rules for advising the Board of the need for any future amendments or revisions to the policy/regulations. The Superintendent or his/her designee may develop additional administrative procedures/rules governing the day-to-day management and operations of the school district's computer system as long as they are consistent with the Board's policy/rules. The Superintendent may delegate specific responsibilities to building principals and others as he/she deems appropriate.

(cf. 6141.321 - Student Use of the Internet)

(cf. 6141.322 - Web Sites/Pages)

Legal References: Connecticut General Statutes

The Freedom of Information Act

31-48d Employers engaged in electronic monitoring required to give prior notice to employees.

Exceptions. Civil penalty.

53a-182 Disorderly conduct; Class C misdemeanor

53a-182b Harassment in the first degree.

53a-183 Harassment in the second degree

53a-250 Computer-related Offenses: Definitions

Electronics Communication Privacy Act, 28 U.S.C. §2510 through 2520

Policy adopted: March 23, 2011

Revision
8/2012

Reporting of Child Abuse and Neglect

One of the most important policies for teacher assistants to be aware of is Policy #5141.4, Reporting of Child Abuse and Neglect. School employees have been designated as mandated reporters. Mandated reporters are required to report if they suspect or believe that a child has been or may be abused. Teacher assistants are mandated reporters and must report within **12 hours** from the time you first have knowledge of the abuse.

If you have any suspicions of abuse or neglect, **Report it to your supervising teacher and/or the building administrator immediately.** Cases must be reported to DCF (Department of Children and Family Services) within 12 hours. Administrators, School Social worker, and School Psychologist have the necessary protocol and forms to be completed. Some indicators of possible abuse and neglect are as follows:

- Bruising, burns, injuries of suspicious origin
- Ongoing malnutrition
- Chronic illnesses
- Excessive absenteeism
- Sub-standard cleanliness
- Inadequate clothing
- Excessive cuts, scrapes, and broken bones
- Any mention by the student or others of episodes of physical or sexual abuse as well as neglect, including lack of supervision
- Gross neglect of child's physical needs
- Lack of medical treatment for a sick child

The DCF care line is 1-800-842-2288.

You are held harmless for any reports made in good faith.

Confidentiality of Student Records

Board of Education policy 5125 recognizes the legal requirement to maintain the confidentiality of student records consistent with federal law. The policy and administrative regulations outline requirements in detail. If a parent requests student records, please discuss this request immediately with your supervising teacher. Student records should not be released to others without written parental consent. The law states that schools have five days to release these records **after** receiving written consent.

Selected student information is declared to be directory information (i.e.: name, address, phone number) and may be released. The policy manual includes a full list of directory information.

Use of Physical Force

Board of Education Policy 5144 states:

“Reasonable physical force may be used by a teacher or other person entrusted the care and supervision of students when necessary to the extent that a teacher or other person entrusted with the care and supervision of students believes it necessary to:

- A. Protect him/herself or others from immediate physical injury.
- B. Obtain possession of a dangerous instrument or controlled substance, upon or within the control of such student.
- C. Protect property from physical damage.
- D. Restrain student or remove student to another area to maintain order.

Physical force may not be used as a disciplinary measure.

Bullying

5131.911 (a)

Student Bullying

The Granby Board of Education is committed to creating and maintaining an educational environment that is physically, emotionally and intellectually safe and thus free from bullying, harassment and discrimination. In accordance with state law and the District Safe School Climate Plan, the Board expressly prohibits any form of bullying behavior on school grounds; at a school-sponsored or school-related activity, function or program, whether on or off school grounds; at a school bus stop; on a school bus or other vehicle owned, leased or used by a local or regional board of education; or through the use of an electronic device or an electronic mobile device owned, leased or used by Board of Education.

The Board also prohibits any form of bullying behavior outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school. Discrimination and/or retaliation against an individual who reports or assists in the investigation of an act of bullying is likewise prohibited.

Students who engage in bullying behavior shall be subject to school discipline, up to and including expulsion, in accordance with the Board's policies on student discipline, suspension and expulsion, and consistent with state and federal law.

For purposes of this policy, "Bullying" means the repeated use by one or more students of a written, verbal or electronic communication directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district, that:

- 1) Causes physical or emotional harm to such student or damage to such student's property;
- 2) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;
- 3) Creates a hostile environment at school for such student;

- 4) Infringes on the rights of such student at school; or
- 5) Substantially disrupts the education process or the orderly operation of a school.

Policy
5131.911 (b)

Student Bullying

Bullying shall include, but not be limited to, repeated use by one or more students of written, verbal or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

For purposes of this policy, electronic communication ("Cyberbullying") means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

Consistent with the requirements under state law, the Granby Board of Education authorizes the Superintendent or his/her designee(s), along with the District Safe School Climate Coordinator, to be responsible for developing and implementing a District Safe School Climate Plan in furtherance of this policy. As provided by state law, such District Safe School Climate Plan shall include, but not be limited to provisions which:

- 1) Enable students to anonymously report acts of bullying to school employees and require students and the parents or guardians of students to be notified annually of the process by which students may make such reports;
- 2) Enable the parents or guardians of students to file written reports of suspected bullying;
- 3) Require school employees who witness acts of bullying or receive reports of bullying to orally notify the Safe School Climate Specialist, or another school administrator if the Safe School Climate Specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report;
- 4) Require the Safe School Climate Specialist to investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports made under this section;
- 5) Require the Safe School Climate Specialist to review any anonymous reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report;

Student Bullying

- 6) Include a prevention and intervention strategy for school employees to deal with bullying;
- 7) Provide for the inclusion of language in student codes of conduct concerning bullying;
- 8) Require each school to notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed not later than forty-eight hours after the completion of the investigation;
- 9) Require each school to invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying;
- 10) Establish a procedure for each school to document and maintain records relating to reports and investigations of bullying in such school; maintain a list of the number of verified acts of bullying in such school; make such list available for public inspection; and, annually report such number to the Department of Education and in such manner as prescribed by the Commissioner of Education;
- 11) Direct the development of case-by-case interventions for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline;
- 12) Prohibit discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying;
- 13) Direct the development of student safety support plans for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;
- 14) Require the principal of a school, or the principal's designee, to notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct;

Student Bullying

- 15) Prohibit bullying (A) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (B) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of a school;
- 16) Require, at the beginning of each school year, each school to provide all school employees with a written or electronic copy of the school district's safe school climate plan; and
- 17) Require that all school employees annually complete the training described in Conn. Gen. Stat. §10-220a.

The notification required pursuant to subdivision (8) (above) and the invitation required pursuant to subdivision (9) (above) shall include a description of the response of school employees to such acts and any consequences that may result from the commission of further acts of bullying. Any information provided under this policy or accompanying District Safe School Climate Plan shall be provided in accordance with the confidentiality restrictions imposed under the Family Educational Rights Privacy Act ("FERPA") and the district's Confidentiality and Access to Student Information policy and regulations.

Not later than January 1, 2012, the Granby Board of Education shall approve the District Safe School Climate Plan developed pursuant to this policy and submit such plan to the Department of Education. Not later than thirty (30) calendar days after approval by the Board, the Board shall make such plan available on the Board's and each individual school in the school district's web site and ensure that the District Safe School Climate Plan is included in the school district's publication of the rules, procedures and standards of conduct for schools and in all student handbooks.

**Policy
5131.911 (e)**

Student Bullying

Legal References:

Revision
8/2012

Conn. Gen. Stat. 10-145a

Conn. Gen. Stat. 10-145o

Conn. Gen. Stat. 10-220a

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. 10-222g

Conn. Gen. Stat. 10-222h

Conn. Gen. Stat. §§ 10-233a through 10-233f

Original Policy Adopted: 1/8/03

Revisions Adopted: 11/15/06, 2/18/09, 1/4/12

GRANBY PUBLIC SCHOOLS

Granby, Connecticut

Title IX
**POLICIES AND PROCEDURES FOR EQUAL EMPLOYMENT AND EDUCATIONAL
OPPORTUNITY**

EQUITY/TITLE IX/504 GRIEVANCE PROCEDURE

The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which may arise concerning claims of discrimination. All proceedings shall be kept confidential as is appropriate. Evidence of reprisal against a complainant or witness shall be viewed as an infraction of the policy.

Any individual who wishes to inquire or to register a complaint concerning alleged discrimination in the Granby Public Schools shall have an opportunity to bring such concerns to the attention of the Human Resources Coordinator, a Title IX Compliance Coordinator, the Director of Pupil Personnel, the Building Principal/Administrator, or the Superintendent who have the authority to resolve such complaints. The following grievance procedure shall be utilized by any student, parent/guardian, employee, or applicant in making a complaint or inquiry. Officials shall be governed by this procedure.

Level I: The complainant 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. If this resolution is unsatisfactory to the complainant then the procedures outlined in Levels II through IV should be followed. If the resolution is unsatisfactory to the party alleged to have discriminated, the Compliance Coordinator or administrative supervisor, the individual should request in writing a meeting with the Superintendent of Schools.

Level II: The complainant 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 working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Level III: 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.

Level IV: The Board of Education, Superintendent and the Compliance Coordinators shall proceed in accordance with appropriate state statutes.

Level V: If the complainant wishes to pursue the grievance, he/she shall proceed in accordance with appropriate state statutes.

In compliance with regulations of Title VI, Title VII of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, and the Civil Rights act of 1987, the Granby Board of Education adopts the following Equal Employment Opportunity and Equal Educational Opportunity Policies.

EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of the Granby Board of Education to forbid acts of discrimination in all matters dealing with employees and applicants for positions with the school district and to further the principle of equal employment opportunity in all actions affecting employees and applicants. The policy covers but is not limited to recruiting, hiring, training, and promotion of persons in all job classifications without regard to race, creed, color, religion, gender, gender identification or expression, national origin, age or handicap.

EQUAL EDUCATION OPPORTUNITY

The right of a student to participate fully in classroom instruction and extracurricular activities shall not be abridged or impaired because of age, gender, gender identification or expression, race, religion, national origin, pregnancy, parenthood or marriage. The Compliance Coordinators have the responsibility to monitor the implementation of this policy. Further implementation of this policy is a responsibility of all district administrators in accordance with the procedure set forth in the attached regulations.

Revision
8/2012

NONDISCRIMINATION ON THE BASIS OF EQUITY

You may inquire or file a grievance concerning alleged discrimination on the basis of equity. You may not be denied the right to participate in a publically funded educational setting based on the following protected classes: race, color, religious creed, sex, age, national origin, ancestry, marital status, pregnancy, sexual orientation, gender identity or expression, disability, or genetic information.

If you are a **STUDENT**, you may not be discriminated against in the following areas:

- Admission
- Use of School Facilities
- Vocational Education
- Competitive Activities
- Student Rules, Regulations and Benefits
- Financial Assistance
- School-sponsored Extracurricular Activities
- Enrollment in Courses
- Counseling and Guidance
- Physical Education
- Graduation Requirements
- Treatment as a Married and/or Pregnant Student
- Health Services
- Most Other Aid, Benefits or Services

Questions or complaints regarding alleged STUDENT discrimination on the basis of race, color, religious creed, age, national origin, ancestry, and/or marital status should be directed to the Building Principal/Administrator.

If you are an **EMPLOYEE**, you may not be discriminated against in the following areas:

- Hiring and Promotion
- Compensation
- Job Assignments
- Leave of Absence
- Fringe Benefits
- Labor Organization
- Contracts or Professional Agreements

Questions or complaints regarding alleged EMPLOYER/EMPLOYEE discrimination on the basis of race, color, religious creed, age, national origin, ancestry, and/or marital status should be directed to the Human Resources Coordinator (as identified on this form).

NONDISCRIMINATION ON THE BASIS OF GENDER [TITLE IX]

Title IX is a federal law that ensures that males and females are treated equally and fairly in educational settings receiving federal funding. You may inquire or file a grievance concerning alleged discrimination on the basis of gender or gender identification. This includes discrimination against pregnancy and related medical conditions, and gender stereotyping. You may not be denied the right to participate in the school environment/facility, in courses/activities, in clubs/organizations, in athletics, or in role modeling on the basis of gender or gender identity. Title IX also protects you against sexual harassment.

Sexual Harassment Is a Form of Discrimination

Sexual harassment has been clearly established as a form of **sexual discrimination**. Sexual harassment is defined as follows: “Any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, when (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment, (2) submission or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual

or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or academic environment" [Equal Employment Opportunity Commission].

The victim of sexual harassment does not have to be the person at whom the unwelcome sexual conduct is directed. The victim may be someone who is a **witness to and personally offended** by such conduct although directed toward another. Sexual harassment is unwelcome conduct that is personally offensive, lowers morale, and interferes with work performance. **This unwelcome sexual behavior is defined from the perspective of the victim, not the harasser.**

Sexual harassment may occur between a male and a female, a female and a male, a male and a male, or a female and a female. It may be perpetrated by an employee, student, parent/guardian, or applicant towards another employee, student, parent/guardian, or applicant in the educational setting.

How do I know when sexual harassment may be occurring? Am I being harassed? Am I harassing someone?

Ask yourself the following questions:

- Is the behavior of a sexual nature?
- Is the behavior unwelcome by anyone involved?
- Does the behavior make you or any other person feel uncomfortable?
- Does the behavior interfere with anyone's ability to learn or to enjoy school or classroom activities?
- Does the behavior involve one person trying to have some kind of power over another person?
- Is the behavior part of a pattern of repeated behavior?
- Would you want this behavior to be directed toward a member of your family or toward a friend?

What are the differences between flirting and harassment?

<u>Flirting</u>	<u>Harassment</u>
Welcome	Unwelcome
Wanted	Unwanted
Two-sided	One-sided
Feels good	Feels uncomfortable
Enjoyable	Embarrassing or humiliating
Equal participation	Use of power

Examples of Sexual Harassment include, but are not limited to, the following: unwelcome sexual advances, suggestive or lewd remarks, sexual rumors, cornering/blocking, pulling at clothes, leers, unwanted hugs, touches, kisses, requests for sexual favors, retaliation for complaining about sexual harassment, derogatory or pornographic jokes, posters, cartoons or drawings.

Questions or complaints regarding alleged student, parent/guardian, employee, or applicant discrimination on the basis of gender or gender identification should be directed to the Title IX Compliance Coordinators (as identified on this form).

NONDISCRIMINATION ON THE BASIS OF DISABILITY [SECTION 504]

Section 504 of the Rehabilitation Act of 1973 protects against discrimination on the basis of a disability or handicap.

Questions or complaints regarding alleged student, parent/guardian, employee, or applicant discrimination on the basis of disability should be directed to the Director of Pupil Personnel (as identified on this form).

If you believe that you have been discriminated against, or witnessed discrimination in regard to any of the preceding policies, you may file a grievance that rights have been denied or violated.

Grievance Forms are available from Human Resources, Title IX Compliance Coordinators, the Director of Pupil Personnel Services, Building Principals/Administrators, and Guidance Offices. Forms may also be found on the Granby Public Schools website.

Granby Public Schools
EQUITY/TITLE IX/504 GRIEVANCE FORM

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against or witnessed the discrimination of another student, parent/guardian, employee, or employment applicant on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability, or genetic information** [Protected Classes -CT Law Sec. 10-15c] may discuss and/or file a grievance with one of the individuals listed below. Reporting should take place within forty calendar days of the alleged discrimination.

➤ **For Employer/Employee Incidents Involving Equity Discrimination Contact:**

Karen Walther
Human Resources Coordinator
Granby Board of Education Central Office
860.844.5264
waltherk@granby.k12.ct.us

➤ **For Student Incidents Involving Equity Discrimination Contact:**

Building Principal/Administrator

➤ **For Student/Parent-Guardian/Employee/Applicant Incidents Involving Discrimination on the Basis of Gender [Title IX] Contact: Title IX Coordinators**

	Jessica Beecher	Heidi MacDonald	Sheri Barnett
	Primary Level	Intermediate Level	Secondary Level
	FM Kearns Primary	Wells Road Intermediate	Granby Memorial
High	860.844.3044	860.844.3048	860.844.3014 Press 4 & 5
	beecherj@granby.k12.ct.us	macdonaldh@granby.k12.ct.us	
	barnetts@granby.k12.ct.us		

➤ **For Student/Parent-Guardian/Employee/Applicant Incidents Involving Discrimination on the Basis of a Disability [Section 504] Contact:**

Aimee Martin
Director of Pupil Personnel Services
Granby Board of Education Central Office
860.844.5255
martinad@granby.k12.ct.us

Name of Complainant _____

STUDENT _____ PARENT/GUARDIAN _____ EMPLOYEE _____
APPLICANT _____

HOME ADDRESS _____

PHONE _____ DATE OF CLAIM _____ DATE OF ALLEGED INCIDENT _____

Statement of Incident: Describe the incident(s) as clearly as possible. Include when and where the incident(s) occurred, list any witnesses present, and indicate if any verbal statements (e.g. threats, requests, demands) were made, and/or physical contact or force was used.

This complaint is filed based on my honest belief that _____ (person who discriminated) has unlawfully discriminated against another. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge.

Complaint Signature _____ Date _____

Please attach any additional information/documentation necessary.

SIGNATURE OF COMPLAINANT _____

SIGNATURE OF COMPLIANCE COORDINATOR _____

DATE RECEIVED _____

TO BE COMPLETED BY SCHOOL PERSONNEL

LEVEL 1 The complainant 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. If this resolution is unsatisfactory to the complainant then the procedures outlined in Levels II through IV should be followed. If the resolution is unsatisfactory to the party alleged to have discriminated, the Compliance Coordinator or administrative supervisor, the individual should request in writing a meeting with the Superintendent of Schools.

Action Taken:

_____ **The investigator believes the complainant is satisfied with the action taken.**

_____ **Resolution was unsatisfactory and a Level 2 complaint was filed with Compliance Coordinator.**

Signature of Compliance Coordinator or Administrative Supervisor

Date

LEVEL 2 The complainant 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 working days following the conference, the complaint must be resolved to the satisfaction of both parties or referred to the Superintendent and must notify the complainant of this notification. The Board will be apprised by the Superintendent of any grievance reaching Level II.

Action Taken:

_____ **The investigator believes the complainant is satisfied with the action taken.**

_____ **Resolution was unsatisfactory and a Level 3 complaint was filed with the Superintendent.**

Signature of Compliance Coordinator

Date

LEVEL 3 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.

ACTION TAKEN:

_____ **The investigator believes the complainant is satisfied with the action taken.**

_____ **Resolution was unsatisfactory and a level 4 complaint was filed with the Board of Education.**

Signature of Superintendent

Date

LEVEL 4 The Board of Education, Superintendent and the Compliance Coordinators shall proceed in accordance with appropriate state statutes.

ACTION TAKEN

_____ **The investigator(s) believe the complainant is satisfied with the action taken.**

_____ **Resolution was unsatisfactory and a Level 5 complaint was filed with _____.**

Signature of BOE Designee

Date

LEVEL 5 If the complainant wishes to pursue the grievance, he/she shall proceed in accordance with appropriate state statutes.



Connecticut Association of Boards of Education, Inc.

81 Wolcott Hill Road, Wethersfield, CT 06109-1242 • (860) 571-7446 • Fax (860) 571-7452 • www.cabe.org

August 13, 2012

TO: Chairmen and Superintendents in CABE Member Boards of Education
CABE Board of Directors, Education Affiliate Members and RESCs

FROM: Lydia Tedone, CABE President and Robert Rader, CABE Executive Director

RE: **CABE Board Recognition Awards**

The CABE Board Recognition Awards are designed recognize boards which provide effective leadership to their districts through the use of good practices. This program, which acknowledges the importance of school board members and superintendents working together as **effective teams**, strengthens public education in Connecticut and across the country.

The Board Recognition Awards was redesigned last year.

- **CABE Board Leadership Award - Level One** includes 34 items and boards need to fulfill 22 of these with at least three completed in each of the following areas: board leadership/ student achievement, board member professional development, policy, community relations, and related organizational leadership.
- **CABE Board of Distinction Award - Level Two** recognizes Boards which are truly exemplary. To be eligible for this higher level of award, the Board must have achieved Level One distinction at least **twice** in the past **four** years. Boards must achieve at least **two** Level Two items in each Level Two category to receive this award.

An optional question in Level One and Level Two, asks about what makes your Board's leadership especially effective. These responses will be printed in the *CABE Journal*.

The Awards will be presented at the CABE Leadership Awards Reception at the CABE/ CAPSS Convention on Friday, November 16, at the Mystic Marriott Hotel in Groton. Winning Board Chairs and Superintendent will be notified by email the week of October 15. All members of your board of education who are attending the Convention are invited to attend the ceremony.

Districts receiving the award for the first time will receive a plaque; in years following, plates for the plaque will be provided. Winning districts will also be honored, for one year, on a plaque that hangs in the Leonard Rovins Conference Room at the CABE Office and will be recognized in the December *CABE Journal*. (See enclosed Brochure)

DEADLINE for Submission: OCTOBER 12, 2012



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

CABE believes that Boards of Education and Superintendents which exhibit the most effective leadership are characterized by their ability to work together as "teams." The **CABE Board Recognition Awards** are designed to recognize Boards which work effectively in this manner. Boards which fulfill 22 of the following 34 Level One criteria, including a minimum of three in each area, will earn the Level One **CABE Board Leadership Award**.

In order to appropriately recognize those Boards which are truly exemplary, CABE has now established a second level of awards, the **Board of Distinction Award**. Only Boards which have achieved Level One distinction at least twice in the prior four years are eligible to receive the **Board of Distinction Award**. Boards must achieve at least two Level Two items in each Level Two category to receive this award.

All awards are presented at the CABE/CAPSS Convention.

Please respond to the criteria requested on this form and send your information, with supporting data, to CABE when you believe your Board has earned a Leadership Award or a Board of Distinction Award. If you have any questions, need further information, or require help in satisfying any of the criteria, please contact us for assistance.

REQUIRED CRITERIA

1. Board Leadership/Student Achievement

Level One (minimum of three)

- A. The Board has developed district goals for this year. (*send copy of goals*)
- B. The Board has conducted a self-evaluation and developed plan for improvement in the past 12 months. (*send copy of plan*)
- C. The Board has conducted a superintendent evaluation in past 12 months.
- D. The Board monitors its performance against a Board of Education code of conduct. (*send copy of code*)
- E. The Board has conducted meetings pursuant to Board policy.
- F. The Board has established a calendar to ensure all responsibilities are conducted in timely manner. (*send copy of meeting calendar*)
- G. The Board conducts orientation for new Board members.

Level Two (minimum of two)

- A. The Board of Education works to improve student achievement. (describe)
- B. The Board relates the mission statement and goals to agenda items. (give examples).
- C. The Board supports the appropriate use of technology in educational programming. (give examples).
- D. The Board uses data to make informed decisions regarding student achievement. (give examples)

2. Board Member Professional Development

Level One (minimum of three)

- A. A majority of Board members have taken part in workshops or other in-service training during the last year.
- B. The Board provides adequate funds to permit Board members to take part in training.
- C. A majority of the Board attended the CABE/CAPSS Convention in last 12 months.
- D. A majority of the Board participated in the CABE Board Member Academy in last 12 months.
- E. The Board has used a CABE facilitator or other outside group for Board workshop/retreat in last 12 months.
- F. New Board members are provided orientation, including attending CABE New Board Member Orientation.
- G. At least one Board member has participated in the CABE Leadership Academy during this year.



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

Level Two (minimum of two)

- A. The Board has developed district goals and reviews them on a regular basis. (include examples)
- B. At least 2 members of the Board have participated in the CABE Leadership Institute.
- C. The Board has incorporated Board professional development into policy? (provide examples)
- D. The Board holds a retreat outside of a regular meeting with a component offering professional development. (include copy of agendas)

3. Policy

Level One (minimum of three)

- A. The Board has developed and adhered to procedure for policy review. (send procedure)
- B. The Board has reviewed all policies over the last three years.
- C. The Board uses CABE or a similar policy update service to ensure that policies remain current.
- D. The Board has adopted all required policies.
- E. The Board has reviewed appropriate policies as law and regulations have changed.
- F. The Board relies on policies as "living documents," by referring to them at Board meetings or in Board agendas.
- G. The Board provides the district policy manual in a searchable online version.

Level Two (minimum of two)

- A. The Board relates all agenda items to appropriate policies. (show sample agendas that show this practice)
- B. Policy discussions are a regular part of Board meetings. (include agendas where this takes place)

4. Community Relations

Level One (minimum of three)

- A. The Board has clear, written policies on Community-Board Relations. (send copy)
- B. The Board provides opportunities for appropriate participation at meetings by members of the community. (send copies of two recent agendas)
- C. The Board seeks active community involvement with the schools.
- D. The Board demonstrates cooperation with news media.
- E. The Board promotes the school system to the public. (send copies of information disseminated)
- F. The Board disseminates information to the public on its decisions in unified, timely manner. (send copy of information provided)

Level Two (minimum of two)

- A. The Board sponsored a community-wide discussion of issues (courageous conversations, community conversations, etc.) during the past year. (show agenda and report the end results of the program).
- B. The Board has successfully worked with other community leaders. (include description and/or supporting documentation).
- C. The Board works with the community's local cable access channel. (describe)
- D. The Board works with other Boards of Education. (describe)

5. Related Organizational Leadership

Level One (minimum of three)

- A. A Board member serves on the CABE Board of Directors.
- B. One or more Board members are active participants in the Convention Committee, CABE Government Relations Committee, Resolutions Committee or Federal Relations Network.
- C. One or more Board members actively serves on a RESC Board.



CABE Board Recognition Awards

Board Leadership Award and Board of Distinction Award

- D. One or more Board members participated in NSBA Convention, CUBE or other NSBA-sponsored activity in last 12 months.
- E. One or more Board members have participated in the CABE Delegate Assembly or Day-on-the-Hill in last 12 months.
- F. The Board has submitted a resolution to CABE for consideration by the CABE Delegate Assembly in last two years.
- G. The Board ensures that all collective bargaining agreements and the superintendent's contract are sent in a timely manner to CABE's Negotiations Service.

Level Two (minimum of two)

- A. Representatives of the Board presented a workshop related to a district initiative at the annual CABE/CAPSS Convention or NSBA Convention. (attach a copy of any handouts and presentation materials)
- B. The Board has sponsored a Legislative Breakfast or some other legislative event.
- C. The Board works closely with its local legislative delegation to improve the schools. (describe)
- D. The Board sponsors an annual area meeting.

Optional Question: Level One

Please tell us what, in your opinion, makes your Board's leadership especially effective.

Feel free to provide any information that other Boards would find beneficial in learning about your Board's leadership.

Level Two

Please tell us what, in your opinion, makes your Board's leadership especially effective in improving student achievement.

Board Chair	Date
Superintendent	Date



CABE Board Recognition Awards Board of Distinction Award (Level Two)

To be eligible for the Board of Distinction Award, all Board members must sign the application

<i>Board Member</i>	<i>Date</i>
<i>Board Member</i>	<i>Date</i>
<i>Board Member</i>	<i>Date</i>
<i>Board Member</i>	<i>Date</i>
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Connecticut Association of Boards of Education
81 Wolcott Hill Road • Wethersfield, CT 06109
860-571-7446 • 800-317-0033 • 860-571-7452 (fax) • www.cabe.org



C A B E / C A P S S C O N V E N T I O N

Members: Pre-Registration deadline is THIS FRIDAY!
Register on or before August 31 to save your district
money.

CABE/CAPSS Convention

November 16-17, 2012

The CABE/CAPSS Convention provides the community of board of education members and superintendents the opportunity to gain knowledge through several sessions and workshops that can help prepare students to be successful in the 21st Century. Hear from top level education speakers on the latest educational programs. Celebrate Connecticut's talented students – be energized by student performers on Friday and Saturday mornings and the student display on Friday. Experience the innovation of vendors in the Exhibit Hall on Friday.

Benefits of Attending

- Potentially save your district money and enable staff to be more efficient by visiting vendors in the Exhibit Hall.
- Ensure students have skills that will enable them to be successful in the 21st Century by attending a variety of thought provoking workshops and general sessions.
- Find strength and invaluable support by sharing experiences and solutions and networking with peers.

[Click here to register online](#)

Convention Hotel Reservation Information

Mystic Marriott Hotel and Spa

625 North Road, Route 117

Groton, CT 06340

Those attending the annual CABA/CAPSS Convention have been guaranteed a room rate of \$149. We are grateful to the Marriott for holding this rate steady for us for several years. When making your reservation, be sure to mention that you are with the CABA/CAPSS Convention in order to take advantage of this special room rate.

This rate of \$149 is guaranteed only until **4:00 pm on October 17, 2012**. After this date, reservations for Convention participants are based on availability and are offered at the prevailing rate.

You may make reservations directly with the Mystic Marriott's reservation department by calling 866-449-7390. You may also make reservations online at by going to <http://www.cabe.org/page.cfm?p=408>. The negotiated rate code already entered in the appropriate field, allowing you to quickly make your room reservation. Purchase orders are NOT accepted.

Convention Agenda

See what workshops are being offered at the 2012 CABA/CAPSS Convention by going to <http://www.cabe.org/page.cfm?p=408> and clicking on Convention at a Glance.

If you have any questions about the CABA/CAPSS Convention, please contact Melissa Dickinson or Lisa Steimer at the CABA Office at 800-317-0033 or 860-571-7446.



New Legal Issues for a New School Year:

Teacher Evaluation,

Bullying and School Climate

October 1, 2012

Registration – 8:30 am

Program – 9:00 am – 12:00 pm

Sheraton Hartford South Hotel, Rocky Hill

(formerly the Rocky Hill Marriott)

This year's Legislative Session brought many changes to education. Specifically, bills concerning teacher evaluation programs and teacher termination, as well as bills concerning bullying and school climate are of major importance to local school districts and can have great impact on a district and individual schools, teachers and administrators. Come learn more about these education reforms from the experts and learn how your district and educational community will be affected.

Registration

Welcome and Introductions
Kelly Moyher, Senior Staff Attorney, CABE

Teachers, Evaluations and Terminations: An Overview of the New Laws and Requirements
Presenter: **Thomas B. Mooney**, Attorney, Shipman and Goodwin

Bullying and School Climate:
How to Help Your District Deal with These Issues
Presenter: **Marsha Moses**, Attorney, Berchem, Moses and Devlin

Q & A and Wrap-Up

- State CEUs - 3
- Professional Responsibility
- CABE Academy
- Credit - 1
- CBEM - School Law, Policy
- MBEM - School Law



Registration Form
New Legal Issues for a New School Year:
Teacher Evaluation,
Bullying and School Climate

Yes, I will attend the workshop on Monday, October 1, 2012 at the Sheraton Hartford South Hotel (formerly the Rocky Hill Marriott).

Name _____

Address _____

City _____

State _____ Zip Code _____

District _____ Position _____

Daytime Phone _____

E-Mail address _____

Fee: CABE Express Member — Free

\$70 per person (CABE member school district)

\$210 per person (Nonmember school district)

Registrations must be accompanied by a purchase order or payment.

Payment – three easy ways to pay:

Check, credit card or purchase order.

Check payable to CABE enclosed.

P.O. # _____

Visa MasterCard

Credit Card No: _____

Expiration Date: _____

Name _____

Street address _____
(as it appears on credit card)

Credit card authorization: I agree to pay the total amount according to the card use agreement.

Signature: _____

Please let us know of any special requirements

You may have.

Registration/Cancellation Deadline: September 24.

Cancellations made within 5 working days of the program date will be charged \$10. No-shows will be charged full fee.

Return this form to: CABE Board Member Academy, 81 Wolcott Hill Rd., Wethersfield, CT 06109-1242 or call 800-317-0033; 860-571-7446; Fax 860-571-7452.

Directions to Sheraton Hartford South Hotel:

Take I-91 south or north to exit 23 (West Street-Rocky Hill). At the end of the ramp, turn left. At the second light, turn right. Hotel driveway is on your right. Other directions available on the CABE website www.cabe.org/page.cfm?p=114

WHO SHOULD ATTEND THIS WORKSHOP:

- **Board Members**
- **Superintendents**
- **Legal Counsel**

BY ATTENDING THIS WORKSHOP, YOU WILL LEARN ABOUT:

- **About this year's new legislation concerning teachers and school climate and how the new laws will impact your district.**

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CABE Board Member Academy
presents



**New Legal Issues for a
New School Year:
Teacher Evaluation,
Bullying and
School Climate**

Monday, October 1, 2012
Registration – 8:30 am
Program – 9:00 am - 12:00 pm
Sheraton Hartford South Hotel
Rocky Hill
(formerly the Rocky Hill Marriott)

Finance/Personnel/Facilities Subcommittee Meeting Minutes
June 20, 2012
5:30 p.m.

Attendance:

Matt Wutka	Present	Alan Addley	Present
Ed Ohannessian	Present	Harry Traver	Present
Lynn Guelzow	Present	Tom Steinke	Present

Meeting commenced at: 5:35 p.m.

Meeting adjourned at: 6:50 p.m.

1. May Statement of Accounts – Looks to be about \$114K favorable for year-end with one month left.
2. Baseball Field Repairs – Have reserved an amount we feel will cover the cost of repairs but project will go out to bid.
3. Teaching Assistant Policy Update – Agreed that the policy should be reviewed by a labor attorney.
4. Other – Bus transition proceeding smoothly. M&J is being cooperative with the transition.

August 29	Annual Facilities Tour Finance SC Meeting BOE/BOF Statutory Mtg. BOE Meeting	4:00 p.m. 6:00 p.m. 6:15 p.m. 7:00 p.m.	All Facilities Central Services Central Services Central Services
September 3	Labor Day – No School		Offices closed
September 4	First Day of School		
September 5	Curriculum SC Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
September 6	Grade 2 Open House	7-8 p.m.	Kearns
September 10	Grade 1 Open House	7-8 p.m.	Kearns
September 11	Kindergarten Open House	7-8 p.m.	Kearns
September 12	Middle School Open House	6:45 p.m.	GMMS
September 13	High School Open House	7:00 p.m.	GMHS
September 17	Rosh Hashanah – No School		Offices open
September 18	Grades 3&4 Open House	7:00 p.m.	Kelly/Wells
September 19	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services
September 20	Grades 5&6 Open House	7:00 p.m.	Kelly/Wells
September 20	Senior Parent Night	7:00 p.m.	HS Auditorium