

Curriculum Subcommittee Meeting
Wednesday, April 1, 2020 5:30 PM
Via Teleconference/Videoconference See Granby Public Schools' website for instructions.

I. Public Comment

II. Assistant Superintendent's Monthly Report

Attachments:

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III. Distance Learning Highlights

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IV. Draft Policy 5122 - Teacher and Class Assignments

Attachments:

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V. Revised Policy 5141.21 - Administering Medication

Attachments:

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VI. Draft Policy 6172.6 - Distance Learning

Attachments:

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VII. New Text Approval: Townsend Press Comprehensive Vocabulary Program

Attachments:

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VIII. Update on Granby Equity Team

IX. Other



ASSISTANT SUPERINTENDENT'S MONTHLY REPORT – APRIL 2020

<p>Provide a rigorous and diverse 21st Century Curriculum</p>	<ul style="list-style-type: none"> • Created templates for daily Distance Learning lesson plans for PreK-5 teachers • Collaborated with administrators to develop guidelines for teachers on Distance Learning practices. • Monitored the submission of Distance Learning lesson plans to the Parent Resource site and provided feedback to teachers and administrators. • Worked with coaches to plan presentations for initial Distance Learning meetings with PreK-5 teachers. • Met with elementary principals and coaches to discuss ELA/Reader's Workshop program. • Participated in meeting with representative from the Farmington Valley Health District to discuss programming to support social and emotional learning needs of students. • Attended virtual meetings with AP staff on testing updates due to school closures. • Discussed high school graduation requirements with high school. • Met with Summer School Director to discuss summer school offerings to meet increased student need.
<p>Invest in the professional capital of the staff</p>	<ul style="list-style-type: none"> • Job shadowed outgoing asst. superintendent to transition to new interim position. • Toured all schools and met administrative staff and some faculty members. • Facilitated the development of Distance Learning Teacher Resource site on the GPS website. • Participated in each school's faculty meetings related to the implementation of Distance Learning. • Communicated with faculty regarding 2020-2021 Teacher of the Year nomination process. • Worked with TEAM District Facilitator to address changes in program caused by school closure.
<p>Influence local and state educational policy</p>	<ul style="list-style-type: none"> • Participated in virtual conference call with state education officials regarding instructional changes. • Collaborated GPS policy for Distance Learning.
<p>Promote positive engagement and communication with the community</p>	<ul style="list-style-type: none"> • Facilitated the development of the Distance Learning Parent Resource site on the GPS website. • Created FAQ document for parents on Distance Learning for the Parent Resource site. • Participated in several meetings to plan for the Summer Enrichment Academy. • Met several times with The Center for School Change regarding equity planning.
<p>Explore opportunities for alternate revenue sources</p>	<ul style="list-style-type: none"> • Managed local and federal grants. • Contacted CSDE regarding process to make changes to the Perkins Grant based on professional development cancellations and use of allocated funds.

05.26.2020

Memo

To:
Curriculum
Subcommittee

From:
Marian Hourigan
Interim Assistant
Superintendent

Re:
Distance Learning

CC:
Dr. Jordan Grossman

The Granby Public Schools has developed the following plans for Distance Learning:

Kelly Lane Primary School / Wells Intermediate School

- Teachers are using a lesson planning template for each grade level as well as adhering to guidelines for creating curriculum-based lessons, procedures for Distance Learning, and expectations for parent communication.
- The lesson planning template is used to record lessons in all subject areas every day. Teachers collaborate daily across subject areas to complete the template. Completed lesson templates are posted on the GPS Parent Resource site by 8:00 AM daily.
- PreK-2 is developing 20 minute lessons per subject area and Grades 3-5 are planning 20-30 minute lessons per subject area. Lessons include direct instruction as well as time for independent work. Instructional time will vary from 120-160 minutes per day depending upon grade level.
- Teachers are posting lessons on the GPS parent website and also in Seesaw (PreK-2) or Google Classroom (Grades 3-5). Student independent work is being stored in the grade appropriate shared electronic format.
- Special Education teachers are collaborating with regular education teachers to modify lessons for students with an IEP and are contacting Special Education students and families directly with lesson accommodations and instructional programming, as needed. Special Education teachers are also providing online synchronous lessons for students. All teachers are communicating regularly with students to provide feedback on their work using Seesaw or Google Classroom.
- Parents and students receive a daily email directing them to the Granby Public Schools Parent Resource site and their students' grade level lessons.

Granby Memorial Middle School / Granby Memorial High School

- Teachers are creating 30 minute daily lessons and posting them to the online learning platform by 8:00 AM daily.
- Some college level classes (AP/ECE) may require more time for lessons due to the complexity of the subject matter.
- Classes are asynchronous so that students may complete their assignments at any time during the day. Special education teachers are providing online synchronous lessons for students.
- Students are submitting their work through Google Classroom, Schoology or other online platforms that they have been using this school year.
- Special Education teachers are contacting students and families directly to provide specific accommodations or instructional programming, as needed.
- Teachers are available throughout the regular school day to assist students.

Access to Technology

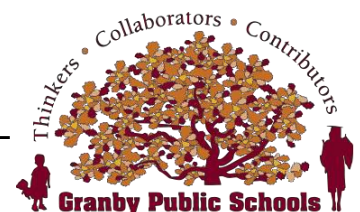
- Principals surveyed parents to determine the need for technology and Internet support.
- Students in Grade PreK-5 were provided with iPads, if needed. Students in Grades 6-12 have been assigned a Chromebook that can be used to manage learning with required platforms.
- GPS technology staff is available to assist with problems related to district-distributed devices for students and staff.
- Local cable companies are providing free Internet access during this time to families in need of this service.

Granby Public Schools

Tel 860.844.5250
Fax 860.844.6081

15-B North Granby Road
Granby, CT 06035

www.granby.k12.ct.us



**Distance Learning Lesson Design Template
Kindergarten**

The following chart depicts an excerpt from one day's learning activities.

*Special Education teachers will be contacting students individually with lesson accommodation and individualized plans, as necessary.

Date: March 26, 2020

Subject	Time	Learning Intentions / Activities
Reading	20 minutes	<p>I can listen to a story and make predictions.</p> <p>Find the activity “3-26 Reading K” on Seesaw</p> <p>Before you listen, look at the front cover and predict what you think might happen. For example, you could say “I think Pete will...”. Use the microphone on Seesaw to share what your prediction is or draw your prediction in the response sheet on Seesaw.</p> <p>Listen to the story “Pete the Cat and the Cool Caterpillar” to see if your prediction was correct!</p>
Writing	20 minutes	<p>I can share and write my opinion about a story.</p> <ol style="list-style-type: none"> 1. Listen to the story “Dragon Loves Tacos” 3-26- Writing (part 1)-K on Seesaw 2. Watch the writing video lesson 3-26- Writing (part 2 mini lesson)-K 3. Write your opinion using 3-26- Writing (part 3 writing response)-K
Word Study Vocabulary Spelling	10 minutes	<p>I can tap and blend words and I can write them.</p> <ol style="list-style-type: none"> 1. Watch the video called 3-26 Word Study K (Tap and Blend Game) on Seesaw. 2. Play the game with a partner taking turns using these words (fix, wet, zap, pal, dig, pen, dot, sob). You will need something to write on.
Math	20 minutes	<p>I can show partners of 7 using number bonds and ten frames.</p> <ol style="list-style-type: none"> 1. Watch 3-26- Math (warm up) - K video on Seesaw. Use writing materials to add one more and show your work. 2. Watch 3-26- Math (video) - K 3. Do the worksheet 3-26 - Math (worksheet) - K

<p>Science (3X per week)</p> <p>Social Studies (2X per week)</p>	20 minutes	<p>I can think about where animals live and what kinds of shelters or homes they build.</p> <p>Find the activity “K Science 3-26 (part 1)”</p> <ol style="list-style-type: none"> 1. Watch the K Science 3-26 video <p>Find the activity 3-26 Science Grade K (part 2)</p> <ol style="list-style-type: none"> 2. Watch the Mystery Science video, Animal Needs: Shelter https://mysteryscience.com/secrets/mystery-2/animal-needs-shelter/134?r=47306793 3. Collect items for birds to build a nest (Ex.: pine needles, pet fur, shredded paper, coco fiber, dryer lint, cotton, felt), and put them in a container outside. See if the birds use the materials over the next few weeks.
PE	20 minutes	Super Hero Battle Fitness
Specials	20 minutes	
Spanish	20 minutes	

Distance Learning Lesson Design Template

Grade 3

Date: 3/26/20

The following chart depicts an excerpt from one day's learning activities.

. *Special education teachers will be contacting students individually with lesson accommodations and instructional programming, as needed.

Please make sure you are continuing to read at least 20 minutes a day.

Subject	Time	Learning Intentions / Activities
Reading	20 minutes	I can ask and answer questions about a topic. Read the Scholastic article Hanging Tough and respond to the following questions: What interesting things did you notice about the sloths? What questions do you have about what you saw? Respond in your Google Classroom.
Writing	20 minutes	I can plan and write a comic to show my understanding of the topic. Use your learning during reading to plan and sketch your comic today. You will decorate and share your comic on Friday. Look for more directions in your Google Classroom. Here's a link to a video that shows how to draw a sloth: https://youtu.be/3Xi3GaS7Zaw
Word Study Vocabulary Spelling	10 minutes	I can practice my weekly words. See Google Classroom for your words and practice activities.
Math	20 minutes	I can place unit fractions on a number line with endpoints 0 and 1.

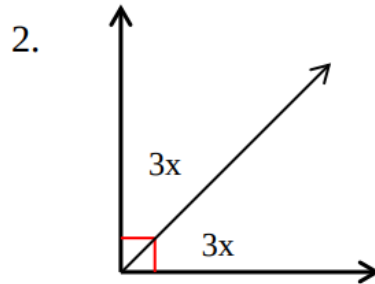
		<p>Warm Up- Answer two questions on your math google classroom.</p> <p>Check your answers for Week 2 from the paper fractions packet. The answers are posted on google classroom. Respond with which of the 5 problems was easiest and hardest on google classroom.</p> <p>Complete an Xtra Math practice.</p>
Science	20 minutes	<p>What patterns can you see between organisms over a long period of time?</p> <p>Respond to the following discussion prompts in the assignment posted on Google Classroom.</p> <ul style="list-style-type: none"> • What do you know about Olivia's fossil so far? • Do you see any patterns between Olivia's fossil and other living things? • Could the living thing exist today? What are you still wondering?
PE	20 minutes	<p>I can do 20-30 minutes of physical activity. Continue to do your 20-30 minutes of physical activity and make sure you are filling out your worksheets. You can also see the next "PE/Sports question of the day" in Classroom.</p>
Art/Music/Library Media	30 minutes	<p>Art: I can create a zentangle within my bubble letter name. Review https://www.youtube.com/watch?v=46YLS3CoFA https://www.youtube.com/watch?v=30ZigmV3YOQ</p> <p>Library Media: I can communicate about my progress at home. I hope you are reading! This week, you can check out Epic at home and find good books there. I put Tynker and Biblionasium lessons in our Classroom for you.</p> <p>Strings: I can complete a Musical version of BINGO. Find this in our 3rd Grade Strings Google Classroom.</p>

Spanish	20 minutes	Spanish: I can use Spanish for at least 20 minutes. I can apply my prior knowledge of Spanish to listen, read, write, speak, and/ or draw. Check Google Classroom for Spanish to see your Choice Work Board called: "Trabajos" that you can select from. If you are not yet signed in to Google Classroom for Spanish please do so.
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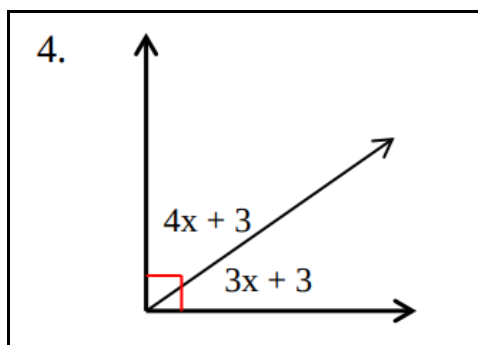
Name: _____ Using Equations to Solve for Unknown Angles Day 1

Target: I can write and solve multi-step equations to find missing angles in complementary and supplementary angles.

Write an equation that represents the diagram. Solve for x (you can do your work on lined paper). Find each angle measure by substituting x in each angle expression.



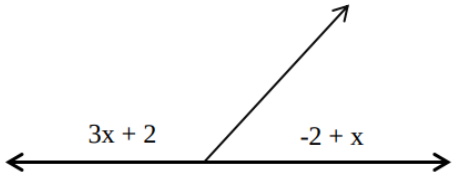
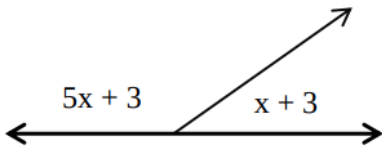
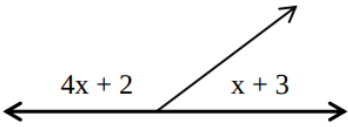
<p>1.</p>	<p>https://drive.google.com/file/d/1H4mJkTSqBiOcGKESxjDq17sEtz0MnW1/view</p>	<p>3.</p>
<p>Equation</p>	<p>Equation</p>	<p>Equation</p>
<p>$x + 9 + 2x = 90$</p>		
<p>Solve for x</p>	<p>Solve for x</p>	<p>Solve for x</p>
<p>$x = 27$</p>		
<p>Angle Measures</p>	<p>Angle Measures</p>	<p>Angle Measures</p>
<p>$27 + 9 = 36$ $2(27) = 54$</p>		

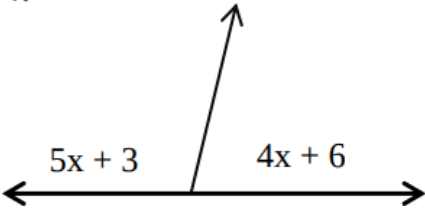


Name: _____

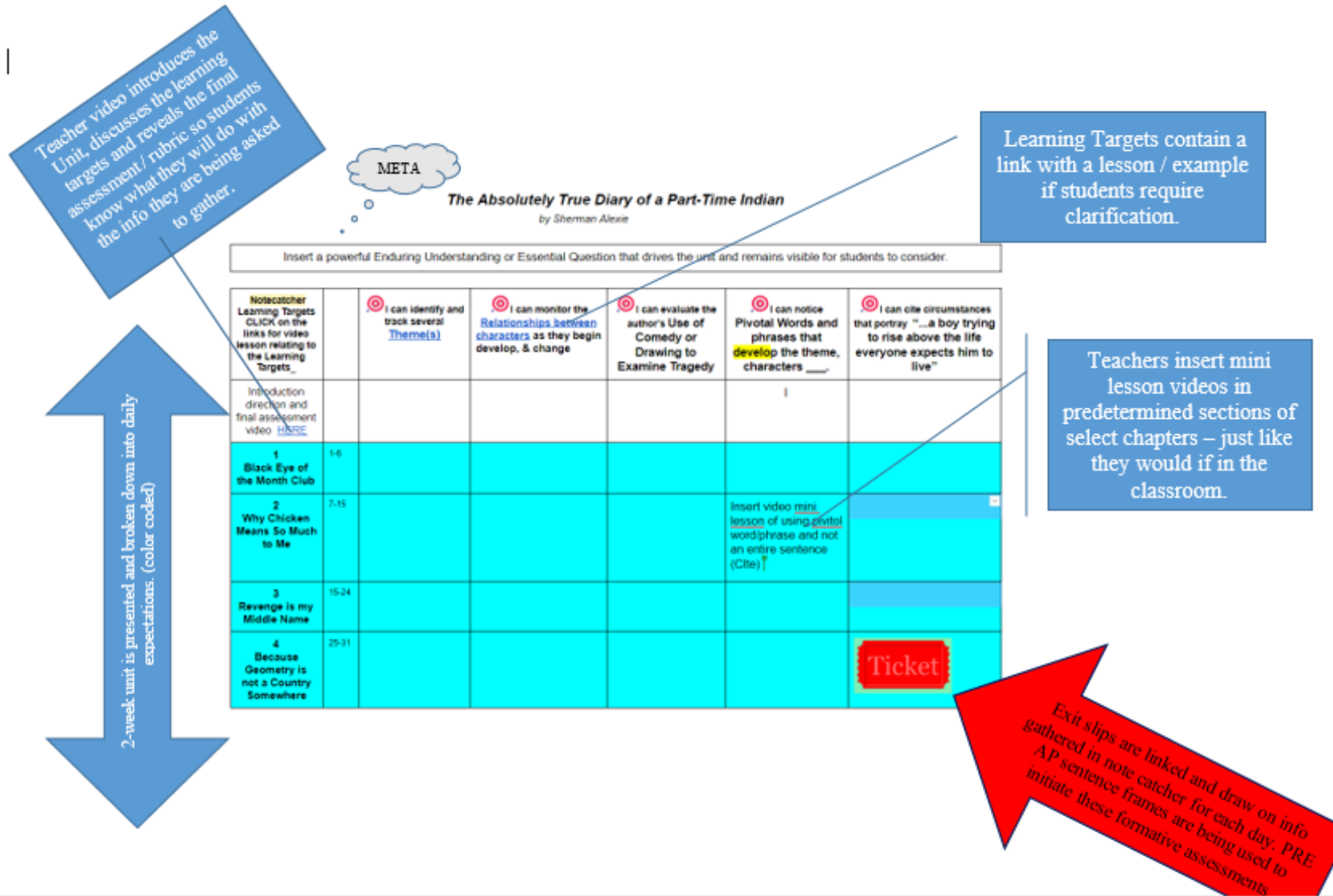
Using Equations to Solve for Unknown Angles Day 1

Equation
Solve for x
Angle Measures

EXAMPLE	2.	3.
<p>1.</p> 	 <p>https://drive.google.com/file/d/17VQrRLmGdzAJJZ7J20Q0vvcLeakGIWT3/view</p>	
Equation	Equation	Equation
$3x + 2 + -2 + x = 180$		
Solve for x	Solve for x	Solve for x
$x = 45$		
Angle Measures	Angle Measures	Angle Measures
$3(45) + 2 = 137$ $-2 + 45 = 43$		

<p>4.</p> 
Equation
Solve for x
Angle Measures

Grade 9 Pre-AP teachers have responded to distance learning by creating a template for **The Absolutely True Diary of a Part Time Indian** that allows students to gather and evaluate evidence around specific standards and through different lenses. Throughout the 2-week unit, the teacher will appear in videos (embedded in the template) that provide instruction, modeling, examples or reflection. Feedback will be provided to students as they work through Sherman Alexie's 29 chapters and respond to exit slips. Students will demonstrate their understanding of the 5 learning targets by creating a google slide presentation or screencast/ podcast using a rubric they were given at the beginning of the unit.



Granby Public Schools
Distance Learning for Parents
Frequently Asked Questions

1. Who can I contact for questions about Distance Learning activities?

Please contact your student's grade level/content area teacher for questions about shared learning activities. Teachers will be available by email during regular school hours.

2. Who can I contact if I need technology support?

For technology support with school-provided devices, please contact techsupport@granby.k12.ct.us

3. How do I log in?

Please refer to the Granby Public Schools Distance Learning Website for Parents. <https://sites.google.com/granbyschools.org/gpsdistancelearning/home>. This information can also be found in the main menu of our district website located at www.granby.k12.ct.us under "Quick Links" / "Distance Learning". If students have access problems, please contact techsupport@granby.k12.ct.us.

4. How should I prepare the home environment for school?

- Please determine a space in your home that will be dedicated to completing each day's learning activities.
- Be prepared to access the school-provided iPad (PreK-2) or Chromebooks (3-12). If there is another device available at home, be sure that your student can access the same programs that he or she can access at school.
- If you do not have Internet access at home, please inform your school's principal, teacher, or counselor.
- Please allow time for students to take breaks and move around throughout their daily learning time. Learning can take place throughout the day in small segments.

5. Will students' work be assessed during this time?

Curricular based assessments will be administered as part of the instructional process.

6. How much time should I expect my student to engage in each distance learning day?

- **K-5:** Each distance learning day has been designed to last between 160 and 200 minutes. Families can arrange the time in the way that best fits their student's needs each day. It is not necessary to complete the activities listed in order. However, it is important that students complete all activities for the day.
- **6-12:** Students are expected to login to the online learning platform as they would for a typically scheduled school day; students will follow their schedule

from home. Students should expect approximately 30 minutes of learning per lesson per day, with some college level classes (AP, ECE) including a bit more.

7. How are we providing Intervention Services (Special Education and Literacy) and support services (ELL)?

- Teachers will be in contact with parents regarding specific supports for their students.
- **K-5:** Aligned services and learning activities are provided within each daily plan by grade and content. Special Education teachers are contacting students individually with lesson accommodations and instructional programming, as needed.
- **6-12:** Grades 6-12 services will be provided by the appropriate teacher or specialist based on the specific courses and identified supports students are being provided with during the regular school day.

8. Are students expected to turn in assignments while learning from home?

Students will be receiving guidance from their teachers regarding what and when school work completed at home should be submitted.

Students

Teacher and Class Assignments

Assigning Students to a Teacher and Classes in Grades K-12

Each building principal will have the responsibility and the authority for assignment of each student to their teacher(s) and class(es) with the best interests of the child in mind. The parent(s)/guardian(s) is/are encouraged to consult with their principal or designee in the spring prior to classroom assignments concerning the child's learning style, specialties and difficulties, and particular needs, personal or educational. The parent(s)/guardian(s) is/are also encouraged to discuss with the building principal the child's progress in the fall once classes are under way. However, the principal will make the final determination in placing all children.

Students transferring from a school accredited by a State Department of Education will enroll at the grade level and with the course credits indicated by the records of the previous school. Students transferring from a school that is non-accredited will be accepted for enrollment at the level school records indicate, but the level of mastery and the quality of their previous class work must be validated against the District's performance standards and benchmarks.

Grades 9-12

Transfer from an Accredited School

A student transferring from an accredited school must earn a minimum of six (6) credits during the senior year to receive a Granby Memorial High School diploma. Students must complete all graduation requirements in order to participate in the commencement exercises. Any transferred second-semester senior may arrange with his/her former school to receive a diploma.

Transfer from a Non-accredited School (Including Home-Schooling)

Previous high school work will be validated for a 9-12 student by successfully completing a placement assessment for every unit/course completed in a non-accredited high school or home-schooling, i.e. successful completion of the placement assessment of mathematics would validate the mathematics credit being transferred. If the placement assessment does not validate the credit, similar or equivalent work will be evaluated at the discretion of the principal. Students transferring from non-accredited schools or home-schooling may transfer a maximum of six (6) equivalent units per school year. Ordinarily, students from non-accredited high schools or from home-schooling will not be eligible to graduate from Granby Memorial High School with less than one year of full-time attendance.

Students

Assigning Students to a Teacher and Classes in Grades K-12 (continued)

(cf. 5122.3 – Assignment of Former Home-Schooled Students to Classes)

(cf. 5123 – Promotion/Retention)

(cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes

10-221(b) Boards of Education to prescribe rules

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.

Carrier means any school district, educational institution, or person, firm or corporation under contract to such district or institution engaged in the business of transporting students. (C.G.S. 14-212 (2)).

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

**Policy
5141.21(b)**

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; and (c) a paraprofessional who has been trained in the administration of medication pursuant to Section 10-212a-9 of these regulations.

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.

School bus driver means any person who holds a commercial driver's license with a public passenger endorsement to operate a school bus pursuant to subsection (a) of C.G.C. 14-44.

**Policy
5141.21(c)**

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.

The school nurse or school principal shall select a qualified school personnel to, under certain conditions, give a glucagon injection to a student with diabetes who may require prompt treatment to protect him/her from serious harm or death. The nurse or principal must have the written authority from the student's parent/guardian and a written order from the student's Connecticut-licensed physician. The authorization shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer this medication unless he/she has annually completed any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon, the school nurse and school medical advisor must attest that the qualified school employee has completed such training and the qualified school employee voluntarily agrees to serve as a qualified school employee. The injections are to be given through an injector or injectable equipment used to deliver an appropriate dose of glucagon as emergency first aid response to diabetes.

With written permission from a Licensed Medical Professional, A child diagnosed with asthma or a diagnosed life-threatening allergic condition, pursuant to State Board of Education regulations, may possess, and self-administer medicine through the use of an -carry an inhalerasthmatic inhaler or an epipen-EpiPen or similar device while in the school at all times or while receiving school transportation services. 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 hat 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.

With written authorization of a student's parent/guardian, and pursuant to the written order of a physician, a school nurse (and a school medical advisor, if any), shall select and provide general supervision to a qualified school employee, who voluntarily agrees to serve as a qualified school

employee, to administer anti-epileptic medication, including by rectal syringe, to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan. Such authorization is limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such medication unless he/she annually completed the training program developed by the State Department of Education, in consultation with the School Nurse Advisory Council.

In addition the school nurse (and school medical advisor, if any), shall attest, in writing, that such qualified school employee has completed the required training. The qualified school employee shall also receive monthly reviews by the school nurse to confirm his/her competency to

**Policy
5141.21(d)**

Students

Administering Medication

General Policies on Administration of Medication (Cont'd)

administer anti-epileptic medication. For purposes of the administration of anti-epileptic medication, a 'qualified school employee' means a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the District, coach or school paraprofessional.

A school nurse may administer medication to any student pursuant to the written authorization of an authorized prescriber (physician, dentist, optometrist, an advanced practiced 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.

The parent/guardian of a student who does not have a physician's order for epinephrine may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to his/her child.

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 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. [This also includes school bus drivers as indicated in policy 4212.42.](#)

A school nurse or, in the absence of a school nurse, a qualified school employee shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have a prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine. A school nurse or a school principal shall select qualified school employees to administer such epinephrine under this subdivision, and there shall be at least one such qualified school employee on the grounds of the school during regular school hours in the absence of a school nurse. A school nurse or, in the absence of such school nurse, such qualified school employee may administer such epinephrine under this subdivision, provided such administration of epinephrine is in accordance with policies and procedures pursuant to Section 10-212a of the Connecticut

**Policy
5141.21(e)**

Students

Administering Medication

General Policies on Administration of Medication (Cont'd)

General Statutes. Such administration of epinephrine by a qualified school employee shall be limited to situations when the school nurse is absent or unavailable. No qualified school employee shall administer such epinephrine under this subdivision unless such qualified school employee annually completes the training program as specified by Public Act No. 14-176.

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.

Administration of Medication by Paraprofessionals

Paraprofessionals May administer medications, including medication administered with a cartridge injector to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death pursuant to Section 10-212a-9 of the Regulations of Connecticut State Agencies.

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

**Policy
5141.21(f)**

Students

Administering Medication

Administration of Medication by Coaches and Licensed Athletic Trainers during Intramural and Interscholastic Events (Cont'd)

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.

(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, PA 12-198, PA 14-176, PA 15-215)

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.

**Policy
5141.21(g)**

Students

Administering Medication

~~[PA 07-241 An Act Concerning Minor Changes to the Education Statutes](#)~~

29-17a Criminal history checks. Procedure. Fees.

PA 14-176 An Act Concerning the Storage and Administration of Epinephrine at Public Schools.

[PA 18-185 An Act Concerning the Recommendations of the Task Force on Life-Threatening Food Allergies in Schools.](#)

Policy adopted: September 3, 1997
Revision of Policy Adopted: October 3, 2001
Revision of Policy Adopted: December 1, 2004
Revision of Policy Adopted: September 5, 2012
Revision of Policy Adopted: June 18, 2014
Revision of Policy Adopted: November 19, 2014
Revision of Policy Adopted: November 18, 2015

**GRANBY PUBLIC SCHOOLS
Granby, Connecticut**

Online Courses/Distance Learning

Online Courses

The Granby Board of Education is committed to providing standards-based educational programming using a traditional classroom setting as the primary mode of instruction. However, in accordance with Connecticut General Statutes §10-221a, the Board sanctions the receipt of online course credit to be used toward high school graduation requirements, in accordance with this policy.

Only students in Grades 10-12 are eligible to receive credit toward high school graduation by taking online courses. Students who have been pre-approved shall receive such credit upon completing the online course and obtaining a passing grade.

Pre-approval of Courses

To receive credit for online courses to be used toward high school graduation requirements, students must, prior to registering for the course, receive approval from the high school principal or his/her designee. The decision of the principal or his/her designee with regard to online course credit approval is final. Pre-approval for online course credit may be granted if the requirements set forth below are met.

Requirements for Online Coursework

1. The course is not offered at the District's High School;
2. The High School does offer the course, but the student is unable to take it due to an unavoidable conflict or because the class is full;
3. The course will serve as a supplement to extended homebound instruction;
4. A student has failed a course and wishes to recover credits in that course area;
5. The student's PPT or Section 504 Team has determined it to be an appropriate means of instruction;
6. The workload required by the online course is equivalent to that of a similar course taught in a traditional classroom setting;
7. The content of the online course is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate;
8. The courses are:
 - a. taught by teachers who are certified in Connecticut or another state and have received training on teaching in an online environment, or
 - b. offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or regionally accredited.
9. The principal and his/her designee has determined, in his or her professional judgment, that, given the student's academic and disciplinary history, the student is appropriately suited to engage in online coursework.

Any expense incurred for taking an online course identified by the student and/or parent shall be the responsibility of the student and shall not be the responsibility of the Board of Education, except if the course is run by Virtual High School Collaborative.

Online Courses/Distance Learning (Cont'd)

Distance Learning

The District will not use Distance Learning as the sole medium for instruction in any required subject area for students in Grades PK-12, except in sudden emergency closures. Distance Learning is part of the Granby Public Schools' educational offerings to increase accessibility to learning opportunities and flexibility in the delivery of instruction while school is closed for an emergency. High School students may earn credits for graduation by participating successfully in distance learning during this time. Determination of successful participation will be made by the teacher taking into account work performed by the student prior to the emergency closure.

Legal References

Connecticut General Statutes § 10-221a.

APPROVED:

Administrative Regulations **6172.6 (a)**

The Virtual High School Collaborative

Granby is participating in online courses sponsored by the Virtual High School Collaborative. This is a program that offers 120 full semester courses in the Arts, Interdisciplinary Study, Language Arts, Life Skills, Math, Science, Social Science, and Technical Skills. Core courses are NCAA accredited. School counselors will inform students of the application process. This is a rigorous program and each course has grade and prerequisites that must be met. Please refer to their web site for specifics: <http://www.VHSlearning.org>.

- VHS is for the exceptional learner who has demonstrated a strong work ethic, and has good time management skills.
- VHS may be taken as a sixth course.
- Only students in grade 10 – 12 can apply for the fall courses. Freshman may apply to take a 2nd semester VHS course.
- Courses currently offered at GMHS may not be taken as VHS courses (unless enrollment is oversubscribed).
- There must be strong parental support.
- Once all applications are in, the school counselors in conjunction with content area specialists will make the selections.\
- Students may indicate a desire to take a 1st or 2nd semester VHS course during course registration in February and March.



**GRANBY PUBLIC SCHOOLS
GRANBY, CONNECTICUT
RECOMMENDATION FOR A NEW TEXTBOOK
BOE CURRICULUM SUBCOMMITTEE**

Page 1: overview

Course:	English 9-11, AP 12		
Title of Book:	Townsend Press Comprehensive Vocabulary Program 4-12+		
Publisher:	Townsend Press	Author(s):	ELiza Comodromos, Paul Langan
Copyright date:	2019	Edition:	5th Edition
Cost per student edition:	\$4935.1 year site license	Quantity:	470
Cost per teacher edition:	N/A	Quantity:	Included w/site license
Budgeted item:	Will replace <i>Power Plus for College & Career Readiness</i> vocab program		
Staff Endorsements: :	Linda Touchette, John Crand, Lauren Shafer, Kim Quinn		

Other texts reviewed:

Title	Publisher	Copyright
PowerPlus for College & Career Readiness	Prestwick House	2014
Vocabulary from Latin & Greek Roots	PH	2018
Vocabulary Workshop	Sadlier	2018

Reason a new text is requested: PP for CCR, has become outmoded and does NOT offer-Townsend

Press' web-based program offers differentiated instruction and practice for every student and aligns

Perfectly w/vocabulary in text reading and comprehension found in PSAT and SAT tests. The program allows for co-teaching and furnished in-depth data regarding student work, success, struggles. TP's

Program nearly eliminates the need for special education teachers to modify vocab assignments; as students work at their own pace and level.

Reasons for this text selection: See above. As well, included in the program is student and teacher access to traditional e-book, additional practices, teachers editions, powerpoint presentations for instruction.

It also offers pre-post-tests which provides appropriate challenge for strongest vocab students. It may be necessary for request access code. Please note attached documents for review.

	0	1	2	3	4	5
To what extent do you agree with the following statements?						
Text focuses on major objectives of course.	0	1	2	3	4	5
Text reflects key concepts/big ideas from CT Frameworks/Curriculum.	0	1	2	3	4	5
Subject matter is geared to interest, ability, and needs of students.	0	1	2	3	4	5
Text utilizes grade appropriate ideas, concepts, skills, and vocabulary.	0	1	2	3	4	5
Critical thinking and problem solving strategies are evident.	0	1	2	3	4	5
Text suggests a variety of activities for multiple intelligences/learning styles	0	1	2	3	4	5
Suggested activities inspire creativity & extension where possible	0	1	2	3	4	5
Suggested activities encourage collaboration with other students.	0	1	2	3	4	5
Allows for ancillary exercises to develop mastery of concepts/skills.	0	1	2	3	4	5
Text, or support materials, include suggestions for both remediation and enrichment.	0	1	2	3	4	5
Text features improve and enhance clarity.	0	1	2	3	4	5
Text includes useful supports for students in appendix, glossary, or resource section.	0	1	2	3	4	5
Incorporates the use of technology for extension.	0	1	2	3	4	5
Written and pictorial content reflect the pluralistic, multi-ethnic nature or our society, both past and present.	0	1	2	3	4	5
Diversity and equity are represented throughout the text.	0	1	2	3	4	5
Content is relevant over a period of years (not quickly outdated).	0	1	2	3	4	5
Overall, this text will serve as a valuable resource to teachers and students.	0	1	2	3	4	5

GRANBY PUBLIC SCHOOLS
GRANBY, CT

APPROVAL OF A NEW TEXT

Date _____

This text _____
Has been authorized by the parties who have signed below to be used in

(Course title, grade, or subject)

Assistant Superintendent Date _____

Chair of the Curriculum Subcommittee Date _____

Chair of the Board of Education (final approval) Date _____