

**Please Note: These minutes are pending Board approval.  
Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education meeting held on November 16, 2021 at 7:00 p.m. in the Municipal Office Building Council Chamber at 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	T. Vadas
D. Leidlein	4 Staff
J. Vouros	5 Public
R. Harriman	
D. Zukowski	
C. Savo (absent)	
M. Irvine	

Dr. Ku called the meeting to order at 7:00 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue said tonight's celebration is bittersweet as we say farewell to three Board members. On behalf of the staff, students, administrators and entire school community she thanked Dr. Michelle Ku, Mr. Dan Delia, and Mrs. Debbie Leidlein for their dedicated years of service on the Board. Dr. Ku served for eight years, Mr. Delia for four years, and Mrs. Leidlein for twelve years. Dr. Rodrigue also thanked them for their ongoing support and counsel. Plaques were presented and a reception followed.

Item 3 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the correspondence report, the donation to Hawley School, and the donations to Hawley, Head O'Meadow, Middle Gate and Sandy Hook Schools from the Newtown Education Foundation. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation

Trent Harrison, 59 Platts Hill Road, was concerned about Policy 4-601 Staff Conduct and Dress to be rescinded because it addresses freedom. He asked if there was another dress policy that will be brought to the Board. He thanked the three Board members for what they have done for the students and community.

Item 5 – Reports

Chair Report: Dr. Ku said she and Dr. Rodrigue would meet with new board members before December 1 and provide them with information before they begin their term. She shared her respect for the hard work this Board has done and thanked them for being such good Board members and showing respect for each other.

Superintendent's Report: Dr. Rodrigue reported that per the DPH we are in a good position related to COVID cases in our area. The State today is 4.3% which increased from 2.89% on Monday. We continue to do well at the school level. Transportation continues to be an issue. We have three potential drivers coming on board. We are beginning the transition to Blackboard Communications from School Messenger. If any issues arise we will have School Messenger for the rest of the year. She thanked all of the schools for the programs they had in place for Veteran's Day last week.

**Committee Reports:**

Mrs. Harriman reported the policy committee continues to discuss the COVID vaccination policies for staff and review personnel policies.

**Student Reports:**

Mr. Irvine congratulated the high school band and guard for winning the State Championship and for the field hockey team for taking the SW title. The high school play "Puffs" will be held this week. The Veteran's Day ceremony was held last week in the auditorium and bag lunches were provided. The PTSA reflections contest is being held for students to create an original art piece to reflect "I will change the world by..." We had a great Spirit week. AP Government classes are holding a mock election and getting the whole school involved.

MOTION: Mr. Delia moved that the Board of Education approve the financial report and transfers for the month ending October 31, 2021. Mr. Cruson seconded.

Mrs. Vadas spoke about the report and noted that the American Rescue Plan or ESSER III was officially approved October 19 in the amount of \$1,253,726. This grant was designed to address specific educational priorities and learning gaps created by the pandemic.

Mr. Cruson asked that regarding transportation if we would be getting credits towards routes that were cut.

Mrs. Vadas said they are trying to come up with a system for everyone but she didn't have an answer yet.

Motion passes unanimously.

**Item 6 – Old Business****Health I Curriculum:**

MOTION: Mr. Delia moved that the Board of Education approve the Health I Curriculum. Mr. Cruson seconded. Motion passes unanimously.

**Health II Curriculum:**

MOTION: Mr. Delia moved that the Board of Education approve the Health II Curriculum. Mr. Cruson seconded. Motion passes unanimously.

**Policy 3160 Budget Procedures and Line Item Transfers:**

MOTION: Mr. Delia moved that the Board of Education approve Policy 3160 Budget Procedures and Line Item Transfers. Mr. Cruson seconded.

Mrs. Harriman noted there was some discussion about changing language around the non-lapsing account. We felt better to stay with this wording until after the non-lapsing policy is approved by the other boards.

Motion passes unanimously.

**Item 7 – New Business****Screen and Stay Procedures:**

Dr. Ku felt it was appropriate to bring this issue to the Board as a discussion with Dr. Rodrigue making the decision. It was developed to provide immediate relief of the ongoing quarantining.

Dr. Rodrigue presented this strategy to reduce quarantine away from school. It allows students and staff who are unvaccinated to partially vaccinated to remain in school after close contact with a COVID-19 case

Mrs. Harriman hopes that parents do screenings every day. Maybe there's a way to have a little bit of accountability such as having parents go online and submit information in a google doc each day.

Dr. Rodrigue felt that logistically that would be an issue and we will hear from parents. They are doing the honor system now.

Mrs. Dalton said some districts send a daily reminder to parents.

Mrs. Harriman stated that some sort of reminder to parents on quarantining would be good instead of just being on the honor system.

Dr. Rodrigue said the reminder would be appropriate.

Mrs. Dalton said this needs to be checked daily.

Dr. Ku understands the idea of trusting people to follow the protocol. There are vaccinations available for all students and being vaccinated is one way of not having to quarantine.

NHS Winter Percussion:

MOTION: Mr. Delia moved that the Board of Education approve Newtown High School students participating in the Trumbull High School winter percussion program. Mr. Cruson seconded.

Dr. Longobucco said we don't have enough students to run our winter percussion program and five students are interested in participating in the Trumbull program. Parents will transport on their own and students will ride the bus to performances with Trumbull students. This is separate from winter guard which is fully functioning. U.S. Band requires a letter from the Board giving permission.

Motion passes unanimously.

Dr. Longobucco thanked the Board members who were leaving.

Policy 4-601 Staff Conduct and Dress:

MOTION: Mr. Delia moved that the Board of Education rescind Policy 4-601 Staff Conduct and Dress. Mr. Cruson seconded.

Mrs. Harriman said legal counsel recommended that we rescind this policy because it is vague and outdated. We have policies to look at and discuss with the Culture and Climate Committee. It will not be replaced. The Board had approved the Freedom of Speech Policy where a lot of this policy has been covered.

Dr. Rodrigue said this doesn't take away freedom and the rights of others.

Motion passes unanimously.

Minutes of November 3, 2021:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of November 3, 2021. Mr. Cruson seconded. Motion passes unanimously.

Minutes of November 9, 2021:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of

November 9, 2021. Mr. Cruson seconded. Vote: 4 ayes, 1 abstained (Mrs. Leidlein)  
Motion passes.

Item 8 – Public Participation

Jenn Padilla, 32 Glen Road, said the Screen and Stay procedures are a positive way to keep students in school. She believes it needs something beyond the honor system for families. Parents send students to school with the flu. Daily reminders are good but there should also be a one-time test on day five. There should be further consideration of safety measure during winter months.

Mrs. Leidlein spoke about her time on the Board and thanked all the teachers and staff for their service to a wonderful community which has meant so much to her family and will be missed.

MOTION: Mr. Delia moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Adjournment

The meeting adjourned at 8:30 p. m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary

Correspondence Report  
11/02/2021 – 11/15/2021

<b>Date</b>	<b>Name</b>	<b>Subject</b>
11/02/21	Nathalie Feola-Guerrieri	How do I register to attend the next BOE meeting?
11/03/21	Michelle Ku	Materials for 11/3 meeting
11/03/21	Kathy June	Fwd: Language for requested change to the Nov 19 minutes
11/03/21	Donna Norling	Curriculum and Instruction Minutes
11/03/21	Kathy June	Revised October 19, 2021 Minutes
11/03/21	Michelle Ku	Re: Revised October 19, 2021 Minutes
11/03/21	Michelle Ku	After the 11/16 meeting
11/04/21	Tanja Gouveia	Re: After the 11/16 meeting
11/04/21	Lorrie Rodrigue	Re: After the 11/16 meeting
11/04/21	Anne Uberti	Re: After the 11/16 meeting
11/04/21	Michelle Ku	BOE Discussion of Non-lapsing Fund Policy
11/04/21	Kathy June	Health Curriculum Presentation
11/04/21	Nathalie Feola-Guerrieri	FOIA Request
11/04/21	Lorrie Rodrigue	Re: FOIA Request
11/04/21	Michelle Ku	Lamont Announcement: Screen and Stay Initiative
11/05/21	Darcy Sowers	New Young Adult / Makerspace Librarian
11/05/21	Kathy June	November 9 BOE Grievance Hearing
11/05/21	Kathy June	November 9 Meeting
11/05/21	Kiley Gottschalk	BOF 11-8-21 Agenda
11/10/21	Heather Puebla	ELA curriculum
11/11/21	Melissa Martucci Gomez	Bullying
11/12/21	Kathy June	BOE Mailing – November 16, 2021
11/12/21	Kathy June	Budget Summary Detail



The Blackbaud Giving Fund  
by its agent, YourCause  
65 Fairchild Street  
Charleston, SC 29492

Check No. 1170151349

Date: 10/26/2021

The Blackbaud Giving Fund is pleased to present HAWLEY ELEMENTARY SCHOOL with the enclosed grant of \$20.00 made on behalf of PepsiCo Foundation United Way Worldwide DAF and its donors.

Grant Amount \$20.00

**Donor Details**

Donor information related to these funds can be accessed securely by going to our Nonprofit Portal: <https://nonprofit.yourcause.com>.

- View donor details by going to "Giving" then "Payments and Transactions".
- Donor information is only available on our Nonprofit Portal.

**First Time Users, Establish an Account**

- Visit NPOconnect <https://nonprofit.yourcause.com> and click on "Sign up".
- Proceed with creating your account, verifying your email, and selecting your organization.

**ACH (Direct Deposit)**

YourCause and The Blackbaud Giving Fund encourage you to sign up for ACH through <https://nonprofit.yourcause.com>.

- Click on "Administration" then "Disbursement Information" to sign up for ACH.
- ACH is our preferred method of payment because it's ecofriendly, secure, and faster.
- ACH can prevent the loss of funds if a check remains uncashed.

**Have Questions?**

If you have questions or concerns, please contact our Nonprofit Support Team at [charity@yourcause.com](mailto:charity@yourcause.com).

**US Grant Terms:** Any grant issued by The Blackbaud Giving Fund is subject to the following terms. By accepting any grant from The Blackbaud Giving Fund, you represent to The Blackbaud Giving Fund that (i) your organization is formed under the laws of the U.S. and its territories and is a public charity described in IRC secs. 509(a)(1)-(3), a political subdivision of the United States, a State, a possession of the United States within the meaning of Section 170(c)(1) of the Code of the Internal Revenue Code of 1986 or a private operating foundation described in IRC sec. 4942(j)(3); (ii) this grant will be used exclusively for your organization's exempt purposes; (iii) neither the recommending donor nor any other party will receive goods, services or impermissible benefits ( e.g., tuition, memberships, dues, admission to events or goods bought at action, or anything of more than incidental benefit) as a result of the grant; (iv) the grant will not be used for political contributions or campaign activities; and (v) your organization does not devote more than an insubstantial part of its activities to attempting to influence legislation by propaganda or otherwise

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The Blackbaud Giving Fund  
by its agent, YourCause  
65 Fairchild Street  
Charleston, SC 29492

PNC Bank, N.A.  
88-1054/1130

Check NO. 1170151349

DATE	AMOUNT
10/26/2021	\$*****20.00

VOID AFTER 120 DAYS

Grant terms found here: [nonprofit.yourcause.com/grantterms](https://nonprofit.yourcause.com/grantterms)

PAY EXACTLY Twenty And 0/100 Dollars

FSNL3005017647 L001

PAY  
TO THE  
ORDER  
OF

HAWLEY ELEMENTARY SCHOOL  
29 CHURCH HILL RD  
NEWTOWN, CT 06470-1612

303

*Matthew J. Nash*

AUTHORIZED SIGNATURE

SIGNATURE HAS A BLUE BACKGROUND • BORDER CONTAINS MICROPRINTING MP

⑈ 1170151349 ⑈ ⑆ 113010547⑆ 6720708734⑈

Dear Dr. Rodrigue,

We hope this email finds you doing well. The Newtown Education Foundation Board met last night and would like to gift all schools a sum of money to purchase STEM materials. We would like to start by donating to the elementary schools (PK-4) across the district. Our hope is to work alongside the Library Media Specialists and school principals to secure materials for each grade level. Our vision is to gift \$150 to each grade level team (PK-4). Hawley, HOM, and Middle Gate would all be given \$750, and SHES would be gifted \$900. The additional funds to SHES would go to support STEM materials for the preschool.

In order to make this donation happen, the Newtown Education Foundation would like to follow all proper protocols and procedures. If each donation must be approved by the Board of Education, we would like to be able to present these monetary gifts at the upcoming Board of Education meeting on November 16, 2021.

Thank you again for your help. We look forward to supporting our students.

Kindly,

Newtown Education Foundation Board

**NEWTOWN BOARD OF EDUCATION  
MONTHLY FINANCIAL REPORT  
OCTOBER 31, 2021**

**SUMMARY**

The fourth report of the 2021-22 school year now provides a majority of “anticipated obligations” as we have begun to analyze and forecast most expense accounts. This report also includes the actual YTD expenditures and active encumbrances. Many of the accounts within activity salaries, professional services, purchased property services, other purchased services and supplies have been forecasted as “full budget spend” in order to determine an estimated full year position. These balances are subject to change throughout the year and will be monitored closely.

During the month of October, the Board of Education spent approximately \$7.3M; \$4.1M on salaries; \$2.2M for employee benefits (the second \$2M deposited to the self-insurance fund); and approximately \$1.M on all other objects.

**Transfers**

This report includes our second round of transfers with the majority of change occurring in the salary accounts. We are requesting approval for \$555,365 in teacher reassignments and reclasses. The teacher reclasses stem from an initiative to clearly identify our world language teachers who are found throughout the elementary and intermediate levels. These teachers have been included with the classroom teachers and will now have their own program.

We are also requesting a transfer to reduce the budget in Special Education Transition teacher salary by \$84,000 in order to cover contracted services in special education (see other purchased services below). The teacher salary will be offset by tuition from the transition program.

Other transfers include reclassifying special education paraprofessionals, transportation driver salary (no longer required) to cover other salary shortfalls and a reclassification of contracted services from the school level to the curriculum budget.

**Grants**

The American Rescue Plan (ARP) or ESSER III was officially approved on October 19, 2021 in the amount of \$1,253,726. The current year estimated spend is approximately \$810,000 with the balance to be spent in the 22-23 fiscal year. This grant was designed to address specific educational priorities and learning gaps that were created by the pandemic. The priorities and budget outline can be found on our district website.

Several other grants have recently become available in order to specifically address our special education population. The ARP IDEA grant application (due on 11/15) will address gaps in learning for our Pre-k through 12th grade students. The combined total for this grants is \$215,754 with a small amount allocated towards Newtown’s private schools.

The ESSER II Grant will assist in funding our special education population, targeting other specific areas. The estimated total for this grant is \$125,000 and the application is due on 11/30.



## **Salary Accounts**

The overall position in our salary account is showing a positive balance at this time. Currently, we have hired the majority of our certified staff and the balance in this area will most likely be used towards building subs and teacher leaves. We will continue to evaluate this area as it is still somewhat early in the year to project all of our anticipated obligations.

In non-certified salaries, we have a larger balance as we continue to have some difficulty filling our paraeducator and other special education service positions. We have included estimates for most of these unfilled paraeducator positions and will review and adjust each month. We have also experienced some turnover in our custodial and secretarial unions which have attributed to this balance as well.

## **Other Purchased Services**

This area of the budget is currently showing a large positive balance mainly due to the excess cost grant which, at this time, has not been recalculated. This grant will be adjusted in the month of November (figures are due to the State by Dec. 1<sup>st</sup>) and a new estimate will be provided based on our current out-of-district high cost tuition. At that time, we will have a better read on the projected year-end balance. We also continue to experience a positive balance in our high school out-of-district tuition.

Our contracted service line is currently experiencing some stress due to the inclusion of hiring an outside service to fill our open behavioral therapist positions. This service is quite costly; however, required through the students IEP. We will continue to monitor this account and have included a request to transfer \$84,000 from special education salaries to cover a portion of this gap.

The balance shown in transportation is a very early estimate and allows for busses that have not been in route due to driver shortages. We are currently working with our transportation vendor to account for the busses that have not run and will continue to update the Board as information becomes available.

## **Emergency Repairs**

There were no emergency repairs in the month of October.

## **Revenue**

The Board of Education received \$3,282.50 for tuition and \$171.77 in miscellaneous revenue.

The budget will be closely monitored with important issues identified and communicated in a timely manner.

Tanja Vadas  
Director of Business & Finance  
November 11, 2021

**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING OCTOBER 31, 2021**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2020 - 2021	2021 - 2022 APPROVED BUDGET	YTD TRANSFERS 2021 - 2022	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b><u>GENERAL FUND BUDGET</u></b>											
100	SALARIES	\$ 51,136,424	\$ 52,267,415	\$ -	\$ 52,267,415	\$ 11,185,185	\$ 38,992,037	\$ 2,090,193	\$ 1,787,680	\$ 302,513	99.42%
200	EMPLOYEE BENEFITS	\$ 11,442,647	\$ 11,665,232	\$ -	\$ 11,665,232	\$ 5,689,796	\$ 4,405,308	\$ 1,570,127	\$ 1,563,351	\$ 6,777	99.94%
300	PROFESSIONAL SERVICES	\$ 565,345	\$ 687,417	\$ -	\$ 687,417	\$ 112,308	\$ 34,766	\$ 540,342	\$ 534,316	\$ 6,026	99.12%
400	PURCHASED PROPERTY SERV.	\$ 1,821,238	\$ 1,847,678	\$ -	\$ 1,847,678	\$ 559,630	\$ 551,329	\$ 736,719	\$ 725,538	\$ 11,181	99.39%
500	OTHER PURCHASED SERVICES	\$ 9,172,832	\$ 9,406,686	\$ -	\$ 9,406,686	\$ 1,795,726	\$ 7,264,083	\$ 346,878	\$ 173,628	\$ 173,249	98.16%
600	SUPPLIES	\$ 3,455,926	\$ 3,381,039	\$ -	\$ 3,381,039	\$ 817,868	\$ 307,602	\$ 2,255,569	\$ 2,188,030	\$ 67,539	98.00%
700	PROPERTY	\$ 963,462	\$ 268,112	\$ -	\$ 268,112	\$ 17,380	\$ 142,396	\$ 108,336	\$ 111,511	\$ (3,175)	101.18%
800	MISCELLANEOUS	\$ 66,663	\$ 74,119	\$ -	\$ 74,119	\$ 48,862	\$ 607	\$ 24,650	\$ 24,650	\$ -	100.00%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
<b>TOTAL GENERAL FUND BUDGET</b>		\$ 78,624,538	\$ 79,697,698	\$ -	\$ 79,697,698	\$ 20,226,755	\$ 51,698,128	\$ 7,772,815	\$ 7,108,705	\$ 664,110	99.17%
900	TRANSFER NON-LAPSING	\$ 27,238									
<b>GRAND TOTAL</b>		\$ 78,651,776	\$ 79,697,698	\$ -	\$ 79,697,698	\$ 20,226,755	\$ 51,698,128	\$ 7,772,815	\$ 7,108,705	\$ 664,110	99.17%

**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING OCTOBER 31, 2021**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2020 - 2021	2021 - 2022 APPROVED BUDGET	YTD TRANSFERS 2021 - 2022	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b>100</b>	<b>SALARIES</b>										
	Administrative Salaries	\$ 4,186,380	\$ 4,221,800	\$ 14,759	\$ 4,236,559	\$ 1,332,057	\$ 2,897,522	\$ 6,979	\$ 8,200	\$ (1,221)	100.03%
	Teachers & Specialists Salaries	\$ 32,684,013	\$ 33,063,708	\$ (87,759)	\$ 32,975,949	\$ 6,338,754	\$ 26,555,349	\$ 81,845	\$ (66,000)	\$ 147,845	99.55%
	Early Retirement	\$ 16,000	\$ 8,000	\$ 73,000	\$ 81,000	\$ 81,000	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 72,844	\$ 93,097	\$ 1,136	\$ 94,233	\$ 60,491	\$ 33,742	\$ -	\$ -	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 78,691	\$ 159,858	\$ -	\$ 159,858	\$ 16,377	\$ 52,596	\$ 90,885	\$ 89,422	\$ 1,463	99.09%
	Certified Substitutes	\$ 753,567	\$ 642,310	\$ -	\$ 642,310	\$ 89,615	\$ 228,105	\$ 324,590	\$ 376,605	\$ (52,015)	108.10%
	Coaching/Activities	\$ 624,714	\$ 662,356	\$ -	\$ 662,356	\$ -	\$ 4,000	\$ 658,356	\$ 658,356	\$ -	100.00%
	Staff & Program Development	\$ 169,712	\$ 150,083	\$ -	\$ 150,083	\$ 54,975	\$ 9,453	\$ 85,655	\$ 82,090	\$ 3,564	97.63%
	<b>CERTIFIED SALARIES</b>	<b>\$ 38,585,921</b>	<b>\$ 39,001,212</b>	<b>\$ 1,136</b>	<b>\$ 39,002,348</b>	<b>\$ 7,973,270</b>	<b>\$ 29,780,767</b>	<b>\$ 1,248,311</b>	<b>\$ 1,148,674</b>	<b>\$ 99,637</b>	<b>99.74%</b>
	Supervisors & Technology Salaries	\$ 1,017,628	\$ 1,086,292	\$ 15,046	\$ 1,101,338	\$ 328,388	\$ 634,418	\$ 138,532	\$ 130,066	\$ 8,466	99.23%
	Clerical & Secretarial Salaries	\$ 2,286,001	\$ 2,312,625	\$ 6,137	\$ 2,318,762	\$ 626,934	\$ 1,638,606	\$ 53,222	\$ 33,000	\$ 20,222	99.13%
	Educational Assistants	\$ 2,679,741	\$ 2,970,947	\$ -	\$ 2,970,947	\$ 513,820	\$ 2,273,802	\$ 183,325	\$ 145,524	\$ 37,801	98.73%
	Nurses & Medical Advisors	\$ 872,353	\$ 909,761	\$ 2,762	\$ 912,523	\$ 190,257	\$ 710,339	\$ 11,927	\$ 26,579	\$ (14,652)	101.61%
	Custodial & Maint. Salaries	\$ 3,156,782	\$ 3,326,720	\$ 4,698	\$ 3,331,418	\$ 980,124	\$ 2,272,422	\$ 78,872	\$ 37,210	\$ 41,662	98.75%
	Non-Certied Adj & Bus Drivers Salaries	\$ 10,597	\$ 98,779	\$ (66,625)	\$ 32,154	\$ -	\$ -	\$ 32,154	\$ -	\$ 32,154	0.00%
	Career/Job Salaries	\$ 53,746	\$ 134,711	\$ -	\$ 134,711	\$ 31,862	\$ 85,904	\$ 16,945	\$ 16,617	\$ 329	99.76%
	Special Education Svcs Salaries	\$ 1,364,876	\$ 1,400,112	\$ 25,280	\$ 1,425,392	\$ 297,956	\$ 1,056,307	\$ 71,129	\$ (19,760)	\$ 90,889	93.62%
	Security Salaries & Attendance	\$ 596,036	\$ 640,246	\$ 11,566	\$ 651,812	\$ 135,738	\$ 523,947	\$ (7,873)	\$ 14,868	\$ (22,741)	103.49%
	Extra Work - Non-Cert.	\$ 146,562	\$ 118,010	\$ -	\$ 118,010	\$ 43,739	\$ 15,524	\$ 58,748	\$ 50,000	\$ 8,748	92.59%
	Custodial & Maint. Overtime	\$ 359,759	\$ 236,000	\$ -	\$ 236,000	\$ 60,507	\$ -	\$ 175,493	\$ 175,493	\$ -	100.00%
	Civic Activities/Park & Rec.	\$ 6,423	\$ 32,000	\$ -	\$ 32,000	\$ 2,591	\$ -	\$ 29,409	\$ 29,409	\$ -	100.00%
	<b>NON-CERTIFIED SALARIES</b>	<b>\$ 12,550,504</b>	<b>\$ 13,266,203</b>	<b>\$ (1,136)</b>	<b>\$ 13,265,067</b>	<b>\$ 3,211,915</b>	<b>\$ 9,211,269</b>	<b>\$ 841,883</b>	<b>\$ 639,007</b>	<b>\$ 202,876</b>	<b>98.47%</b>
	<b>SUBTOTAL SALARIES</b>	<b>\$ 51,136,424</b>	<b>\$ 52,267,415</b>	<b>\$ -</b>	<b>\$ 52,267,415</b>	<b>\$ 11,185,185</b>	<b>\$ 38,992,037</b>	<b>\$ 2,090,193</b>	<b>\$ 1,787,680</b>	<b>\$ 302,513</b>	<b>99.42%</b>

**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING OCTOBER 31, 2021**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2020 - 2021	2021 - 2022 APPROVED BUDGET	YTD TRANSFERS 2021 - 2022	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b>200</b>	<b>EMPLOYEE BENEFITS</b>										
	Medical & Dental Expenses	\$ 8,282,131	\$ 8,532,018	\$ -	\$ 8,532,018	\$ 4,306,797	\$ 4,197,229	\$ 27,992	\$ 27,992	\$ -	100.00%
	Life Insurance	\$ 87,146	\$ 86,760	\$ -	\$ 86,760	\$ 28,822	\$ -	\$ 57,938	\$ 57,938	\$ -	100.00%
	FICA & Medicare	\$ 1,590,115	\$ 1,641,519	\$ -	\$ 1,641,519	\$ 375,261	\$ -	\$ 1,266,258	\$ 1,266,258	\$ -	100.00%
	Pensions	\$ 932,839	\$ 869,471	\$ -	\$ 869,471	\$ 748,748	\$ 750	\$ 119,973	\$ 119,973	\$ -	100.00%
	Unemployment & Employee Assist.	\$ 104,314	\$ 102,000	\$ -	\$ 102,000	\$ 1,050	\$ -	\$ 100,950	\$ 91,190	\$ 9,760	90.43%
	Workers Compensation	\$ 446,103	\$ 433,464	\$ -	\$ 433,464	\$ 229,118	\$ 207,329	\$ (2,983)	\$ -	\$ (2,983)	100.69%
	<b>SUBTOTAL EMPLOYEE BENEFITS</b>	<b>\$ 11,442,647</b>	<b>\$ 11,665,232</b>	<b>\$ -</b>	<b>\$ 11,665,232</b>	<b>\$ 5,689,796</b>	<b>\$ 4,405,308</b>	<b>\$ 1,570,127</b>	<b>\$ 1,563,351</b>	<b>\$ 6,777</b>	<b>99.94%</b>
<b>300</b>	<b>PROFESSIONAL SERVICES</b>										
	Professional Services	\$ 468,690	\$ 518,402	\$ -	\$ 518,402	\$ 85,458	\$ 11,060	\$ 421,884	\$ 412,622	\$ 9,262	98.21%
	Professional Educational Serv.	\$ 96,655	\$ 169,015	\$ -	\$ 169,015	\$ 26,850	\$ 23,706	\$ 118,459	\$ 121,695	\$ (3,236)	101.91%
	<b>SUBTOTAL PROFESSIONAL SERV.</b>	<b>\$ 565,345</b>	<b>\$ 687,417</b>	<b>\$ -</b>	<b>\$ 687,417</b>	<b>\$ 112,308</b>	<b>\$ 34,766</b>	<b>\$ 540,342</b>	<b>\$ 534,316</b>	<b>\$ 6,026</b>	<b>99.12%</b>
<b>400</b>	<b>PURCHASED PROPERTY SERV.</b>										
	Buildings & Grounds Contracted Svc.	\$ 635,010	\$ 678,563	\$ -	\$ 678,563	\$ 306,515	\$ 294,845	\$ 77,204	\$ 76,000	\$ 1,204	99.82%
	Utility Services - Water & Sewer	\$ 98,263	\$ 151,157	\$ -	\$ 151,157	\$ 21,536	\$ -	\$ 129,621	\$ 119,621	\$ 10,000	93.38%
	Building, Site & Emergency Repairs	\$ 513,908	\$ 475,000	\$ -	\$ 475,000	\$ 130,839	\$ 49,740	\$ 294,421	\$ 294,421	\$ -	100.00%
	Equipment Repairs	\$ 312,223	\$ 275,366	\$ -	\$ 275,366	\$ 33,845	\$ 62,470	\$ 179,050	\$ 179,073	\$ (23)	100.01%
	Rentals - Building & Equipment	\$ 261,834	\$ 267,592	\$ -	\$ 267,592	\$ 66,895	\$ 144,274	\$ 56,423	\$ 56,423	\$ 0	100.00%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	<b>SUBTOTAL PUR. PROPERTY SERV.</b>	<b>\$ 1,821,238</b>	<b>\$ 1,847,678</b>	<b>\$ -</b>	<b>\$ 1,847,678</b>	<b>\$ 559,630</b>	<b>\$ 551,329</b>	<b>\$ 736,719</b>	<b>\$ 725,538</b>	<b>\$ 11,181</b>	<b>99.39%</b>

**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING OCTOBER 31, 2021**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2020 - 2021	2021 - 2022 APPROVED BUDGET	YTD TRANSFERS 2021 - 2022	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b>500</b>	<b>OTHER PURCHASED SERVICES</b>										
	Contracted Services	\$ 982,236	\$ 698,975	\$ -	\$ 698,975	\$ 286,721	\$ 167,796	\$ 244,458	\$ 374,838	\$ (130,380)	118.65%
	Transportation Services	\$ 4,015,701	\$ 4,571,980	\$ -	\$ 4,571,980	\$ 640,251	\$ 3,176,701	\$ 755,028	\$ 650,434	\$ 104,594	97.71%
	Insurance - Property & Liability	\$ 402,662	\$ 385,500	\$ -	\$ 385,500	\$ 223,410	\$ 163,163	\$ (1,073)	\$ -	\$ (1,073)	100.28%
	Communications	\$ 157,606	\$ 128,815	\$ -	\$ 128,815	\$ 63,949	\$ 84,033	\$ (19,167)	\$ 13,920	\$ (33,087)	125.69%
	Printing Services	\$ 25,333	\$ 26,169	\$ -	\$ 26,169	\$ 1,361	\$ 725	\$ 24,083	\$ 24,083	\$ -	100.00%
	Tuition - Out of District	\$ 3,431,665	\$ 3,373,676	\$ -	\$ 3,373,676	\$ 543,748	\$ 3,568,996	\$ (739,068)	\$ (972,263)	\$ 233,195	93.09%
	Student Travel & Staff Mileage	\$ 157,629	\$ 221,571	\$ -	\$ 221,571	\$ 36,286	\$ 102,669	\$ 82,616	\$ 82,616	\$ -	100.00%
	<b>SUBTOTAL OTHER PURCHASED SERV.</b>	\$ 9,172,832	\$ 9,406,686	\$ -	\$ 9,406,686	\$ 1,795,726	\$ 7,264,083	\$ 346,878	\$ 173,628	\$ 173,249	98.16%
<b>600</b>	<b>SUPPLIES</b>										
	Instructional & Library Supplies	\$ 826,451	\$ 773,786	\$ -	\$ 773,786	\$ 273,102	\$ 153,246	\$ 347,438	\$ 353,217	\$ (5,780)	100.75%
	Software, Medical & Office Supplies	\$ 214,286	\$ 214,816	\$ -	\$ 214,816	\$ 75,448	\$ 44,983	\$ 94,386	\$ 94,386	\$ -	100.00%
	Plant Supplies	\$ 622,223	\$ 391,100	\$ -	\$ 391,100	\$ 130,940	\$ 83,345	\$ 176,815	\$ 176,815	\$ -	100.00%
	Electric	\$ 801,953	\$ 1,043,970	\$ -	\$ 1,043,970	\$ 222,979	\$ -	\$ 820,991	\$ 800,122	\$ 20,869	98.00%
	Propane & Natural Gas	\$ 357,556	\$ 416,899	\$ -	\$ 416,899	\$ 35,295	\$ -	\$ 381,604	\$ 338,604	\$ 43,000	89.69%
	Fuel Oil	\$ 55,386	\$ 63,000	\$ -	\$ 63,000	\$ 7,458	\$ -	\$ 55,542	\$ 55,542	\$ -	100.00%
	Fuel for Vehicles & Equip.	\$ 160,849	\$ 202,401	\$ -	\$ 202,401	\$ 33,883	\$ -	\$ 168,518	\$ 158,518	\$ 10,000	95.06%
	Textbooks	\$ 417,222	\$ 275,067	\$ -	\$ 275,067	\$ 38,764	\$ 26,028	\$ 210,274	\$ 210,824	\$ (550)	100.20%
	<b>SUBTOTAL SUPPLIES</b>	\$ 3,455,926	\$ 3,381,039	\$ -	\$ 3,381,039	\$ 817,868	\$ 307,602	\$ 2,255,569	\$ 2,188,030	\$ 67,539	98.00%

**NEWTOWN BOARD OF EDUCATION  
2021-22 BUDGET SUMMARY REPORT  
FOR THE MONTH ENDING OCTOBER 31, 2021**

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2020 - 2021	2021 - 2022 APPROVED BUDGET	YTD TRANSFERS 2021 - 2022	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
<b>700</b>	<b>PROPERTY</b>										
	Technology Equipment	\$ 803,761	\$ 130,960	\$ -	\$ 130,960	\$ 6,664	\$ 28,221	\$ 96,075	\$ 96,075	\$ -	100.00%
	Other Equipment	\$ 159,701	\$ 137,152	\$ -	\$ 137,152	\$ 10,716	\$ 114,175	\$ 12,261	\$ 15,436	\$ (3,175)	102.32%
	<b>SUBTOTAL PROPERTY</b>	\$ 963,462	\$ 268,112	\$ -	\$ 268,112	\$ 17,380	\$ 142,396	\$ 108,336	\$ 111,511	\$ (3,175)	101.18%
<b>800</b>	<b>MISCELLANEOUS</b>										
	<b>Memberships</b>	\$ 66,663	\$ 74,119	\$ -	\$ 74,119	\$ 48,862	\$ 607	\$ 24,650	\$ 24,650	\$ -	100.00%
	<b>SUBTOTAL MISCELLANEOUS</b>	\$ 66,663	\$ 74,119	\$ -	\$ 74,119	\$ 48,862	\$ 607	\$ 24,650	\$ 24,650	\$ -	100.00%
<b>910</b>	<b>SPECIAL ED CONTINGENCY</b>	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	<b>TOTAL LOCAL BUDGET</b>	\$ 78,624,538	\$ 79,697,698	\$ -	\$ 79,697,698	\$ 20,226,755	\$ 51,698,128	\$ 7,772,815	\$ 7,108,705	\$ 664,110	99.17%

<b>REVENUES</b>											
<b>EXCESS COST GRANT REVENUE</b>											
	EXPENDED 2020-2021	APPROVED BUDGET	PROJECTED 1-Dec	PROJECTED 1-Mar	ESTIMATED 22-Apr	VARIANCE to Budget	FEB DEPOSIT	MAY DEPOSIT	% TO BUDGET		
51266	Special Education Svcs Salaries ECG	\$ (30,492)	\$ (36,710)	\$ (27,533)	\$ (9,178)	\$ (36,710)	\$ -				100.00%
54116	Transportation Services - ECG	\$ (257,766)	\$ (362,617)	\$ (271,963)	\$ (90,654)	\$ (362,617)	\$ -				100.00%
54160	Tuition - Out of District ECG	\$ (1,196,501)	\$ (1,261,493)	\$ (946,120)	\$ (315,373)	\$ (1,261,493)	\$ -				100.00%
	<b>Total</b>	\$ (1,484,759)	\$ (1,660,820)	\$ (1,245,615)	\$ (415,205)	\$ (1,660,820)	\$ -	\$ -	\$ -		100.00%
								<b>Total</b>	\$ -		
<b>OTHER REVENUES</b>											
<b>BOARD OF EDUCATION FEES &amp; CHARGES - SERVICES</b>											
		APPROVED BUDGET	ANTICIPATED	RECEIVED	BALANCE	% RECEIVED					
	LOCAL TUITION	\$32,430		\$10,100	\$22,330	31.14%					
	HIGH SCHOOL FEES FOR PARKING PERMITS	\$30,000			\$30,000	0.00%					
	MISCELLANEOUS FEES	\$6,000		\$853	\$5,147	14.22%					
	<b>TOTAL SCHOOL GENERATED FEES</b>	\$68,430		\$10,953	\$57,477	16.01%					
<b>OTHER GRANTS &amp; SPECIAL REVENUE OFFSETS</b>											
	Excess Cost Grant -State Reimbursement		\$ (1,660,820)	\$ (1,660,820)	\$ -	0.00%					
	ESSER II		\$625,532			0.00%					
	ESSER III (estimated \$819k for 21-22 use)		\$1,253,726			0.00%					

**2021 - 2022  
 NEWTOWN BOARD OF EDUCATION  
 DETAIL OF TRANSFERS RECOMMENDED  
 OCTOBER 31, 2021**

AMOUNT	FROM				TO				
	OBJECT CODE	DESCRIPTION			OBJECT CODE	DESCRIPTION			
\$535,839	100	Teachers & Specialists Salaries			100	Teachers & Specialists Salaries			
		\$16,296	001-10-024-0000	51121 HAW. - P.E.		\$48,879	001-20-024-0000	51121 S.H. - P.E.	TEACHER REASSIGNED
		\$16,296	001-40-024-0000	51121 HOM. - P.E.		\$48,878	001-30-024-0000	51121 M.G. - P.E.	TEACHER REASSIGNED
		\$65,165	001-45-024-0000	51121 RIS. - P.E.					
		\$48,879	001-30-038-0000	51121 M.G. - CLASSROOM		\$48,879	001-30-020-0000	51121 M.G. - MATH/SCI.	TEACHER - RECLASS
		\$27,761	001-10-038-0000	51121 HAW. - CLASSROOM		\$27,761	001-10-012-0000	51121 HAW. - WORLD LANG	TEACHER - RECLASS
		\$43,308	001-20-038-0000	51121 S.H. - CLASSROOM		\$43,308	001-20-012-0000	51121 S.H. - WORLD LANG	TEACHER - RECLASS
		\$40,223	001-30-038-0000	51121 M.G. - CLASSROOM		\$40,223	001-30-012-0000	51121 M.G. - WORLD LANG	TEACHER - RECLASS
		\$29,304	001-40-038-0000	51121 HOM. - CLASSROOM		\$29,304	001-40-012-0000	51121 HOM. - WORLD LANG	TEACHER - RECLASS
		\$57,124	001-45-038-0000	51121 RIS. - CLASSROOM		\$57,124	001-45-012-0000	51121 RIS. - WORLD LANG	TEACHER - RECLASS
		\$97,757	001-45-038-0000	51121 RIS. - CLASSROOM		\$97,757	001-45-025-0000	51121 RIS. - PROJECT ADVENT	TEACHER - RECLASS
		\$93,726	001-45-038-0000	51121 RIS. - CLASSROOM		\$93,726	001-45-028-0000	51121 RIS. - SCIENCE	TEACHER - RECLASS
\$19,526	100	Teachers & Specialists Salaries			100	Teachers & Specialists Salaries			
		\$19,526	001-10-038-0000	51121 HAW. - CLASSROOM		\$16,651	001-20-038-0000	51121 S.H. - CLASSROOM	TEACHER COVERAGE
						\$2,875	001-30-038-0000	51121 M.G. - CLASSROOM	REDUCTION IN TITLE II FUNDS
\$84,000	100	Teachers & Specialists Salaries			500	Contracted Services			
		\$84,000	001-75-066-0000	51121 SP. ED. - TRANSITION		\$84,000	001-75-061-0000	54000 SP. ED. - CONTRACTED SVC	TO COVER BT SERVICES
\$21,150	100	Ed Assistants Salary - NMS			100	Ed Assistants Salary - NHS			
		\$21,150	001-75-063-0000	51232 SPED HS ED ASSISTANT (position reclass)		\$21,150	001-60-038-0000	51232 ED ASSISTANT CLASSROOM - NHS (FLEX PROGRAM)	
\$25,585	100	Transportation Driver Salary			100	Unarmed Security Guards			
		\$25,585	001-92-087-0000	51262 TRANSPORTATION DRIVER (no longer required)		\$24,341	001-85-088-0000	51264 UNARMED SECURITY GUARDS	
						\$1,055	001-77-048-0000	51240 NURSES SALARIES - NMS	
						\$189	001-77-043-0000	51240 NURSES SALARIES - ELEMENTARY	
\$6,569	100	Non-Certified Salary Adjustments			100	Nurses Salaries			
		\$6,569	001-84-088-0000	51271		\$1,398	001-77-043-0000	51240 NURSES SALARIES - ELEMENTARY	
						\$1,603	001-77-043-0000	51245 NURSES SALARIES - REED INTERMEDIATE	
						\$1,431	001-77-048-0000	51240 NURSES SALARIES - MIDDLE SCHOOL	
						\$2,137	001-77-049-0000	51240 NURSES SALARIES - HIGH SCHOOL	

**2021 - 2022**  
**NEWTOWN BOARD OF EDUCATION**  
**DETAIL OF TRANSFERS RECOMMENDED**  
**OCTOBER 31, 2021**

AMOUNT	FROM		TO	
	OBJECT CODE	DESCRIPTION	OBJECT CODE	DESCRIPTION
\$7,625	500	Contracted Services \$1,680 001-10-034-0000 54000 \$1,995 001-45-034-0000 54000 \$1,975 001-20-034-0000 54000 \$1,975 001-30-034-0000 54000	500	Contracted Services \$7,625 001-80-080-0000 54000
\$700,294		Total Transfer Request		\$700,294





4 Curriculum Developers

Unit:	Lessons	Sep		Oct			Nov			Dec				Jan				Feb				Mar				Apr			May				Jun					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
Self-Awareness	0	█																																				
Responsible Decision Making	0																																					
Relationships	0		█			█																																
Social Awareness	0		█			█																																
Self-Management	0																																					

[Previous Year](#)



# Unit Planner: Self-Awareness Health I

Newtown High School / 2021-2022 / High School / Health / Health I /  
Week 1 - Week 3

Last Updated: Thursday, October 21, 2021 by  
Kathleen Davey

## Self-Awareness

Cavataro, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### [Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

#### **Concepts/Conceptual Lens: Self-awareness**

Drugs (ANOD - Alcohol, Nicotine and Other Drugs)

Disease Prevention (HIV/AIDS)

Self advocacy

Social Emotional Learning ( SEL)

Family

Peers

Culture

Nutrition

Health Behaviors

Stress

Depression

Suicide

Personal Safety

Decision Making

Media

Technology

#### **Lens: Influence**

G

#### Generalizations / Enduring Understandings

**G1** - Family, peers culture, media, and technology influence health behaviors and decision making.

**G2** - A variety of resources work together to combat stress, drug behavior, depression and suicide.

**G3** - Disease prevention promotes personal health and safety.

**G4** - A healthy lifestyle integrates personal safety, stress management and proper nutrition.

**G5** - SEL cultivates cooperation, communication and self advocacy.

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

#### **Factual:**

- What are the six classifications of drugs? (G1 G2)
- What are the different types of drugs and their effects? ( G1 G2)
- What is stress? (G2, G5)
- What is abstinence? (G3)
- How does one protect oneself against sexually transmitted infections? (G3)
- How does one avoid contact with HIV/AIDS? (G3)
- How is HIV/AIDS transmitted? (G3)
- What are the dimensions of wellness? (G4)
- What are the signs and symptoms of breast or testicular cancer? (G3, G4)
- How does one screen for breast or testicular cancer? (G3, G4)

### Conceptual:

- To what extent do family, peers and culture influence decisions? (G1, G4, G5)
- What is my personal stress level? (G2, G5)
- What are the signs of suicide? (G2)
- What programs are available in NHS to help with stress, depression and suicide? (G2)
- Who are the resources available in NHS to guide in the areas of stress, drug behavior, depression and suicide? (G2)
- What universal attributes characterize a healthy relationship? (G5)

### Provocative/ Debatable

- How do media and technology affect one's decision making?(G1, G4, G5)
- What influences an individuals' use of drugs? (G1 G2)
- What are the consequences of drug use? (G1, G2 G3)
- How can an individual decrease their level of stress? (G2, G5)
- What are possible consequences of sexual and nonsexual relationships? (G3, G4)
- How does an individual identify self worth? (G4)
- How do nutritional choices affect the mind and body? (G4)
- How does one self assess personal wellness by identifying positive and negative factors? (G4)

### Standard(s)

Connecticut Core Standards / Content Standards  
[Heath Standards.pdf](#)

### Critical Content & Skills


What students must **KNOW and be able to DO**

- Students will identify the seven dimensions of wellness.
- Students will compare, contrast and choose strategies to cope with a variety of situations.
- Students will identify support resources within Newtown High School.
- Students will analyze positive and negative consequences of decisions made.
- Students will demonstrate the ability to practice health-enhancing behaviors.
- Students will accurately assess one's strengths and limitations in promoting personal health and safety.

### Core Learning Activities

All About Me (Student Project)  
Parent/Guardian/Trusted Adult Interview  
Dimensions of Wellness Wheel Activity (Discussion and worksheet)  
HIV/AIDS (PowerPoint and worksheet)  
Nutrition Powerpoint  
Nutrition Lab (online student activity)  
Substance Use/Abuse Activities (Drug Factors, Classification, Identification, and Parent Interview)  
Smokestoppers Presentation (Guest speaker for St. Vincent Hospital: Swim Across the Sound)  
Addiction (Stages, video, worksheet and student project)

SOS program ("Signs of Suicide" District approved program)  
 Cyber Safety (guest speaker from the Women's Center of Greater Danbury)  
 Social Media and Technology project (discussion and student presentations)  
 CyberSense/CyberSafety Videos and worksheet (videos located on Youtube)  
 Breast Cancer Self-examination - video and discussion (BOE approved)  
 Testicular Cancer Self-examination - video and discussion (BOE approved)

 [Seven Dimensions of Wellness - defined.pdf](#)

 [K.Davey copy of HIV/AIDS presentation 0568\\_001 \(1\).pdf](#)

 [Stages of Substance Abuse](#)


 [Social Media ~ PowerPoint Presentation](#)

 [FACT SHEET: Factors That Influence Drug Effects Wellness Wheel.pdf](#)

### Assessments

 [ALL ABOUT ME ~ Semester 2](#)

 [Assessing My Wellness](#)

 [Wellness Wheel Reflection](#)

 [Part 2. Nutrition Reflection](#)

 [Drug Information/Effects](#)

 [REFLECTION of Addiction Simulation](#)

 [g Parent/Guardian /Trusted adult"Interview"](#)

 [Drug Classifications](#)

### Resources

#### Professional & Student

- Women's Center of Greater Danbury
- Newtown High School Resource Officer (SRO)
- Human Relations Media (videos and worksheets)
- Newtown Public School CASEL Framework  
[https://www.newtown.k12.ct.us/...](https://www.newtown.k12.ct.us/)
- Center for Disease Control and Prevention  
<https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>
- School Counselors
- Student Assistant Team Counselor (SAT)
- Smoke Stoppers ~ St. Vincent's Hospital: Swim Across the Sound
- Breast Cancer Self-examination and Testicular Cancer Self-examination videos and discussion (BOE approved)
- American Red Cross <https://www.redcross.org/>
- USDA - My Plate <https://www.myplate.gov/>

### Student Learning Expectation & 21st Century Skills

[Information Literacy](#)  
[Critical Thinking](#)  
[Spoken Communication](#)  
[Written Performance](#)

### Interdisciplinary Connections

- School Counseling
- NHS Resource Officer ( SRO)
- NHS Nurses



# Unit Planner: Responsible Decision Making Health I

Newtown High School / 2021-2022 / High School / Health / Health I /  
Week 1 - Week 20

Last Updated: Thursday, October 21, 2021 by  
Kathleen Davey

## Responsible Decision Making

Cavataro, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

#### Concepts/Conceptual Lens: Responsible Decision Making

Family Values  
Peers  
Media  
Disease Prevention  
Decision-making  
Consequences  
Social norms  
Ethical norms  
Social Emotional Learning (SEL)  
Relationships  
School Climate  
Current Global Themes  
Diversity

#### Lens: Decision making skills

G

#### Generalizations / Enduring Understandings

- G1** – Family values, peers, and media influence decision-making.  
**G2** - All decisions have consequences, either short-term, long-term or both.  
**G3** - Social and ethical norms of behavior influence the decision-making process.  
**G4** - SEL, relationships, school climate and current global themes cultivate the appreciation for diversity.

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

#### Factual:

- What is teamwork? (G1, G2, G3, G4)
- What is a trusted adult? Where are they in the community? (G2, G4)
- Who can assist you with prevention and management of diseases? (G1, G2, G3, G4)
- How can one avoid communicable and non-communicable diseases? (G2, G3, G4)
- What are the signs, symptoms of breast or testicular cancer? (G2, G3)
- How does one screen for breast or testicular cancer? (G2, G3)
- What are the signs, symptoms of someone who is in distress? (G1, G2, G3)
- How does one access a scene and determine if it is appropriate to administer hands only CPR? (G1, G2)

- What common attributes are components of a healthy decision making? (G1, G3, G4)

**Conceptual:**

- How can one make good decisions to stay healthy? (G1, G3, G4)
- What effects do alcohol and other drugs have on decision making skills? (G2, G3)
- What strategies/actions can one use to help self, a friend or family member if they are depressed or suicidal? (G1, G3, G4)
- What strategies can be implemented to combat mean, cruel and/or hurtful behavior? (G1, G3, G4)
- How is communication and cooperation used to achieve a common goal within a group or a team? (G1, G2, G3, G4)

**Provocative/Debatable:**

- Do decisions and responsibilities change if one were involved in a sexual relationship? (G1, G2, G3, G4)
- 
- How do personal behaviors and choices contribute to an individual's placement in the addictive process? (G1, G2, G4)
- What rules or limitations would one set for a teenager, if one were the parent? (G1, G3, G4)
- How are each dimension of wellness impacted by the use of Alcohol, Nicotine and other drugs? (G1, G2, G3, G4)
- How do one's actions affect the school climate? (G2, G3, G4)
- What is the impact of current Health event on NHS, the Newtown community, and/or the country? (G3, G4)

Standard(s)

Connecticut Core Standards / Content Standards  
[Health Standards.pdf](#)

Critical Content & Skills

What students must **KNOW and be able to DO**

- Students will recognize that one's choices impacts healthy behaviors.
- Students will communicate clearly, listen well, cooperate with others, negotiate constructively, resist social pressure and seek or offer help when needed.
- Students will apply the decision making process to compare, contrast and choose strategies to cope with a variety of situations.
- Students will locate credible information and resources when making a decision.
- Students will accurately access the positive and negative influences of a healthy relationship.

## Core Learning Activities

All About Me  
Decision Making  
Discussion of Factors influence Drug Use/Abuse  
Online Safety discussion and videos  
Social Media - Mean & Cruel behaviors  
Ideal School  
HIV/AIDS presentation and discussion  
Dimensions of Wellness Wheel activity  
Breast/Testicular Cancer videos and discussion  
Hands only CPR/AED (Automated Electronic Defibrillator)  
Depression and SOS program/discussion  
Project Adventure- team building initiatives & low ropes course  
Discussion of current health topics

[11 Factors That Influence Drug Effects \(Student notes\).doc](#)

[Teens and Decision Making Article.pdf](#)

[Teens and Decision Making Worksheet.docx](#)

[Online Safety Worksheet.docx](#)



[K.Davey copy of HIV/AIDS presentation](#)

[Internet Protection.student worksheet.docx](#)

## Assessments



[Teens and Decision Making Worksheet.docx](#)

[Online Safety Worksheet.docx](#)



[REFLECTION of Addiction Simulation](#)

[Hands only CPR Exit Slip.docx](#)



[GC-Ideal School Project \(20 points\)](#)

## Resources

### *Professional & Student*

- Life Skills Training: Promoting Health and Personal Development (District approved decision making program)
- Women's Center of Greater Danbury
- Connecticut Food Share
- School
- School Resource Officer (SRO)
- Newtown Public Schools CASEL framework [https://www.newtown.k12.ct.us/...](https://www.newtown.k12.ct.us/)
- Human Relations Media (videos and worksheets)
- Center for Disease Control and Prevention <https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>
- School Counselors
- Student Assistance Team Counselor (SAT)

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

## Interdisciplinary Connections

- School Counseling
- Social Services
- School Resource Officer (SRO)
- Student Assistance Team Counselor (SAT)



# Unit Planner: Relationships Health I

Newtown High School / 2021-2022 / High School / Health / Health I / Week 3 -  
Week 8

Last Updated: Today by Kathleen  
Davey

## Relationships

Cavatarò, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

#### Concepts/Conceptual Lens: Healthy Relationships

Diversity  
Respect  
Family  
Peers  
Teamwork  
Relationships  
Technology  
Media  
Health behaviors  
Community resources  
School  
Support  
Substance abuse

**Lens: Relationship skills.**

G

#### Generalizations / Enduring Understandings

- G1** - Family, peers, media and technology influence healthy relationship behaviors.  
**G2** - Respect for others and an appreciation for diversity strengthen teamwork.  
**G3** - Positive and negative health behaviors impact a relationship.  
**G4** - Family, school, and community resources are available to support students.  
**G5** - Substance Abuse effects on self and family.

#### Guiding Questions

**Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]**

##### Factual

- What is teamwork? (G2, G3, G4)
- Who are the trusted adults in your life both in school and out? (G1, G5)
- Substance abuse impacts user as well as family and friends. (G5)

##### Conceptual

- How does substance abuse affect a family unit? (G1, G2, G3, G4, G5)
- What strategies/actions can be used to help an individual, friend or family member if they are depressed or suicidal? (G3, G4)
- What strategies can I or a friend use if we were treated with mean, cruel and hurtful behavior? (G1, G2, G4)
- What are the characteristics of a healthy



relationship? (G1, G2, G4)

### Provocative/Debatable

- How is communication and cooperation used to achieve a common goal? (G1, G2)
- Is it possible for one person to stop prejudice and stereotyping? (G2, G3)
- How can one stop prejudice and stereotyping? (G1, G2, G3)
- Does one's personal actions affect the school climate? (G2, G3)
- Does any use of alcohol and other drugs affect the ability to make decisions? (G3, G5)
- What are the emerging issues of current events? (G1)

### Standard(s)

Connecticut Core Standards / Content Standards  
Heath Standards.pdf

### Critical Content & Skills

What students must **KNOW and be able to DO**

- Students will compare, contrast and choose strategies to cope with a variety of relationship situations.
- Students will communicate clearly, listen well, cooperate with others, negotiate constructively, resist social pressure and seek or offer help when needed.
- Students will identify available resources within Newtown High School and the greater Newtown Community to support social and emotional needs.
- Students will accurately assess the positive and negative influences of a healthy relationship.

### Core Learning Activities

All About Me

Dimensions of Wellness Wheel activity

HIV/AIDS PowerPoint

Tobacco and Nicotine Stations

Depression and SOS program/discussion

Stages of Addiction Discussion (Ted Talk: Stigma of Addiction - see in attached assessments)

Characteristics often found in members of chemically dependent families

Social Media and Technology

Ideal School Project

Project Adventure activities (low ropes course)

 [Stages of Substance Abuse/HBO Addiction Video \(updated version\)](#)

[Stigma of Addiction](#)

 [Seven Dimensions of Wellness - defined.pdf](#)

[Characteristics,..Chemically\\_Dependent Families.pdf](#)

### Assessments



[HIV Assessment: Letter to a Friend](#)



[Tobacco & Nicotine Stations](#)






[Assessing My Wellness](#)

### Resources

*Professional & Student*

- School resource officer (SRO)
- Newtown Public Schools CASEL Framework  
[https://www.newtown.k12.ct.us/...](https://www.newtown.k12.ct.us/)
- Center for Disease Control and Prevention  
<https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>

 <u>Wellness Wheel Reflection</u>  <u>HIV/AIDS</u> <u>Characteristics Often Found in Members of Chemically Dependent Families Worksheet.docx</u>  <u>GC-Ideal School Project (20 points)</u>	<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• Student Assistant Team Counselor (SAT)</li> <li>• Staff certified in Ropes Course</li> <li>• Ropes Course at Newtown High School</li> </ul>
<p><b>Student Learning Expectation &amp; 21st Century Skills</b></p> <p><u>Information Literacy</u>  <u>Critical Thinking</u>  <u>Spoken Communication</u>  <u>Written Performance</u></p>	<p><b>Interdisciplinary Connections</b></p> <ul style="list-style-type: none"> <li>• School Counseling</li> <li>• Social Services</li> <li>• School Resource Officer ( SRO)</li> <li>• Student Assistance Team Counselor ( SAT)</li> </ul>



# Unit Planner: Social Awareness Health I

Newtown High School / 2021-2022 / High School / Health / Health I / Week 4 - Week 17

Last Updated: Thursday, October 21, 2021 by Kathleen Davey

## Social Awareness

Cavataro, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

#### Concepts/Conceptual Lens: Social-awareness

- Drugs (Alcohol, Nicotine, Other Drugs-ANOD)
- Social Emotional Learning (SEL)
- Resources (NHS & Community)
- Relationships (family, peers)
- Stereotypes
- Prejudice
- Diversity
- School Climate
- Society
- Current Global Themes
- Technology
- Social Media
- Health Behaviors
- Mean behavior

#### Lens: Empathy

G

#### Generalizations / Enduring Understandings

- G1** - Family, peers, society, social media, and technology influence school climate and health behaviors.
- G2** - Positive and negative influences affect decisions to prevent disease.
- G3** - Society, relationships, prejudice, and stereotypes drive behavior.
- G4** - Family, school, and community resources are available to support students' social and emotional needs.
- G5** - SEL, relationships, school climate and current global themes cultivate the appreciation for diversity.
- G6**- Drug use/abuse drive behavior.

#### Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

#### Factual:

- What is mean behavior? (G2, G3, G5)
- What is prejudice? (G2, G3, G5)
- What are stereotypes? (G2, G3, G5)
- What is diversity?(G2, G3, G5)
- What is a trusted adults? (G1, G3, G4, G5)
- Who are trusted adults in community? (G1, G3, G4 G5)
- What are the NHS policies in regards to technology, social media, mean behavior, harassment and the use of drugs and alcohol? (G1, G3, G4, G5, G6)
- What changes have occurred by the government in regards to tobacco, alcohol and other drugs? (G2, G4, G5, G6)
- What illnesses are brought about as a result in

using alcohol, tobacco and other drugs? (G1, G2, G4, G6)

**Conceptual:**

- What can one do if they are a victim of mean and cruel behavior/harassed at school or online? (G1, G3, G4, G5)
- What can one do if they observe another person being treated with mean and cruel or harassed? (G1, G3, G4, G5)
- What strategies/actions can be used to help you, a friend, or a family member if they are depressed or suicidal? (G3, G4,)

**Provocative/ Debatable:**

- Are people pre-disposed to prejudice and stereotyping? (G1, G3, G5)
- How does one stop the process of prejudice and stereotypes? (G3, G4, G5)
- Does ones actions using technology affect the climate at Newtown High School? (G1, G3, G5)
- How does society's view of alcohol use affect an individual? (G 1, G3, G4, G6)
- Do emerging current events affect Newtown High School and the Newtown Community? (G1, G3, G5)

Standard(s)

Connecticut Core Standards / Content Standards  
[Health Standards.pdf](#)

Critical Content & Skills

*What students must **KNOW and be able to DO***

- Students will access valid information, products, and services to enhance understanding in demonstrating health behaviors.
- Students will recognize that one's own emotions, thoughts and values influence behavior.
- Students will identify available resources within Newtown High School and the greater Newtown Community to support social and emotional needs.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will accurately assess their strengths and limitations in promoting social health and safety.

Core Learning Activities

Review of current Newtown High School Student Handbook: Policies (Mean/Cruel Behaviors; Technology; Alcohol, Drugs and Tobacco)

Ideal School Project

Parent Interview

"A Place at the Table" Documentary (DVD owned by NHS Health Department)

SNAP Project

Ethical and Responsible Use of Technology PowerPoint

Guest Speaker from Women's Center of Greater Danbury on Cyber Safety

Gallery Walk of Drug Effects (Substance Use/Abuse)

"Save the Best for Last" Discussion and Worksheet (Substance Use/Abuse)

SRO (School Resource Officer) and/or Student Assistance Counselor ~ class visit/student question and answer session

SOS (Signs of Suicide District Program)

NHS Student Handbook



[Copy of Ethical & Responsible Use of Technology](#)



[Gallery Walk of Drug Effects.pdf](#)



[Save the Best for Last.pdf](#)

## Assessments



[A Place at the Table - Part 1 & 2](#)



[SNAP Project](#)



[g Parent/Guardian /Trusted adult"Interview"](#)



[GC-Ideal School Project \(20 points\)](#)



[Tobacco & Nicotine Stations](#)

## Resources

### *Professional & Student*

- Women's Center of Greater Danbury
- School resource officer (SRO)
- Human Relations Media (Videos and worksheets)
- Center for Disease Control and Prevention  
<https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>
- Newtown Public Schools CASEL framework  
[https://www.newtown.k12.ct.us/...](https://www.newtown.k12.ct.us/)
- School Counselors
- Student Assistants Team Counselor (SAT)
- Connecticut Food Bank  
<https://www.ctfoodbank.org/>

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

## Interdisciplinary Connections

- School Counseling
- School Resource Officer ( SRO)
- Student Assistance Team Counselor ( SAT)



# Unit Planner: Self-Management Health I

Newtown High School / 2021-2022 / High School / Health / Health I / Week 10 - Week 20

Last Updated: Thursday, October 21, 2021 by Kathleen Davey

## Self-Management

Cavataro, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

#### **Concepts/Conceptual Lens: Self- Management**

- Family
- Peers
- Culture
- Media
- Technology
- Disease Prevention
- Stress
- Drugs (Alcohol, Nicotine, Other Drugs-ANOD)
- Depression
- Suicide
- Teamwork
- Respect
- Communication
- Self Advocacy
- Diversity
- Interpersonal conflict
- Social Emotional Learning (SEL)
- Personal Health and Safety
- Relationships

#### **Lens: Health Enhancing behaviors**

G

#### Generalizations / Enduring Understandings

- G1** - Family, peers culture, media, technology influence one's decision in managing health behaviors.
- G2** - Resources help combat when stress, drug behavior, depression and suicide are present.
- G3** - Disease prevention promotes personal health and safety.
- G4** - A healthy lifestyle integrates personal safety to prevent, manage and/or resolve interpersonal conflict.
- G5** - SEL cultivates cooperation, teamwork, respect, communication and self advocacy through the appreciation of diversity.

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

#### **Factual:**

- Who can assist an individual with prevention and management of diseases? (G1, G3)
- What are the signs, symptoms and how does one screen for breast or testicular cancer? (G3)
- What are the signs, symptoms and how does one assess a scene and appropriately administer hands only CPR? (G3)
- What is the purpose of AED? (G3)
- Where are the locations of AED at Newtown High School? (G3)
- What are the six essential nutrients? (G1)

- What nutrients are included in the various food groups? (G1)
- What is the breakdown of nutrients in a particular food? (G1, G3,G4)

**Conceptual:**

- How does one make good decisions to keep themselves healthy? (G1, G3, G4, G5)
- How does one avoid communicable and noncommunicable diseases? (G1, G3)
- What strategies can an individual use if treated with mean, cruel and hurtful behavior? (G2,G4, G5)
- How does the ability to self-manage oneself impact teamwork? (G1, G5)
- How can the use of alcohol and other drugs affect the ability to self-manage? (G1, G3, G4)
- How are one's dimensions of wellness impacted by the use of alcohol, nicotine and other drugs? (G1, G2)
- How can the knowledge of understanding to administer self exams lead to a healthier lifestyle? (G3, G4)

**Provocative/Debatable:**

- How is one's ability to self-manage best used to achieve a common goal? (G1, G5)
- What effects do alcohol and other drugs have on decision making skills? (G1, G2, G4)
- How do personal behaviors and choices contribute to an individual's placement in the addictive process? (G1, G2, G4)
- What strategies/actions can be used when suffering from depression or suicidal thoughts? (G2, G4)
- How does prejudice and stereotyping affect one's ability to self-manage? (G1, G4, G5)
- How does an individual's nutritional choice affect the mind and body? (G1, G3, G5)

Standard(s)

Connecticut Core Standards / Content Standards  
[Heath Standards.pdf](#)

Critical Content & Skills

*What students must **KNOW and be able to DO***

- Students will demonstrate the ability to practice health enhancing behaviors to avoid and reduce health risks.
- Students will demonstrate the ability to use decision making skills to problem solve or find solutions to difficult or complex issues to enhance their health and safety.
- Students will analyze the effects of their behaviors on their general health and safety.
- Students will reflect on how their application of learned techniques contributes to their wellness.

## Core Learning Activities

All About Me  
Dimensions of Wellness Wheel self-assessment  
HIV/AIDS discussion  
Depression and SOS program/discussion  
Project Adventure- team building initiatives & low ropes course  
Nutrition - Food log and reflection  
Drug presentation and Addiction project  
Mean & cruel behavior discussion  
Discussion of impact of Current Global Health topics  
Social Media discussion  
Breast Self-Examination video and discussion  
Testicular Cancer video and discussion  
Hands only CPR/AED video and discussion

[Guess Who.doc](#)

## Assessments



[ALL ABOUT ME](#)



[Part 2. Nutrition Reflection](#)



[REFLECTION of Addiction Simulation](#)



[KDavey Systems Battle Rubric](#)

## Resources

### *Professional & Student*

- Women's Center of Greater Danbury
- School resource officer ( SRO)
- Human Relations Media (videos and worksheets)
- Breast Cancer Self-examination and Testicular Cancer Self-examination videos and discussion (BOE approved)
- Center for Disease Control and Prevention <https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>
- School Counselors
- Student Assistance Team Counselor (SAT)
- American Red Cross <https://www.redcross.org/>
- USDA - My Plate <https://www.myplate.gov/>

## Student Learning Expectation & 21st Century Skills

[Information Literacy](#)

[Critical Thinking](#)

[Spoken Communication](#)

[Written Performance](#)

## Interdisciplinary Connections

- School Counseling
- Social Services
- School Resource Officer ( SRO)
- Student Assistance Team Counselor ( SAT)
- Newtown Public Schools CASEL framework [https://www.newtown.k12.ct.us/...](https://www.newtown.k12.ct.us/)







# Unit Planner: Self-Awareness Health II

Newtown High School / 2021-2022 / High School / Health / Health II / Last Updated: Thursday, October 21, 2021 by Kathleen Davey

## Self-Awareness

Cavataro, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

#### Concepts/Conceptual Lens: Self-awareness

Disease Prevention ( STI'S)

Drugs (Alcohol, Nicotine, Other Drugs-ANOD)

Social Emotional Learning ( SEL)

Nutrition

Health Behaviors

Stress

Depression

Suicide

Personal Safety

Decision Making

Goal Setting

Family

Peers

Culture

Media

Technology

Relationships

Addiction

Substance abuse

Cooperation

Communication

Self Advocacy

#### Lens: Influence

G

#### Generalizations / Enduring Understandings

**G1** - Family, peers, culture, media, technology influence health behaviors, relationships and decision making.

**G2** - Alcohol and drugs inhibit good decision making.

**G3** - Substance use, abuse and addiction negatively impacts one's well-being.

**G4** - Risky behaviors can compromise a healthy lifestyle now and in the future.

**G5** - Resources are available when stress, depression and suicide are present.

**G6** - Disease prevention promotes personal health and safety because it encourages self-care.

**G7** - A healthy lifestyle strengthens one's ability to

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

#### Factual:

- What is the goal setting process? (G1, G7, G9)
- What is consent? (G1, G7, G8, G9)
- How are different STI's transmitted? (G4, G6, G7, G9)
- What are STI prevention techniques? (G4, G6)
- What is a substance? (G2, G3)
- What is binge drinking? (G2, G3, G7)

manage personal safety, relationships, stress management and proper nutrition.

**G8** - Cooperation, communication and self advocacy comprise SEL.

**G9** - Actions and consequences influence one's ability in making decisions and setting goals.

- What are the different stages of addiction? (G2, G3, G7)
- What is the link between substance abuse to risky behaviors such as sexual assault and driving under the influence? (G2)
- What is stress? (G5, G 6, G7, G8)
- What are the signs of suicide? (G5, G6, G7)
- What stress, depression and suicide prevention programs are available at NHS? (G5, G6)
- Who are the resources available at NHS to guide in the areas of stress, depression and suicide? (G4, G6)

**Conceptual:**

- How does goal setting factor into a healthier lifestyle? (G7, G8)
- How does culture influence decision making? (G1)
- To what extent are there consequences to drug use? (G2, G3)
- How can dating violence be avoided? (G1, G7, G9)
- How is a personal stress level rated? (G5, G6, G7, G8)
- What are helpful techniques in managing stress? (G5, G6, G7, G8)

**Provocative/Debatable:**

- What is a healthy relationship? (G1, G7, G9)
- Is understanding consent important? (G1, G7, G8, G9)
- Does an individual's use of alcohol and other drugs influence decision making? (G2, G3)
- To what extent is there a link between substance abuse to risky behaviors such as sexual assault and driving under the influence? (G3, G7)
- What influences an individuals' use of alcohol and other drugs? (G3, G7)
- To what extent do one's nutritional choices affect one's health? (G4, G6, G7, G9)
- Are there possible future consequences of a sexual vs. a nonsexual relationship? (G4, G6, G7, G9)

Standard(s)

*Connecticut Core Standards / Content Standards  
Heath Standards.pdf*

Critical Content & Skills

*What students must **KNOW and be able to DO***

- Students will identify high risk behaviors.

- Students will identify support resources within the school.
- Students will compare, contrast consequences of actions to cope with a variety of situations.
- Students will understand their risk of disease contraction.
- Students will demonstrate the ability to practice health enhancing behaviors.
- Students will analyze positive and negative consequences of their choices
- Students will analyze the influence of family, peers, culture and other factors on health behaviors.
- Students will recognize that one's own emotions, thoughts and values influence behavior.
- Students will accurately assess one's strengths and limitations in promoting personal health and safety.
- Students will create SMART goals (physical, academic, nutritional, social, and community based).

## Core Learning Activities

Self- Awareness activities

Goal setting (Decision making activities, Create SMART GOAL)

Women's Center of Greater Danbury ( guest speaker Healthy Relationships and Dating Violence; Consent and Sexual Assault)

STI'S (research and presentation)

Contraception (District approved power point presentation)

Substance use and abuse (videos and group activities)

Nutrition ( presentation & lab)

Signs of Suicide program ( district approved)

Yoga ( teacher instruction, videos, group presentations)

Public Service Announcement project

## Assessments



Who Am I?



I Want To...



Teen Choice Awards



SMART Goals



Letter to the Future you



McLean Perfect list



Opioids



Club Drugs



Alcohol Group activity packet



Nutrition Lab



PSA

## Resources

*Professional & Student*

*(Resources located on Google Drive and shared within the PE Health Department)*

- Women's Center of Greater Danbury
- School resource officer ( SRO)
- Human Relations Media (videos and worksheets)
- Center for Disease Control and Prevention  
<https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>
- School Counselors
- Student Assistants Team Counselor (SAT)

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

## Interdisciplinary Connections

- School Counseling
- School Resource Officer ( SRO)
- Student Assistance Team Counselor (SAT)





## Unit Planner: Responsible Decision Making Health II

Newtown High School / 2021-2022 / High School / Health / Health II / Last Updated: Thursday, October 21, 2021 by  
Week 1 - Week 18 Kathleen Davey

### Responsible Decision Making

Cavataro, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Relationships/social pressure

Technology

Family

Peers

Culture

Media

Diversity

Ethics

Actions/consequences

Teamwork

Decision making/goals

Choices

#### Lens: Decision making skills

G

#### Generalizations / Enduring Understandings

**G1** Positive decision making generates alternatives for the present and the future.

**G2** Health-related decisions have consequences.

**G3** Family, peers, culture, media, and technology influence one's choices.

**G4** Awareness of actions and consequences influences relationships.

**G5** Teamwork incorporates social and ethical behavior.

**G6** Healthy relationships incorporate an appreciation for diversity and respect for others.

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

##### Factual:

- What is teamwork? (G5)
- What is social and ethical behavior?
- How does one approach/connect to trusted adults? (G6)

##### Conceptual:

- How does good decision making keep one healthy? (G1, G2, G4, G6)
- How does teamwork incorporate social and ethical behavior? (G5)
- What strategies/actions can be used to help you, friend or family member if they are depressed or suicidal? (G1 G2, G3, G4, G6)
- As one ages, do they change the adults they trust? (G6)
- How does one prevent contracting Sexually Transmitted Infections? (G1, G3, G4)

- How can binge drinking affect one's ability to make decisions? (G1, G2, G3, G4)

**Provocative/Debatable:**

- What factors should one consider before entering a sexual relationship? (G1, G3, G4, G6)
- Do upper classmen have more impact on school climate than underclassmen? (G1, G4, G5)
- How do values help parents create rules for their children? (G1, G2, G4, G6)
- What factors into decisions and responsibilities if one were involved in a sexual relationship? (G1)
- When is communication and cooperation used to achieve a common goal? (G2, G3, G4, G6)
- How does your personal behaviors and choices contribute to an individual's placement in the addictive process? (G2, G3, G4)
- What personal anecdotes show power of the individual's ability to impact school climate for positive or negative? (G2, G6)
- What effects do alcohol and other drugs have on decision making skills now and for the future? (G2, G3, G4)
- How do personal behaviors and choices contribute to an individual's placement in the addictive process? (G2)
- How and where do I find credible information, products and resources that impact society? (G3, G6)
- How does prejudice and stereotyping affect Newtown? (G3)
- How can we instill change with prejudice and stereotyping when necessary? (G3)

**Standard(s)**

*Connecticut Core Standards / Content Standards  
Heath Standards.pdf*

**Critical Content & Skills**

*What students must **KNOW and be able to DO***

- Students will Identify and utilize resources within the school and community.
- Students will recognize that healthy behaviors impact one's choices.
- Students will recognize one's own emotions, thoughts and values when making a decision.
- Students will recognize healthy and rewarding relationships with diverse individuals and groups.
- Students will demonstrate the ability to use teamwork, technology, media, values and ethics to enhance well being and avoid or reduce health risk.
- Students will communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Students will locate credible information and resources when making a decision.

## Core Learning Activities

Self-Awareness activities

Goal setting (Decision making activities, Create SMART GOAL)

Women's Center of Greater Danbury ( guest speaker Healthy Relationships and Dating Violence; Consent and Sexual Assault)

STI'S (research and presentation)

Contraception (District approved power point presentation)

Substance use and abuse (videos and group activities)

Nutrition ( presentation & lab)

Signs of Suicide program ( district approved)

Yoga ( teacher instruction, videos, group presentations)

Public Service Announcement project

## Assessments



SMART Goals



Letter to the Future you



Healthy Relationships and Dating Violence work sheet



Consent & Sexual assault work sheet



STI Clinic Slideshow



STI Assessment



Contraception



Opioids



Club Drugs



Substance Abuse Policy



Alcohol Group activity packet



Nutrition Lab



PSA

## Resources

### *Professional & Student*

- Women's Center of Greater Danbury
- School resource officer (SRO)
- Human Relations Media (videos and worksheets)
- Center for Disease Control and Prevention <https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>
- School Counselors
- Student Assistance Team Counselor (SAT)

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

## Interdisciplinary Connections

- School Counseling
- Social Services
- School Resource Officer (SRO)
- Student Assistance Team Counselor (SAT)





# Unit Planner: Self-Management Health II

Newtown High School / 2021-2022 / High School / Health / Health II / Last Updated: Thursday, October 21, 2021 by Kathleen Davey

## Self-Management

Cavataro, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

#### Social Emotional Learning ( SEL)

- Communication
- Cooperation
- Current Global Concerns
- Conflict resolution
- Stress management
- Self management
- Self- discipline
- Self- motivation
- Family
- Peers
- Culture
- Goal setting
- Organizational skills
- Teamwork
- Social behavior
- Ethical behavior
- Diversity
- Respect

#### **Lens: Health Enhancing behaviors**

G

#### Generalizations / Enduring Understandings

- G1. Personal health practices and behaviors affect social emotional learning and longevity.
- G2. Conflict resolution aids in self management, self-discipline and self-motivation
- G3. Family, peers, and culture guide self management skills.
- G4. Optimal self management utilizes information to recognize positive and negative influences through global concerns.
- G5. Actions and consequences factor into one's skill to self management.
- G6. Teamwork enhances cooperation and communication which incorporates social and ethical behavior.
- G7. Self management incorporates the acceptance of diversity and respect for others.

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

#### **Factual:**

- What skills are used to achieve goals? (G1, G2, G3, G5, G7, G8)
- How does one assist with prevention and management of diseases-personal disease and supporting research to prevent other diseases? (G6)
- What are the consequences of nutrition choices? ( G1)

#### **Conceptual:**

G8. Personal goals can be achieved through impulse control, stress management, self-discipline, self-motivation, goal setting and organizational skills.

- How can good decision making keep a person healthy now and in the future? (G1, G2, G3, G4, G7, G8)
- How can one avoid communicable and noncommunicable diseases now and in the future? (G1, G4, G7, G8)
- How can stress be managed with responses when treated with mean, cruel and hurtful behavior? (G1, G2, G4, G7, G8)
- What strategies/actions can be used when suffering from depression or suicidal thoughts? (G1, G4, G5, G7, G8)
- What effects do alcohol and other drugs have on managing one's self through adversity? (G1, G4, G8)
- How can communication and cooperation be used to achieve a common goal within a team? (G2, G6)
- How could decisions and responsibilities change if involved in a sexual relationship? (G4, G5, G7, G8)
- How is diversity understood and promoted at NHS? (G2, G3, G7)

**Provocative/Debatable:**

- To what extent are communication and cooperation used to achieve a common goal? (G2, G3, G4, G5, G6, G7)
- Does internal or external factors have more of an impact with addiction? (G1, G4, G5, G7)
- Does self-management affect teamwork? (G6, G7, G8)
- To what extent are prejudice and stereotyping influencing students? (G2, G3, G7)

Standard(s)

Connecticut Core Standards / Content Standards  
[Health Standards.pdf](#)

Critical Content & Skills

What students must **KNOW and be able to DO**

- Students will identify support resources within the school and community.
- Students will identify state laws, local ordinances and school policies related to substance abuse with focus on the school.
- Students will recognize that one's own emotions, thoughts and values influence self management skills.
- Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to use decision making skills to enhance their own health.
- Students will connect to regulate one's emotions, thoughts, behaviors in different situations-effectively managing stress, controlling impulses, and motivating oneself.
- Students will value the work towards personal and academic goals with impulse control, stress management,

self-discipline, self-motivation, goal-setting and organizational skills.

- Students will reframe and problem solve or find solutions to difficult or complex issues that enhance healthy behaviors.

## Core Learning Activities

Self-Awareness activities

Goal setting (Decision making activities, Create SMART GOAL)

Women's Center of Greater Danbury ( guest speaker Healthy Relationships and Dating Violence; Consent and Sexual Assault)

STI'S (research and presentation)

Contraception (District approved power point presentation)

Substance use and abuse (videos and group activities)

Nutrition ( presentation & lab)

Signs of Suicide program ( district approved)

Yoga ( teacher instruction, videos, group presentations)

Public Service Announcement project

## Assessments



Who Am I?



I Want To...



Teen Choice Awards



SMART Goals



STI Assessment



Letter to the Future you



Healthy Relationships and Dating Violence work sheet



Consent & Sexual assault work sheet



STI Clinic Slideshow



Contraception



Opioids



Club Drugs



Alcohol Group activity packet



Substance Abuse Policy



Nutrition Lab

## Resources

### *Professional & Student*

- Women's Center of Greater Danbury
- School resource officer (SRO)
- Human Relations Media (videos and worksheets)
- Center for Disease Control and Prevention  
<https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>
- School Counselors
- Student Assistants Team Counselor (SAT)

## Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

## Interdisciplinary Connections

- School Counseling
- School Resource Officer ( SRO)
- Student Assistance Team Counselor (SAT)





# Unit Planner: Social Awareness Health II

Newtown High School / 2021-2022 / High School / Health / Health II /  
Week 4 - Week 18

Last Updated: Friday, October 22, 2021 by Cheryl Lombardo

## Social Awareness

Cavataro, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

[Unit Web Template \(Optional\)](#)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Drugs (Alcohol, Nicotine, Other Drugs-ANOD)  
Relationships  
Current/ Global Issues  
Nutrition  
Diversity  
Family  
Peers  
Culture  
Relationships  
School Climate  
School/NHS  
Resources/Family, NHS, Community  
Decision Making  
Society  
Prejudice/Stereotypes  
Behaviors

#### Lens: Perspective

G

#### Generalizations / Enduring Understandings

- G1** - Family, peers and culture influence relationships, school climate and health behaviors.  
**G2** - Alcohol and drugs inhibit good decision making and can have negative effects later in life.  
**G3** - Society, relationships, prejudice, stereotypes and global issues drive behavior and guide decision making.  
**G4** - Family, NHS, and community resources are available to support students.  
**G5** - Optimal health is attained through positive nutritional choices.  
**G6** - Relationships, school climate and current global themes cultivate the appreciation for diversity.

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

#### Factual:

- What are fad diets? (G1, G5)
- Who are the trusted adults in your life both in school and out? ( G1, G4)
- What legislative changes have occurred by the government in regards to tobacco, alcohol and other drugs? (G1, G4, G6)
- What are signs of depression and suicide? ( G 3, G4)
- What is/are the emerging health issues in society? ( G1, G3, G4, G5, G6)

#### Conceptual:

- How do fad diets affect the body? (G5)
- In what ways does poor nutrition effect the human body? (G1)
- How should one respond to a person who shows signs and symptoms of an alcohol/ drug overdose and/or alcohol/drug poisoning? (G2)
- What strategies/actions can be used to help self, friend or family member suffering from depression or thoughts of suicide? (G4)

**Provocative/Debatable:**

- How does society's view of alcohol affect self? family? friends?( G1, G2, G6)
- How can the process of dating violence and sexual assault be stopped? (G1, G3, G6)
- How does an individual's actions through technology affect the school climate? (G1,G4, G6)
- What are the effects of an unhealthy relationship on everyday life? (G1, G3, G6)
- To what extent can unhealthy relationships affect someone long term? (G1, G3, G6)
- What changes should be made to NHS rules and policies in regards to drug and alcohol use? (G2)
- How does society's view of alcohol affect Self? family? friends? ( G1, G2, G6)

Standard(s)

Connecticut Core Standards / Content Standards  
[Heath Standards.pdf](#)

Critical Content & Skills

What students must **KNOW and be able to DO**

**Critical Content Skills:** (What students must KNOW and be able to DO)

Students will be able to::

- Students will demonstrate the ability to practice health enhancing behaviors.
- Students will compare, contrast and choose strategies to cope with a variety of situations.
- Students will identify resources within the school and community.
- Students will recognize warning signs associated with depression and suicide with self and others.
- Students will demonstrate the ability to locate and access valid information, products, and services to enhance health as they plan for the future.
- Students will recognize that one's own emotions, thoughts and values influence behavior now and in the future.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk now and in the future.
- Students will analyze nutritional intake, energy output and the effect on a healthy body.
- Students will examine state laws, local ordinances and school policies related to substance use with a focus on the future.

- Students will accurately assess one's strengths and limitations in promoting social health and safety.
- Students will construct a personal plan for disease prevention.

### Core Learning Activities

- Goal Setting ( Decision making activities, create SMART goal)
- Relationships ( group & class discussion)
- STI's ( research and presentation)
- Contraception ( district approved power point presentation)
- Alcohol group activity ( hands on group activities through stations)
- Public Service Announcement project
- Diversity activities
- Yoga- ( teacher instruction, videos, student group activities and presentation)

### Assessments

-  [I Want To...](#)
-  [Teen Choice Awards](#)
-  [SMART Goals](#)
-  [Letter to the Future you](#)
-  [McLean Perfect list](#)
-  [Healthy Relationships and Dating Violence work sheet](#)
-  [Consent & Sexual assault work sheet](#)
-  [Contraception](#)
-  [Alcohol Group activity packet](#)
-  [PSA](#)

### Resources

#### Professional & Student

- Women's Center of Greater Danbury
- School resource officer (SRO)
- Human Relations Media (videos and worksheets)
- Center for Disease Control and Prevention  
<https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>
- School Counselors
- Student Assistants Team Counselor (SAT)

### Student Learning Expectation & 21st Century Skills

- [Information Literacy](#)
- [Critical Thinking](#)
- [Spoken Communication](#)
- [Written Performance](#)

### Interdisciplinary Connections

- School Counseling
- School Resource Officer ( SRO)
- Student Assistance Team Counselor ( SAT)



# Unit Planner: Relationships Health II

Newtown High School / 2021-2022 / High School / Health / Health II / Week 7 -  
Week 14

Last Updated: Today by Kathleen  
Davey

## Relationships

Cavataro, Charlotte; Davey, Kathleen; Lombardo, Cheryl; McLean, Laura

- [Unit Planner](#)
- [Lesson Planner](#)

### Concept-Based Unit Development Graphic Organizer (Download)

#### Unit Web Template (Optional)

#### Concepts / Conceptual Lens

*Please attach your completed Unit Web Template here*

Disease Prevention  
 Stress  
 Drugs (Alcohol, Nicotine, Other Drugs-ANOD)  
 Social Emotional Learning  
 Relationships/social pressure  
 Current Global Concerns  
 Technology  
 Family  
 Peers  
 Culture  
 Media  
 Technology  
 Diversity  
 Ethics  
 Teamwork  
 Values  
 Decision making/goals  
 Conflict

#### **Lens: Relationship skills**

G

#### Generalizations / Enduring Understandings

**G1** Family, peers, culture, media, technology influence healthy relationships.

**G2** Substance Abuse and addiction negatively impacts one's relationships.

**G3** Information must be critically analyzed in order to recognize the positive and negative influences on society.

**G4** Actions and consequences are factors that influence one's relationships.

#### Guiding Questions

*Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]*

#### **Factual:**

- What are the common attributes of a healthy/unhealthy relationship? (G1, G3, G4)
- Where is credible information, products and resources that impact society found? (G3)
- What strategies/actions can be used to help you, friend or family member if they are depressed or suicidal? (G3)
- What are some strategies used to advocate for yourself and values? (G5)
- Who are the trusted adults in your life located in school? ( G6)
- Where are the trusted adults located in the



**G5** Teamwork incorporates social and ethical behavior.

**G6** Healthy relationships incorporate an appreciation for diversity and respect for others.

school? ( G6)

**Conceptual:**

- What strategies can students use if involved in an abusive relationship? (G1, G4, G6)
- Who and where can students go for support? (G1, G4, G6)
- What strategies/actions can be used to help you, friend or family member if they are depressed or suicidal? (G1, G3, G4)
- How can a person advocate for morals and values? (G3, G6)
- How do ones advocate for yourself and your values? (G1, G3, G6 )
- Who and where can I students go for support? ( G3, G5)
- Where are credible resources, information, & products found? (G5)
- How does teamwork incorporate social and ethical behavior? ( G5)

**Provocative/Debatable:**

- How does prejudice and stereotyping affect NHS and the community? (G1, G4)
- How can the process of stereotyping be stopped? (G1, G4)
- How do your actions affect the school climate? (G1, G4, G5, G6)
- How can the use of alcohol and other drugs affect long term goals? (G3)
- What are the common attributes of a healthy/unhealthy relationship? (G4, G6)
- When is communication and cooperation used to achieve a common goal? ( G6)
- To what extent do the emerging issues affect current events? (G6)
- How do your beliefs and values influence your interpretation of these events? (G6)

Standard(s)

Connecticut Core Standards / Content Standards  
[Heath Standards.pdf](#)

Critical Content & Skills

*What students must **KNOW and be able to DO***

- Students will Identify and utilize resources within the school and community.
- Students will recognize that healthy behaviors impact one's longevity.
- Students will recognize that one's own emotions, thoughts and values influence behavior.

- Students will demonstrate the ability to use teamwork, technology, media, values and ethics to enhance well being and avoid or reduce health risk.
- Students will establish and maintain healthy and rewarding relationships with diverse individuals and groups.
- Students will communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- Students will locate credible information and resources relating to health areas.

### Core Learning Activities

Self- Awareness activities

Goal setting (Decision making activities, Create SMART GOAL)

Women's Center of Greater Danbury ( guest speaker Healthy Relationships and Dating Violence; Consent and Sexual Assault)

STI'S (research and presentation)

Contraception (District approved power point presentation)

Substance use and abuse (videos and group activities)

Nutrition ( presentation & lab)

Signs of Suicide program ( district approved)

Yoga ( teacher instruction, videos, group collaboration and presentations)

Public Service Announcement project ( group project and presentation)

### Assessments



Mary and Steve



Consent & Sexual assault work sheet



Healthy Relationships and Dating Violence work sheet



Contraception

### Resources

#### *Professional & Student*

- Women's Center of Greater Danbury
- School resource officer (SRO)
- Human Relations Media (videos and worksheets)
- Center for Disease Control and Prevention  
<https://www.cdc.gov/>
- World Health Organization <https://www.who.int/>
- School Counselors
- Student Assistants Team Counselor (SAT)

### Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

### Interdisciplinary Connections

- School Counseling
- Social Services
- School Resource Officer ( SRO)
- Student Assistance Team Counselor ( SAT)

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

### **Budget Procedures and Line Item Transfers**

In accordance with Connecticut General Statutes §10-222, the Newtown Board of Education shall prepare an itemized estimate of its budget each year for submission to the Board of Finance and the Legislative Council for review and appropriation. Such budget estimate shall include, but is not limited to, the following major object line item categories:

- 100 - Salaries
- 200 - Employee Benefits
- 300 - Purchased Professional Services
- 400 - Purchased Property Services
- 500 - Other Purchased Services
- 600 - Supplies
- 700 - Property
- 800 - Other

Following the annual appropriation, the Board of Education shall meet and revise such itemized estimate, if necessary, and adopt a final appropriated budget for the year. Line items in the budget may be allocated more specifically by the Superintendent or his/her designee in the development, administration and monitoring of the budget after the initial approval of the budget by the Board of Education. The Superintendent shall present for Board approval any proposed additional staff that exceeds the staffing summary approved concurrent with the fiscal year budget. Hiring of additional staff that would be legally mandated will be brought to the Board for approval at the next scheduled Board meeting if all attempts for the Board of Education to meet prior to the hiring are unsuccessful.

The Superintendent and/or his/her designee shall be responsible for administering and monitoring the budget through the course of the year. The Superintendent or his/her designee shall maintain a system of appropriate expenditures and encumbrance accounting that is organized to conform to the requirements for State and Federal accounting reports. A monthly budget report shall be prepared in the same format as the annual object detail budget (as a minimum), showing for each major object code line item, the appropriated budget amount, transfers, expenditure to date, encumbered amounts, and current balance.

Such budget report shall be presented to the Board of Education at the regularly scheduled meeting in the month following the period for which such report is prepared, except the year-end report which shall be completed and presented by the end of August. The year-end report shall reflect all major object codes in positive balance. The Superintendent or designee shall recommend to the Board of Education and the Board shall approve transfers from one major object code to another.

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

### **Budget Procedures and Line Item Transfers (continued)**

For effective and efficient administration of day-to-day operations, budget transfer authority is granted to the Superintendent or the Director of Business, as his/her designee, under the following restrictions:

No Transfers between major object codes less than \$10,000 may be made without prior Board of Education approval, but will be referenced in the monthly financial report. Notice of major object codes falling into a negative balance will also be included in the monthly financial report.

No transfers within major object codes, whether individual or cumulative, of \$10,000 or more shall be made unless authorized by the Board.

If the emergency transfer of \$50,000 or less is needed and the Board is unable to meet in advance, the Board will take action at its next regularly scheduled meeting. In addition, all transfers within an object summary category under \$10,000 will also be approved at the next meeting.

The Board of Education shall not expend more than the amount of the total appropriation and the amount of money received from other sources for school purposes. If any occasion arises whereby additional funds are needed by the Board of Education, the Chairperson of the Board of Education shall notify the Board of Finance, Board of Selectman, or appropriating authority and submit a request for such necessary additional funds. No additional funds shall be expended until such supplemental appropriation is granted and no supplemental expenditures shall be made in excess of those so authorized.

### **Adding Funds to the Non-Lapsing Educational Account**

1. Each year, before August 31<sup>st</sup>, the Newtown Public Schools Director of Business will recommend to the Board to deposit into a non-lapsing account any unexpended funds from the Board's prior fiscal year general operating budget, provided such amount does not exceed the percentage of the total budgeted appropriation for education for such prior fiscal year as referenced in C.G.S. 10-248a.
2. Each year, before August 31<sup>st</sup>, the Board will forward a request to transfer unexpended funds from the previous year's budgeted education appropriation, to the non-lapsing education account. The transfer request will include each account number and the amount to be transferred. If known, the specific use for the funds will be communicated.

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

### **Budget Procedures and Line Item Transfers (continued)**

#### **Removing Funds from the Non-Lapsing Educational Account**

The Board will vote to forward a request and explanation to the Town's fiscal authority for use of funds from the Non-Lapsing Education Account. The Board may also request that an amount of funds be designated for a specified purpose and the Board may use all or some of the designated funds for the specified purpose. If funds are no longer needed for the specified purpose, the Board may remove the designation from any remaining funds, and inform the Town's fiscal authority of the change.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. (as amended by PA 13-60, An Act Concerning the Consolidation of Non-Educational Services)

Charter, Town of Newtown, 2008, P. 28

Revised:

June 16, 2020  
July 6, 2021

Newtown, Connecticut



## Options for Temporary Relief from Student and Staff Quarantines due to COVID-19 Exposures in K-12 Schools Fall 2021



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*This guidance has been developed to provide temporary immediate relief for families and school districts impacted by the frequent quarantine of unvaccinated or partially vaccinated students and staff due to COVID-19 exposures experienced in the school setting. This guidance applies to in-person learning activities and is not intended to apply to other settings (e.g., athletics, social gatherings, or other activities outside the normal school day).*

*For the remainder of the Fall 2021 semester, students or staff who are exposed to a COVID-19 case in the school setting and remain asymptomatic have the option to continue with in-person learning or work, provided the exposure involved individuals who were wearing masks indoors, or in a supervised setting outdoors regardless of masking, during the entire exposure period.*

*The Department of Public Health (DPH) and Connecticut State Department of Education (CSDE) will continue to monitor pandemic metrics and may update this guidance if/when local, statewide, or regional conditions change that make revisions necessary and appropriate.*

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### Background

The guidance for mitigation strategies in K-12 schools that are currently in place in our state are informed by guidance from the Centers for Disease Control and Prevention (CDC), as well as our experience with the COVID-19 pandemic, and the shared experiences of our partner states throughout the country. These strategies and protocols are designed to reduce the risks of COVID-19 spread in school settings in the context of in-person learning. However, being exposed to SARS-CoV-2 and subsequently developing COVID-19 is only one of the many considerations for student health and well-being, and it is clear that student academic progress as well as the social and emotional well-being of students of all ages, educational staff, and families can be negatively impacted due to quarantine restrictions that prevent students from being consistently present inside their schools to engage in learning.

Decisions regarding what types of close contact constitute a significant risk of COVID-19 transmission are complicated, multi-factorial, and continue to evolve as we learn more about the transmission dynamics of this new infectious disease. According to CDC's publication [\*Science Brief: Transmission of SARS-CoV-2 in K-12 Schools and Early Care and Education Programs – Updated \(July 9, 2021\)\*](#), findings from several studies suggest that SARS-CoV-2 transmission among students in school settings is relatively infrequent, and that infections among contacts of cases in school settings are very low, particularly when strong and consistent prevention strategies are in place, in comparison to other exposure settings (e.g., athletics and other highly aerobic activities, social gatherings, etc.).

As COVID-19 vaccines for younger school-aged children are distributed over the coming weeks, we anticipate that COVID-19 transmission dynamics in school settings and in communities across our state will continue to improve, assuming uptake of vaccination in this age group is significant. However, the DPH and CSDE are sensitive to the needs of school districts and families having to navigate the repeated quarantine of large numbers of students due to close contact with a COVID-19 case in the school setting and have been in constant communication over the past weeks to develop a plan to offer relief.

Several states have begun planning and piloting plans for various forms of a “Test and Stay” model that would allow students exposed to a COVID-19 case in the school setting to continue in-person learning with serial SARS-CoV-2 testing in cadences ranging from twice per week to daily during what would normally be their quarantine period. Although CDC has indicated that several of the “Test and Stay” protocols currently underway in states have the potential to reduce risk while allowing continued in-person learning, at this point there is not enough data to support the wide adoption of any of the various “Test and Stay” models. It is clear in most states piloting “Test and Stay” initiatives that these programs are very labor intensive and can represent a significant resource drain on school districts. In addition, to the extent these protocols include on-site testing of students, the need for Clinical Laboratory Improvement Amendment (CLIA) waivers, the scaling of the protocols to meet the needs of each school in a district, and the current strain on the testing supply chain means that implementation of a process like this on a broad scale in our state would not provide immediate relief to school districts and families, and is not likely to outpace the availability and distribution of vaccines to the remainder of the school-age population in the coming weeks and months.

Based on the experiences in Connecticut’s K-12 schools with the strict implementation of, and compliance with, effective mitigation strategies, and in combination with our state’s current trends in COVID-19 community transmission metrics, the great benefit of continuous in-person learning, and the immediate need for relief from repeated quarantine of students and school staff, DPH and CSDE are providing schools with the option to implement **Screen and Stay** procedures for their K-12 students and staff. Because of the challenges with consistent and correct mask wearing in preschool aged children and the lack of an anticipated vaccine for children less than 5 years old in the near future, DPH, CSDE, and the Connecticut Office of Early Childhood (OEC) agree that **Screen and Stay is not appropriate for PreK students or staff**, even if the PreK classroom is located in a school that has opted to implement *Screen and Stay* for other students and staff.

**Screen and Stay** procedures will permit students or staff who would otherwise have to quarantine due to an exposure experienced while in school to choose to continue reporting to school for in-person learning or work provided:

- the exposure occurred inside the school building between masked individuals; or
- the exposure occurred between either masked or unmasked individuals in certain supervised outdoor activities; and
- the student or staff person identified as a close contact remains asymptomatic; and



- both the school and family can implement selected procedures to further reduce in-school transmission risk.

School districts may choose to implement these procedures in some or all of their schools through the remainder of the Fall 2021 semester unless conditions with in-school or community transmission indicate the need to return to traditional quarantine procedures. As always, school districts should consult with their local health officials and school medical advisors when considering any change in their current operational strategy to discuss the current conditions in their local area related to COVID-19 community transmission, case rates, and COVID-19 vaccine coverage, as well as the experience in their district to date with in-school transmission and quarantines of students and staff. School districts should also be aware that [Project COVID DeteCT](#) is ongoing and available as a great supplement to **Screen and Stay** that can provide an additional layer of risk prevention and help identify students who have COVID-19 but are not experiencing symptoms. In addition, the current [Executive Order No. 13G](#) mandating vaccination or weekly testing for all individuals working in K-12 schools adds a layer of protection in identifying staff who may have asymptomatic COVID-19.

While DPH and CSDE have agreed that providing this temporary relief from quarantine for certain exposures will be beneficial in the short-term, schools and families should be informed that **vaccination of all eligible students and staff** will continue to be the most important COVID-19 mitigation strategy for schools, families, and their surrounding communities going forward. The higher the vaccination rate in a school population and in the surrounding community, the more likely it is that schools will be able to discontinue the use of some or all mitigation strategies and still maintain a significantly reduced risk of COVID-19 transmission in their school populations. As COVID-19 vaccines roll-out for 5–11-year-old children in the coming days and weeks, DPH and CSDE strongly encourage schools to promote and provide on-site vaccination opportunities for students, staff, and their families, in partnership with DPH, local health departments and other vaccine providers, with the goal of significantly reducing or eliminating COVID-19 cases presenting to schools, and any resulting student or staff quarantines based on vaccination status, as the Spring 2022 semester progresses. DPH and CSDE are coordinating with school leaders to facilitate vaccine clinics for students ages 5-11 at this time.

### **Screen and Stay Option for Schools**

CDC continues to define a “close contact” that would necessitate quarantine as spending at least 15 minutes of time (cumulatively during a 24-hour period) within 6 feet of a COVID-19 case during their infectious period. School administrators should be reminded that **maintaining appropriate distance between individuals during any unmasked periods of time (e.g., snack times, cafeterias, mask breaks, etc.), continues to be the most effective strategy to eliminate the need to quarantine students as close contacts.**

**Fully vaccinated students or staff** (i.e., individuals who are 2 weeks beyond their final dose of COVID-19 vaccine) **do not need to quarantine from in-person learning, athletics, or other activities** after contact with a COVID-19 case, regardless of the duration or distance of that contact, as long as they do not have any symptoms of COVID-19 in the 14 days after their last exposure to a COVID-19 case. CDC recommends that these individuals get tested for COVID-19 between 5-7 days after exposure and wear

a mask while around others indoors until they receive a negative test result or for 14 days without a test.

If an individual experiences any symptoms associated with COVID-19 within 14 days after close contact with a known COVID-19 case, it is more likely that the symptoms are in fact associated with COVID-19. Regardless of vaccination status, students or staff identified as close contacts should be reminded to **continue to monitor themselves for any COVID-19 symptoms for a full 14 days** after their last exposure and not to report for work or in-person learning, or any other in-person school events, if they experience any related symptoms at any time during the full 14-day period following their last exposure. Schools should direct all students and staff who are experiencing symptoms that could be associated with COVID-19 to follow the procedures outlined in [Addendum 5](#) of the *Adapt, Advance, Achieve* publication.

Currently, CDC indicates the following symptoms as being potentially associated with COVID-19 infection:

- Fever (100.4 or higher) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Although allowed to continue in-person learning activities, **unvaccinated or partially vaccinated students and staff** in the *Screen and Stay* protocol should **follow normal quarantine procedures related to interscholastic or other athletic activities, other extracurricular activities, and any other activities** that involve the potential for close contact with individuals outside of the household and that occur outside of the normal school day. Students participating in the *Screen and Stay* protocol should also refrain from (and be provided with alternatives to) in-school activities with other students that may actively generate increased amounts of aerosol-sized respiratory droplets, including but not limited to singing, wind instrument playing, giving speeches, or highly aerobic Physical Education activities for the 14 calendar days that they are in the *Screen and Stay* protocol.

#### Close contact considerations for unvaccinated or partially vaccinated students and staff

School districts choosing to operationalize a *Screen and Stay* strategy in their schools can allow **students or staff who are unvaccinated or partially vaccinated** (i.e., individuals who have begun their COVID-19 vaccination series but are not yet 2 weeks beyond their final dose) and would otherwise have to quarantine due to a close contact with a known COVID-19 case (see [Addendum 5](#)) to continue reporting to school for in-person learning or work provided the **only contact** with any COVID-19 case was either:

- **inside the school building** during the regular school day (provided both the case and contact were **consistently and correctly masked** during the entirety of the exposure) regardless of duration or distancing, or
- **on a school bus** or other school provided transportation (provided the case and contact were **consistently and correctly masked** during the entirety of the exposure) regardless of duration or distancing, or
- **outdoors** during a regular mask break, staff-monitored recess, meal period, or Physical Education or other instructional period (with or without masks) regardless of duration or distancing.

#### Situations that do not support *Screen and Stay*

Examples of scenarios where students or staff who are unvaccinated or partially vaccinated **should not** participate in *Screen and Stay*, and instead should refrain from in-person learning and follow the routine quarantine and isolation procedures outlined in Addendum 5, include:

- having a close contact **outside of school** (e.g., at a party or sleepover, a household contact, etc.)
- in a situation indoors where **masks were removed and 6 feet of spacing was not maintained** (e.g., in the cafeteria, in the classroom during a snack period, mask break, etc.)
- during **extracurricular or other activities** outside the regular school day (e.g., sports, before or after school care, etc.)

#### *Screen and Stay* requirements for continuing in-person learning or work

Districts opting for *Screen and Stay* to continue allowing in-person learning or work for unvaccinated or partially vaccinated students or staff in lieu of quarantine should require staff or parents/guardians of students covered under the protocol to perform a **daily symptom assessment** of the individual in the *Screen and Stay* protocol for **14 calendar days** after their last exposure to a case, regardless of any existing district policy allowing students or staff to return to in-person learning or work from normal quarantine at home after a shorter duration of time (e.g., 10 days, 7 days with a test on day 5 or later, etc.). In all cases, CDC directs quarantined individuals to continue to **monitor for symptoms for a full 14 calendar days after their last known contact with a COVID-19 case**, even if early release from quarantine (e.g., 10 days, 7 days) is allowed in certain situations.

School districts choosing to implement *Screen and Stay* protocols in some or all of their schools should provide information about the policy and procedures, as well as the requirements necessary to allow reporting for in-person learning or work, to unvaccinated or partially vaccinated staff members or the parents/guardians of unvaccinated or partially vaccinated students at the time they are identified as a close contact. School districts should have individuals participating in *Screen and Stay* **provide a documented affirmation to their school** health office, administration, or other designee (either using the form provided in *Appendix 1* or in another electronic or paper format determined appropriate by the school district) of the following items, at a minimum:

- 1) that they intend to continue with in-person learning or work despite being identified as a close contact,
- 2) that they have read this guidance document and understand the *Screen and Stay* protocol requirements,
- 3) that they understand *Screen and Stay* protocols apply only to in-person learning and that the individual should continue to follow normal quarantine procedures for all other activities (e.g., sports, extracurricular activities, gatherings with individuals outside of their household, etc.),
- 4) that they will perform a daily symptom self-assessment or assessment of the participating student (see *Appendix 2*) each morning prior to leaving home for a full 14 calendar days, regardless of the school's current procedures for returning students quarantined at home to in-person learning (e.g., 10 days, 7 days with a test on day 5 or later, etc.), and
- 5) that they will remain home from work or keep the student home, contact the school, and revert to normal school quarantine procedures if they experience any of the COVID-19 symptoms listed above.

School district administrators operationalizing *Screen and Stay* in their schools should discuss with their legal counsel the appropriate form and manner of affirmative documentation from staff or families participating in *Screen and Stay*. Superintendents should have daily reminders sent to families and staff engaged in *Screen and Stay* of the requirement to monitor for COVID-19 symptoms before leaving home for each school day during the 14-day symptom screening period. In addition, school leaders should work with their local health directors, school medical advisors, and school nurses/school nurse supervisors, to identify other conditions under which a student or staff person in the *Screen and Stay* protocol might not be able to consistently and correctly wear a mask (e.g., due to developmental issues, where a medical provider has indicated that an underlying condition requires frequent removal of a mask, etc.) upon their return to school, and what procedures can be implemented to reduce risk in those situations while maintaining in-person learning or work, to the extent possible.

**APPENDIX 1: AFFIRMATION OF INTENT TO COMPLY WITH SCREEN AND STAY REQUIREMENTS**

**Student/Staff Name:** \_\_\_\_\_ **Contact Date:** \_\_\_\_\_

You are receiving this form because the person listed above has been identified as a close contact of a COVID-19 case that occurred during the school day, they have not had any other contact with a known COVID-19 case outside of school, they are unvaccinated or only partially vaccinated, and they are being given the option to continue with in-person learning or work instead of observing normal school quarantine procedures at home. If the person has had other contact with a case outside of school or is fully vaccinated, please contact the school for further instructions.

By initialing/signing this form and providing it to the school, you are indicating that you wish to have the person listed above continue participating with in-person learning or work despite being identified as a close contact of a COVID-19 case and that you agree with the following statements (please initial each statement):

\_\_\_ I have read the *Screen and Stay* guidance document and I **understand the requirements** for the person listed above to continue with in-person learning or work instead of quarantining at home.

\_\_\_ I understand that *Screen and Stay* applies **only to in-person learning or work** and that the person listed above must continue to quarantine away from public/team athletic/social activities and follow normal quarantine procedures for other activities (e.g., team sports, extracurricular activities, gatherings with individuals outside of their household, etc.).

\_\_\_ I (or another adult) will perform a daily symptom assessment of the person listed above each morning at home **prior to the person boarding a school bus or otherwise reporting to school** for a full **14 calendar days** from the Contact Date listed above.

\_\_\_ The person listed above will **quarantine at home and not report to the school**, and I will contact the school if they experience any of the COVID-19 symptoms listed below at any time during the 14-day monitoring period.

- Fever (100.4 or higher) or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

\_\_\_\_\_  
*Staff/Parent/Guardian Signature*

\_\_\_\_\_  
*Contact Number*

\_\_\_\_\_  
*Date*

**APPENDIX 2: DAILY SYMPTOM SCREENING CHECKLIST FOR FAMILIES**

Individuals or families participating in *Screen and Stay* should keep this checklist handy to guide your at-home daily symptom check. If the individual participating in *Screen and Stay* experiences **any of these symptoms or answers ‘YES’ to the questions** at any time during their monitoring period, they should not report for in-person learning or other in-person school activity, and the staff person, or the student’s parent or guardian, should contact the school for further instructions.

What date has the school told you to perform daily screening until? \_\_\_\_\_

**Has the person experienced any of the following symptoms in the past 24-hours?**

<i>SYMPTOM</i>	<i>YES</i>	<i>NO</i>
Elevated temperature ( $\geq 100.4^{\circ}\text{F}$ )	<input type="checkbox"/>	<input type="checkbox"/>
Chills	<input type="checkbox"/>	<input type="checkbox"/>
Frequent coughing	<input type="checkbox"/>	<input type="checkbox"/>
Trouble breathing	<input type="checkbox"/>	<input type="checkbox"/>
Unusually tired	<input type="checkbox"/>	<input type="checkbox"/>
Muscle or body aches	<input type="checkbox"/>	<input type="checkbox"/>
Headache	<input type="checkbox"/>	<input type="checkbox"/>
Trouble tasting or smelling	<input type="checkbox"/>	<input type="checkbox"/>
Sore throat	<input type="checkbox"/>	<input type="checkbox"/>
Stuffy or runny nose	<input type="checkbox"/>	<input type="checkbox"/>
Nausea or vomiting	<input type="checkbox"/>	<input type="checkbox"/>
Diarrhea	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>Has the person been in close contact with any <u>other</u> individual outside of the school known to have COVID-19 in the past 24-hours?</b></p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p><b>Has the person been instructed by local health officials to quarantine or isolate within the past 24-hours?</b></p> <p>YES <input type="checkbox"/> NO <input type="checkbox"/></p>
<p><b><i>If the answers to any of these symptoms or questions is “YES”, stay at home and notify the school.</i></b></p>

**APPENDIX 3:**

**SCREEN AND STAY DECISION WORKSHEET**

Once a person is identified as a close contact of a COVID-19 case, schools can use this worksheet to determine if that student or staff person (i.e., the *Contact*) should be given the option to participate in the *Screen and Stay* protocol or if they should follow [normal quarantine procedures](#).

1. Did the *Contact* have any exposure to any COVID-19 case outside of the normal school day?

NO

↓  
Move to Q2

YES →

**STOP!**  
Follow procedures in  
[Addendum 5.](#)

2. Did the entire period of exposure between the *Contact* and the COVID-19 case involve exposure inside the school or on school transportation where both were consistently and correctly wearing masks and/or outdoor exposure (with or without masks) during a regular school period that was monitored by a staff person?

YES

↓  
Move to Q3

NO →

**STOP!**  
Follow procedures in  
[Addendum 5.](#)

3. Is the *Contact* able to continue to consistently wear a mask at all times (or can they be afforded alternative mitigation strategies) while inside the school building and have a parent/guardian screen them (or screen themselves if they are an adult) for COVID-19 symptoms prior to leaving their home every day for 14 calendar days?

YES

↓  
Move to Q4

NO →

**STOP!**  
Follow procedures in  
[Addendum 5.](#)

4. Is the school able to restrict participation in, and provide appropriate alternatives to, higher-risk (droplet generating) activities, such as those involving singing, wind instrument playing, and aerobic Physical Education activities, for the *Contact* for 14 calendar days?

YES

↓

NO →

**STOP!**  
Follow procedures in  
[Addendum 5.](#)

**Screen and Stay is appropriate.**

## PROPOSED STRATEGY TO REDUCE QUARANTINE AWAY FROM SCHOOL

### **Screen and Stay**

Allow students and staff who are **unvaccinated or partially vaccinated** to remain in school after close contact with a COVID-19 case, provided:

1. The only contact occurred during the school day (*no extracurricular or social contact*)
2. If indoors or on a school bus or other transportation, both the contact and the case were masked during exposure
3. If outdoors, masked or unmasked but staff supervised (*e.g., mask breaks, PE, recess*)
4. The Contact remains asymptomatic (*any symptoms revert to regular isolation/quarantine*)



## **Screen and Stay** *(cont.)*

Examples of close contact scenarios that would **not** support a ***Screen and Stay*** approach would be:

1. Contact with a case during interscholastic or other athletic activities *(other than during supervised Physical Education)*
2. Contact occurring during social interactions or similar activities outside of school *(e.g., birthday parties, dining out, sleepovers)*
3. Contact where the case or contact is not consistently and correctly wearing a mask indoors *(e.g., eating, wind instrument playing)* and 6 ft. distance is not maintained
4. Household contacts *(i.e., the contact lives with the case)*
5. The contact cannot consistently and correctly wear a mask *(and cannot be provided appropriate alternative protective strategies)* or cannot perform daily symptom screening

## **Screen and Stay** *(cont.)*

In order to remain in the *Screen and Stay* protocol, the following should apply:

1. If the student/staff is **unvaccinated or partially vaccinated** (*i.e., started COVID-19 series but not yet completed*), they must affirm that:
  - a) they have read and understand the *Screen and Stay* requirements
  - b) that they intend to screen for symptoms each day prior to school for 14 calendar days
  - c) that they intend to remain home and notify the school if symptoms develop
2. *Screen and Stay* applies to **in-person learning only**, and regular quarantine procedures should continue to be used for athletics, extracurriculars, and other activities outside of the school day.
3. Individuals in this protocol should not participate in aerosol-generating activities while in school (*e.g., Phys. Ed., wind instrument playing, choir/singing, projected speech*) and schools should provide alternative programming for affected students for the duration of the *Screen and Stay* period.

### Why **Screen and Stay** now?

- Frequent repeated quarantines are negatively affecting learning and burdening families
- Provides immediate relief without extensive operational planning
- Temporary solution for remainder of Fall while vaccines roll-out for 5–11-year-old students
- Community case rates are stable-to-decreasing
- Mitigation strategies inside schools in CT are very strong and compliance is high
- Documented transmission inside school buildings has been infrequent
- Benefits of in-person learning likely outweigh any increased risk of transmission, especially among masked and asymptomatic students

### Why not **Test and Stay**?

- Operational planning involved would significantly delay relief (weeks-to-months), with likely equity impacts
- Cost and staff time/burnout burden on school districts (makes adoption less likely)
- Supply chain for rapid antigen tests and other supplies is currently strained
- Operationalizing Test and Stay unlikely to outpace vaccine roll-out for 5–11-year-old students
- CLIA waivers, parental consent to testing, and results reporting
- Project COVID DeteCT already operating serial testing in some CT schools

### SCREEN AND STAY DECISION WORKSHEET

Once a person is identified as a close contact of a COVID-19 case, schools can use this worksheet to determine if that student or staff person (i.e., the *Contact*) should be given the option to participate in the *Screen and Stay* protocol or if they should follow [normal quarantine procedures](#).

1. Did the *Contact* have any exposure to any COVID-19 case outside of the normal school day?

NO

↓ Move to Q2

YES →

**STOP!**  
Follow procedures in  
[Addendum 5](#).

2. Did the entire period of exposure between the *Contact* and the COVID-19 case involve exposure inside the school or on school transportation where both were consistently and correctly wearing masks and/or outdoor exposure (with or without masks) during a regular school period that was monitored by a staff person?

YES

↓ Move to Q3

NO →

**STOP!**  
Follow procedures in  
[Addendum 5](#).

3. Is the *Contact* able to continue to consistently wear a mask at all times (or can they be afforded alternative mitigation strategies) while inside the school building and have a parent/guardian screen them (or screen themselves if they are an adult) for COVID-19 symptoms prior to leaving their home every day for 14 calendar days?

YES

↓ Move to Q4

NO →

**STOP!**  
Follow procedures in  
[Addendum 5](#).

4. Is the school able to restrict participation in, and provide appropriate alternatives to, higher-risk (droplet generating) activities, such as those involving singing, wind instrument playing, and aerobic Physical Education activities, for the *Contact* for 14 calendar days?

YES

↓

NO →

**STOP!**  
Follow procedures in  
[Addendum 5](#).

Screen and Stay is appropriate.

***Screen and Stay*** is offered as an option for school districts, not required.

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Even if a school district is implementing ***Screen and Stay***, the protocol is still optional for staff/students/families.

Contacts can opt to quarantine at home if they prefer.

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In the guidance document, “Addendum 5” refers to the current isolation/quarantine guidance DPH/CSDE have provided to school districts (i.e., “regular” procedures).

## STAFF CONDUCT AND DRESS

The Board of Education acknowledges that conduct and dress are personal matters and will not seek to intrude upon the freedom and individuality of staff members.

The Board of Education recognizes that implementation of this policy does call for sensitive, tolerant, intelligent action on the part of the school staff so that fostering individuality does not become incompatible with educationally sound practices. The only limitations to be considered are those that may affect professional performance, the health of associates or students, and the level of community tolerance.

Staff members do serve as a model or image to a vulnerable, impressionable group of young students throughout a significant portion of their lives and should not overlook their impact on students in terms of how they conduct themselves or how they reflect current modes of dress.

Adopted 2/5/80

Amended 10/10/95

**Please Note: These minutes are pending Board approval.**  
**Board of Education**  
**Newtown, Connecticut**

Minutes of the Board of Education meeting held on November 3, 2021 at 7:00 p.m. in the Reed Intermediate School Library.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	7 Staff
D. Leidlein	20 Public
J. Vouros	
R. Harriman	
D. Zukowski	
C. Savo	
M. Irvine	

Mrs. Ku called the meeting to order at 7:02 p.m.

Item 1 – Pledge of Allegiance

Item 2 – Celebration of Excellence

Dr. Rodrigue recognized the Newtown High School Athletic Program and Athletic Director Matt Memoli for receiving the CIAC Fred Balsamo Sportsmanship Award. Only one award is given to a school in Connecticut each year. This award is for promoting the growth of students and for providing students with the most enjoyable possible experience in athletics. \$400 will be sent along with a plaque presented at the December 7 CIAC sportsmanship conference.

Mr. Memoli feels this award also goes to the coaches and students. He introduced some of the high school students involved in sports which included Morgan Melillo, Jake Gonski, Ryan Verdi, Andrew Jacobs, Ally McCarthy, Bella Gerace and Elise Barricell, as well as coaches Becky Osborne and Ellen Goyda. Receiving this is humbling for him. We all support each other and the athletic department.

The Board congratulated everyone.

Item 3 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the consent agenda which includes the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 4 – Public Participation

Janice Gabriel, 50 Saw Mill Road, Danbury, invited the Board to the high school play “Puffs” which will be November 18, 19, and 20 at 7 p.m. and November 21 at 2 p.m.

Item 5 – Reports

Chair Report: Dr. Ku said there is a December 8 New Board Member conference in Rocky Hill. December 16 there will be a Board member workshop with Nick Caruso from Cabe. She congratulated Mr. Cruson for his re-election to the Board.

Superintendent’s Report: Dr. Rodrigue congratulated all of the new candidates to the Board of Education including Dan Cruson and also Dr. Ku who is joining the Legislative Council. She sent a communication to parents and staff regarding the new option for quarantining proposed by the DPH. More details will come out in tomorrow’s press conference. It should help minimize the number of quarantines. She asked parents to see if they opted in to receive messages in School Messenger especially regarding buses. All-Star doesn’t have the capacity to do that. We continue to work with them as they try to get more bus drivers. Election Day

was a professional day for our teachers and staff brought in nonperishable items for the Faith Food Pantry. We are so excited that the Hawley HVAC project passed and thanked all parents and community members who supported that in such a big way.

Ms. Zukowski asked about the professional development in each school that day. Mrs. Uberti said there was Bridges training, iReady training at the middle school, K-8 counselors were trained on Educlimber, there was Newzella training and a variety of DEI meetings at the high school. Wes Johnson also participated with the high school staff.

#### Committee Reports:

Mrs. Harriman said the Policy Committee continues to review policies around COVID. They also discussed the budget procedures and line item transfers Policy 3160 and Policy 5162.51 around student privacy. Also a policy around academic freedom which Mr. Johnson reviewed was discussed as well as a policy regarding retaliation and whistle blowing.

Mr. Vouros reported on the Curriculum and Instruction Committee meeting with the Health Curriculum being brought to the Board tonight. Dr. Purcaro spoke about ELA students and their teachers being given adequate resources. On October 20 a professional development was held for 150 paraeducators. November 2 schools prepared to send iReady reports to parents.

Mr. Cruson reported that the Communications Committee finalized the newsletter and continue to develop our next newsletter aiming for January on curriculum and classroom instruction.

#### Student Representative Reports:

Ms. Savo reported that college visits are still being held. The Class of 2023 ring sale has begun. The Nice Club met regarding international culture.

Mr. Irvine reported the Varsity Girls Swim and Dive won over Masuk. Field Hockey won in the semi-finals and move to the SWCA Championship. Various other competitions were mentioned. Mr. Vouros asked the students to provide other clubs and activities for us to see the variety of what is offered.

#### Item 6 – Presentations

##### Health I and II Curriculum:

Kathy Davey, Laura McClean and Cheryl Lombardo developed and presented this curriculum.

Ms. Zukowski asked if there was any parental pushback on the curriculum.

Mrs. Davey said there was a little pushback with nutrition. Some want to get into eating disorders and some don't. We talk about how to eat healthy and tweak assessments to meet student needs.

Mrs. Lombardo said in Health II we do a lot of speaking and find connections to break down the wall of uncomfortableness.

Dr. Ku said she was reassured that what this curriculum is providing students was spot on. Regarding diversity, we made a resolution to make sure our curriculum was written through a lens of diversity, inclusion and multicultural perspectives. We need to address that when we have curriculum brought forward to us. We need some way of knowing that curriculum has been viewed through that lens. Perhaps a specific person would be responsible for reviewing the curriculum through that lens.

Dr. Rodrigue was meeting with Mr. Johnson tomorrow and will look at the processes that flush out those commitments. We need to outline the processes for reach commitment and see what that looks like.

Mrs. McClean said they went through their material so it is more diverse.

#### Item 7 – Old Business

Policies:

MOTION: Mr. Delia moved that the Board of Education approve Policy 5145.12 Search and Seizure. Mr. Cruson seconded.

Mrs. Harriman said they clarified a question in the existing policy.

Mark Pompano said that he and Lt. Robinson also reviewed this policy.

Motion passes unanimously.

MOTION: Mr. Cruson moved that the Board of Education approve Policy 5145.124 Breathalyzer Testing. Mr. Cruson seconded.

Mrs. Harriman said this policy was in the que for awhile and would like to process these faster. This policy was adapted from a CABA policy with our changes in red. This has been our practice for a number of years.

Motion passes unanimously.

Mr. Vouros questioned how far along we were with policies in the que.

Mrs. Harriman said we only move two policies at a time because of the length of time for discussion. We need to come up with a way to move policies more quickly.

Ms. Zukowski asked how many policies we have.

Mrs. Harriman noted 500 to 1,000 policies. There are also new policies that are recommended. We already had to go back to policies that need another look based on new legislation, etc.

Joint Work Group Non-lapsing Account:

Dr. Ku said the Legislative Council was going to look at this tonight. The Board of Finance took action and adopted mostly what the work group came up with but changed the title of Section 1 from “preamble” to “purpose.”

Mrs. Harriman feels we should look at the policy the work group put together and entertain the Board of Finance changes to move forward and come to an agreement.

Mrs. Leidlein said as a member of the working group she didn't fully agree with their proposal and was grateful it was brought to our legal counsel. She would support what legal counsel developed and is in full support of that document.

Ms. Zukowski fully agreed with Mrs. Leidlein and was impressed with the legal version being much tighter, crisper, and more understandable.

Mrs. Harriman thanked Mrs. Leidlein for saying that as a member of the working group. She agreed with her recommendation.

Mrs. Ku felt there was some ambiguous language in their document and legal counsel's version is clearer.

Mr. Delia agreed with legal counsel's recommendation.

MOTION: Mr. Delia moved that we accept the Non-lapsing Education Fund policy as reviewed and revised by our Board attorney. Mr. Cruson seconded.



Ms. Zukowski questioned the first week of September wording in red in Section #2.  
Dr. Ku said that was what the work group came up with and Bob Tait was part of it.

Mrs. Leidlein said that was his discussion on when the year was finalized by the Board of Education and when the end of the year funds would begin. It would be the end of August when the Board of Education would finalize their books so saying September 1 is too confined and needed more of an extension of time when the Board of Education finalized their numbers. The more confinement you put on the process the more difficulty you have in doing the process correctly.

MOTION: Ms. Zukowski moved to change the wording in red under Section 2 to “no later than the end of the first week of September.” Mr. Cruson seconded.

MOTION: Mrs. Leidlein called the question. Mrs. Harriman seconded. Motion passes unanimously.

Vote on amendment: 1 aye, 6 nays (Dr. Ku, Mr. Delia, Mr. Cruson, Mrs. Leidlein, Mrs. Harriman, Mr. Vouros) Motion fails

Mrs. Leidlein said the wording “no later than the first week in September” is sufficient.  
Dr. Ku stated we need to try to stick to what the work group presented and find a way to make this work for everybody.

Ms. Zukowski said the way it’s written you don’t know when the joint meeting will happen.

MOTION: Ms. Zukowski moved that the Board of Finance and the Legislative Council consider together when an appropriate end date is as to when a joint meeting would occur.  
Mr. Cruson seconded.

Mrs. Leidlein stated there are so many things that can impact when that meeting will happen. She would wait until we have the Legislative Council meet and confer with Bob Tait on who would make a recommendation. If you set strict parameters it becomes a different situation. They won’t let that conversation go beyond September.

Mrs. Harriman said no date was what the work group suggested and Bob Tait and Mrs. Vadas were comfortable with that.

Vote: 1 aye, 6 nays (Dr. Ku, Mr. Delia, Mr. Cruson, Mrs. Leidlein, Mrs. Harriman, Mr. Vouros)  
Motion fails.

Ms. Zukowski referred to Section 5 in red and asked what happens if we have a year when a request for a deposit is not made.

MOTION: Ms. Zukowski moved to change the date to September 1 of each year.  
Mr. Cruson seconded.

Mr. Cruson said we could have a year with no deposit. He would rather say no later than the first of September.

Dr. Rodrigue said she reads it as the request is needed if there is going to be a deposit.

Vote: 3 ayes, 4 nays, (Dr. Ku, Mrs. Leidlein, Mrs. Harriman, Mr. Vouros) Motion fails.

Ms. Zukowski spoke about redoing our special education contingency fund policy about designation.

Dr. Ku said this policy would ignore that but feels we should pass this policy as is and see if other boards are in agreement.

Mrs. Leidlein was in favor of saving money specifically for special education. She is worried about saying something about designation in this policy. We don't want funds to be designated for a specific purpose when deposited in the non-lapsing account.

Main motion passes unanimously.

Item 8 – New Business

Policy 3160 Budget Procedures and Line Item Transfers:

Mrs. Harriman said this policy was approved but further amended on page 2 to show that transfers between major object codes less than \$10,000 may be made without Board approval but referenced in the monthly financial report.

Ms. Zukowski asked to have the language on the bottom of the second page and top of the third page reviewed to make them consistent with tri-body policy we just voted on.

Mrs. Harriman hesitated because the other boards haven't voted on the language. This will be discussed at the next Policy Committee meeting.

Communications Sub-Committee Newsletter:

MOTION: Mr. Delia moved that the Board of Education approve the November 2021 Communications Sub-Committee Newsletter. Mr. Cruson seconded.

Mr. Cruson noted that this newsletter covered Capstone, the Beat Department, portrait of a graduate and the college career center.

MOTION: Ms. Zukowski moved to allow Mr. Cruson to make edits. Mrs. Harriman seconded. Motion passes unanimously.

Authorization of Signatures:

MOTION: Mr. Delia moved that the Board of Education authorize Dr. Lorrie Rodrigue and Mrs. Tanja Vadas to execute agreements, to apply for grants or to sign other documents as may be necessary in the normal course of the school system's business, including documents that support the adopted budget or that implement the Board's established policies or programs. Mr. Cruson seconded. Motion passes unanimously.

Minutes of October 19, 2021:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of October 19, 2021. Mr. Cruson seconded.

MOTION: Ms. Zukowski asked to amend the motion to include the transcript of the meeting on page 4 in the last paragraph of item 6. Mr. Cruson seconded. Motion passes unanimously.

"My concern is it's two days out of 182 days and students usually take a couple of weeks to get into the swing of learning the learning practices that they get to their desks, they put their books away, and having just two days out of 182 days, the kids are not necessarily going to say "yup this is the time I pull my chair up to the kitchen table, I pull my computer out." I'm concerned that it being just the exception that it would be, would be very, very difficult for the families and for the students to know that they have to sit in a seat with possibly very little supervision to actually engage within the class."

Vote on minutes: Motion passes unanimously

Minutes of October 25, 2021:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of October 25, 2021. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Public Participation

MOTION: Mr. Delia moved to adjourn. Mr. Cruson seconded. Motion passes unanimously

Item 10 – Adjournment

The meeting adjourned at 9:17 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary

**Please Notes: These minutes are pending Board approval.  
Board of Education  
Newtown, Connecticut**

Minutes of the Board of Education special meeting held on November 9, 2021 at 6:30 p.m. in the Council Chamber, 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	20 Staff
D. Leidlein (absent)	6 Public
J. Vouros	1 Press
R. Harriman	
D. Zukowski	

Item 1 – Call to Order

Dr. Ku called the meeting to order at 6:31 p.m.

Item 2 – Grievance Hearing

Dr. Ku stated we were here to consider the grievance brought by the paraeducator union. The evidentiary portion of the grievance meeting will be held in open session in accordance with the Freedom of Information Act. The attendees were asked to identify themselves.

Lucas Rocklin, Union Attorney  
Marlene Bucci, Union President  
Susan Burbank, Union Treasurer  
Suzanne D'Eramo, HR Director  
Dr. Lorrie Rodrigue, Superintendent  
Richard Mills, Board Attorney  
Dr. Michelle Ku, Board Chair  
Dan Delia, Board Vice Chair  
Dan Cruson, Board Secretary  
Board members Rebekah Harriman, John Vouros and Deborra Zukowski

Dr. Ku outlined the process for the grievance hearing.

Attorney Rocklin noted the Union contract states the hearing will be informal and confidential as may be appropriate.

Attorney Mills noted that the Connecticut Supreme Court ruled that the evidentiary portion of a grievance hearing must be held in open session under the FOIA statute.

Attorney Rocklin presented the basis for the union's position. Attorney Rocklin stated this grievance had to do with Union member wage advancement levels. The Union believes the Board has been incorrectly interpreting the levels. Attorney Rocklin reviewed the provisions in Appendix A. The Union believes the district has not advanced employees correctly in accordance with the wage levels in Appendix A.

Dr. Rodrigue presented the basis for the Administration's position. Dr. Rodrigue cited her October 15, 2021 response to the grievance. Dr. Rodrigue explained that the union had waived the right to file the grievance. Employees were advanced since 2018, with no grievance being

filed until this year. Substantively, the union position runs contrary to the provisions of the contract and the application of the contract over the last several years. Advancement on the wage level occurs at the beginning of the year when an employee has an anniversary date during the year. During negotiations there were proposals by both parties and members have been placed in accordance with those proposals and their contract.

Board members asked questions about the wage level chart in the contract.

Ms. Zukowski asked for clarification regarding the chart in Appendix A. Attorney Rocklin and Dr. Rodrigue explained their positions regarding the chart in Appendix A.

Mr. Delia asked why this was brought up so late as they are years into this contract. Mrs. Bucci said it was brought to her attention over the summer by Suzanne D'Eramo because she found some should have leveled up last year. After their Union meeting at the start of this school year they reached out to Human Resources.

Dr. Ku asked for closing statements.

Attorney Rocklin thanked everyone for being there and the Union believes the contract is clear regarding advancement. The Board is advancing members one year late.

The hearing recessed into a non-meeting for the purposes of deliberations at 7:07 p.m. and returned to public session at 7:55 p.m.

#### Item 3 – Decision Regarding Grievance

MOTION: Mr. Delia moved, that the Board deny the grievance filed by the Newtown Paraeducators Association and heard by the Board on November 9, 2021, on the grounds set forth in the Superintendent's Level Two grievance response.

Mr. Cruson seconded. Motion passes unanimously.

MOTION: Mr. Delia moved to adjourn. Mr. Cruson seconded. Motion passes unanimously.

#### Item 4 – Adjournment

The meeting adjourned at 7:57 p.m.

Respectfully submitted:

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Daniel J. Cruson, Jr.  
Secretary