

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
D. Delia, Vice Chair
D. Cruson, Secretary
D. Leidlein
J. Vouros
R. Harriman
D. Zukowski
C. Savo
M. Irvine

L. Rodrigue
A. Uberti
7 Staff
20 Public

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 CAFE 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:

Daniel J. Cruson, Jr.
Secretary

Correspondence Report
10/19/2021 – 11/01/2021

Date	Name	Subject
10/19/21	Leigh Anne Coles	You're Invited! Annual Scarecrow Event
10/19/21	Michelle Ku	Special Meeting
10/20/21	Kathy June	BOE Meeting Presentations
10/20/21	Michelle Ku	Re: Special Meeting
10/21/21	Michelle Ku	Special Meeting(s)
10/22/21	Kathy June	BOE Mailing – October 25, 2021
10/25/21	Kathy June	BOE Meeting
10/26/21	Kathy June	Grievance Hearing
10/26/21	Michelle Ku	BOE Election of Chair
10/27/21	Debbie Halstead	Re: BOE Election of Chair
10/27/21	Kathy June	Grievance Hearing
10/27/21	Kiley Gottschalk	BOF 10-28-21 Agenda
10/29/21	Kathy June	BOE Mailing – November 3, 2021

TO: Lorrie Rodrigue, Superintendent
FROM: Suzanne D'Eramo, Director of Human Resources
RE: Superintendent's Report – Certified Staffing Update for OCTOBER 2021
DATE: October 29, 2021

OCTOBER 2021

CERTIFIED RESIGNATIONS:

None

CERTIFIED NEW HIRES:

None

CERTIFIED OPEN POSITIONS:

HAW/HOM – 1.0 FTE Spanish

MGS – SPED (PAL program)

ADDITIONAL DISTRICT HIRING NOTES:

Here is a recap of all certified and non-certified staff hired for September:

Building subs/LT subs = 1

Paraeducators = 3

Coordinator of Equity & Inclusion = 1

Of the 5 newly hired employees, 1 indicated a diverse ethnicity or race other than white. This equates to a total of 20% broken down as follows:

Black/African American = 1

**Newtown High School
Health 1 Curriculum
Health 2 Curriculum
November 2021**

**Curriculum Writers/Presenters:
Kathleen Davey
Cheryl Lombardo
Laura McLean**



Addressing the Health Curriculum writing process:

- ❖ Both curriculum documents include unit titles that are in line with the CT Healthy and Balance Curriculum Framework 9-12.
- ❖ Unit titles are directly from the new curriculum framework (2020) which addresses essential concepts based on established health behaviors and models.
- ❖ Health 1 and Health 2 curriculum documents include instructional topic prescribed by the CSDE.
- ❖ Each curriculum include some generalizations and activities lend themselves to repetition in different units demonstrating the connections and relevance of the concepts/topics taught.
- ❖ The topics within the Health 1 and Health 2 curriculums ensure continuity with learning objectives as students grow and evolve.
- ❖ The instructional activities at each level ensures that the implementation of Health is equitable across grade levels.

Health 1

Unit 1

Self-Awareness

Lens: Influence

Unit 2

Responsible
Decision Making

Lens: Decision making skills

Unit 3

Relationships

Lens: Relationship Skills

Unit 4

Social
Awareness

Lens: Empathy

Unit 5

Self Management

Lens: Health enhancing
behaviors

Self Awareness

Lens: Influence

Generalizations:

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

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

-Disease prevention promotes personal health and safety.

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

- SEL cultivates cooperation, communication and self advocacy.



A sample of instruction activities:

- ★ Assessing My [Wellness](#) and [Wellness Wheel](#)
- ★ All About [Me](#)

Responsible Decision Making

Lens: Decision Making Skills

Generalizations:

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

A sample of the instructional activities:

- ★ Decision Making [article](#) and [worksheet](#)
- ★ Online [Safety](#) and Internet [Protection](#)



Relationships

Lens: Relationship Skills

Generalizations:

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

A Sample of instructional activities:

- ★ HIV Assessment: [Letter](#) to a Friend
- ★ Characteristics Often Found in Members of Chemically Dependent Families [Worksheet](#)



Social Awareness

Lens: Empathy

Generalizations:

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

A sample of instructional activities:

- ★ Ideal School Project
- ★ SNAP Project



Self Management

Lens: Health-enhancing Behaviors

Generalizations:

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

A sample of instructional activities:

- ★ Nutrition [Log](#) and [Reflection](#)
- ★ Breast Cancer/Testicular Cancer screening and Hands only CPR





Health 2

Unit 1

Self-Awareness

Lens: Influence

Unit 2

**Responsible
Decision Making**

Lens: Decision making skills

Unit 3

Relationships

Lens: Relationship Skills

Unit 4

**Social
Awareness**

Lens: Perspective

Unit 5

Self Management

Lens: Health enhancing
behaviors

Self Awareness

Lens: Influence

Generalizations:

- Family, peers, culture, media, technology influence health behaviors, relationships and decision making.
- Alcohol and drugs inhibit good decision making.
- Substance use, abuse and addiction negatively impacts one's well-being.
- Risky behaviors can compromise a healthy lifestyle now and in the future.
- Resources are available when stress, depression and suicide are present.
- Disease prevention promotes personal health and safety because it encourages self-care.
- A healthy lifestyle strengthens one's ability to manage personal safety, relationships, stress management and proper nutrition.
- Cooperation, communication and self advocacy comprise SEL.
- Actions and consequences influence one's ability in making decisions and setting goals.



A sample of instruction activities:

Goal Setting process: [Smart Goal](#)

Risks associated with [Disease Contraction](#)

Understanding consequences with [substances use](#)

Responsible Decision Making

Lens: Decision Making Skills

Generalizations:

- ~ Positive decision making generates alternatives for the present and the future.
- ~ Health-related decisions have consequences.
- ~ Family, peers, culture, media, and technology influence one's choices.
- ~ Awareness of actions and consequences influences relationships.
- ~ Teamwork incorporates social and ethical behavior.
- ~ Healthy relationships incorporate an appreciation for diversity and respect for others.

A sample of the instructional activities:

- ★ [Letter](#) to Future Self
- ★ Growth and Development [Contraception](#)



Relationships

Lens: Relationship Skills

- Family, peers, culture, media, technology influence healthy relationships.
- Substance Abuse and addiction negatively impacts one's relationships.
- Information must be critically analyzed in order to recognize the positive and negative influences on society.
- Actions and consequences are factors that influence one's relationships.
- Teamwork incorporates social and ethical behavior.
- Healthy relationships incorporate an appreciation for diversity and respect for others.

Instructional Activities:

- ★ [Healthy Relationships/Dating Violence](#)
- ★ [Consent/Sexual Assault](#)



Social Awareness

Lens: Perspective

Generalizations:

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

Instructional Activities

- ★ [Alcohol_group_packet](#)
- ★ [Diversity_Activities](#)



Self Management

Lens: Health Enhancing Behaviors



- Personal health practices and behaviors affect social emotional learning and longevity.
- Family, peers and culture guide self management skills.
- Actions and consequences are factors that influence one's skill to self management.

Instructional Activities:

- ★ Who Am I?
- ★ Teen Choice Awards



Questions?



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"> • School Counselors • Student Assistant Team Counselor (SAT) • Staff certified in Ropes Course • Ropes Course at Newtown High School
<p>Student Learning Expectation & 21st Century Skills</p> <p><u>Information Literacy</u> <u>Critical Thinking</u> <u>Spoken Communication</u> <u>Written Performance</u></p>	<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • School Counseling • Social Services • School Resource Officer (SRO) • Student Assistance Team Counselor (SAT)



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/)



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	38	
Self-Awareness	0	█	█	█																																				
Responsible Decision Making	0																																							
Self-Management	0	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█																				
Social Awareness	0			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█																				
Relationships	0					█	█	█	█	█	█	█	█	█	█	█																								

[Previous Year](#)



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, G6, 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
Health 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)

Students

Search and Seizure

The Board seeks to ensure a learning environment which protects the health, safety and welfare of students and staff. To assist the Board in attaining these goals, District officials may, subject to the requirements below, search a student's person and property, including property assigned by the District for the student's use. Such searches may be conducted at any time on District property or when the student is under the jurisdiction of the District at school-sponsored activities.

All searches for evidence of a violation by the District shall be subject to the following requirements:

1. The District official shall have individualized, "reasonable suspicion" to believe evidence of a violation of law, Board policy, administrative regulation or school rule is present in a particular place;
2. The search shall be "reasonable in scope." That is the measures used are reasonably related to the objectives of the search and not excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction.
3. District officials may also search when they have reasonable information that emergency/dangerous circumstances exist.

Desks and School Lockers

Desks and school lockers are property of the schools. The right to inspect desks and lockers assigned to students may be exercised by school officials to safeguard students, their property, and school property with reasonable care for the Fourth Amendment rights of students. The administration will annually ensure that students are advised of this policy.

The exercise of the right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's locker or desk under the following conditions:

1. There is reason to believe that the student's desk or locker contains weapons, contraband material, or the fruits of a crime.
2. There are reasonable grounds for suspecting the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.
3. The measures used to conduct the search are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the alleged legal or rules infraction.

Students

Search and Seizure

Desks and School Lockers (continued)

Use of Police K-9 dogs or other detection devices may be used only on the express authorization of the Superintendent.

District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

Student Searches

Students or their property, including automobiles parked on school property, may be searched if there are reasonable grounds for suspecting the search will turn up evidence that students have violated or are violating either the law or the rules of the school. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the students and the nature of the infraction.

Strip searches shall not be conducted by school authorities. All searches by the Principal or his/her designee shall be carried out in the presence of another adult witness.

A strip search is defined as a search that requires a student to remove any or all of his or her clothing, other than an outer coat or jacket

Vehicle Searches on School Grounds

The privilege of bringing a student-operated motor vehicle onto school premises is hereby conditioned on consent by the student driver to allow the search of that motor vehicle when there is reasonable cause for a search of that motor vehicle. The act of bringing a motor vehicle upon school premises will allow school officials to presume consent by the student, parent or guardian, or owner of the vehicle for a search of that motor vehicle. Refusal by a student, parent or guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the motor vehicle will be cause for termination, without further hearing, of the privilege of bringing a motor vehicle onto school premises. The Principal, or a building administrator, may request a law enforcement officer to search a motor vehicle on school premises, subject to provisions of this policy.

Students

Search and Seizure (continued)

Police Involvement in Searches and Interrogations of Students

The District is committed to cooperating with police officials and other law enforcement authorities in order to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work.

Students may be searched by law enforcement officials on school property or when the student is under the jurisdiction of the District upon the request of the law enforcement official. Such requests ordinarily, shall be based on a (1) warrant; or (2) probable cause to believe a crime has been committed on school property or at a school function; or (3) an invitation by school officials. The school Principal or designee will attempt to notify the student's parents in advance to give the parent the opportunity to be present during the police questioning or search, and will be present for all such searches.

- (cf. 5145.121 – Search of Vehicles on School Grounds)
- (cf. 5145.122 – Use of Dogs to Search School Property)
- (cf. 5145.123 – Use of Metal Detectors)
- (cf. 5145.124 – Breathalyzer Testing)
- (cf. 5145.125 – Drug Testing)
- (cf. 5131.111 – Video Surveillance)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules

New Jersey v. T.L.O., 469 US 325; 105 S.Ct.733

Safford Unified School District #1 v. Redding (U.S. Sup. CT 08-479)

Policy adopted:

Students

Search and Seizure

Definitions

a. “Reasonable suspicion” means sufficient knowledge possessed by the District official at the time the official makes or authorizes the search which would lead a reasonable person to believe that a search of a particular student or place will likely turn up evidence of a violation of law, Board policy, administrative regulation or school rule. The official’s knowledge may be based upon relevant past experience of the official, observation by the official and/or credible information from another person.

(1) **“Past experience”** may provide the district official with information relevant to the violation as well as information which enables the official to evaluate the credibility of information from another student.

(2) **“Credible information from another person”** may include information which the district official reasonably believes to be true provided by another District employee, a student, a member of law enforcement or other government official or some other person.

b. “Reasonable in scope” means the manner and extent of the search are reasonably related to the objectives of the search, limited to the particular student or students most likely to be involved in the infraction and not excessively intrusive in light of the student’s age, sex, maturity or the nature of the infraction.

Justification for Student Searches

Students possess the right to be free of unreasonable searches and seizures under the Fourth Amendment of the Constitution of the United States. Balanced against this right is the school officials’ responsibility to create and maintain an environment consistent with the school’s educational mission. School officials have a duty to protect the health, safety and welfare of all students under their authority.

Prohibited Items

Students are requested not to bring to school items or substances which would disrupt the educational function of the school or which are prohibited by Board policy, administrative regulations or by law. Examples of items or substances in this category are weapons, clubs, explosives, firecrackers, alcoholic beverages and nonprescription drugs or drug paraphernalia.

Students

Search and Seizure (continued)

Lockers and Other School Property

Lockers and other storage spaces are provided to students for their convenience. These storage areas remain school property, and as such, are subject to periodic inspections by school authorities. The purpose of such inspections is not to collect evidence of wrongdoing on the part of a single student, but rather to allow school authorities responsible for the appropriate use of school property the opportunity to confirm that lockers are being used in a manner consistent with the health and safety of all students. Students are therefore warned not to store items in lockers which they do not want to bring to the attention of school authorities.

Emergencies

Circumstances which put the safety of students or school staff at risk or could result in substantial property damage also will constitute sufficient reasons for school or police officials to conduct a thorough search of all school property. A bomb scare is an example of such an emergency. In responding to such an emergency or dangerous circumstance, the actions of the school officials shall be reasonably effective and no more intrusive than necessary.

Student Searches

School authorities are authorized to conduct searches of students or their property when reasonable suspicion indicates that a particular student is in possession of an item or a substance that represents a material threat to school routine or is prohibited by Board policy, administrative regulations or by law. Student property shall include, but not be limited to, purses, bookbags and cars. If students don't have access to their cars during school hours, the justification for searching student-driven cars is removed. School authorities in cooperation with the local police department reserve the right to conduct sniff searches with dogs of school property and student-driven cars.

Police Notification

With regard to possession of items that constitute a violation of law, school authorities may wish to cooperate with the appropriate law enforcement agencies in the interest of preserving the integrity of the school's educational mission.

Lockers and Other School Property (Desks)

1. The school principal or his/her designee shall maintain an accurate list of all locker assignments and either a master key or combinations to all lockers.

Students

Search and Seizure

Lockers and Other School Property (Desks) (continued)

2. At the time a student is assigned a locker or other storage space, he or she shall be informed that school authorities are empowered to conduct random periodic inspections of school lockers. Notices of this inspection policy also shall be posted in appropriate locations throughout the school.

3. Students also will be informed of the following locker regulations:

A. Students are responsible for the contents of the locker assigned to them.

B. Students are to keep their lockers locked.

C. Students are not to give other students access to their locker.

4. The exercise of that right to inspect also requires protection of each student's personal privacy and protection from coercion. An authorized school administrator may search a student's desk or locker under the following conditions:

A. There is reason to believe that the students' desk or locker contains contraband material and the presence of said material poses a serious threat to the maintenance of discipline, order, safety or health in the school.

B. The search of a group of students' desks or a group of students' lockers where no particular student within the group is suspected may be conducted only if there is a reasonable suspicion of conduct immediately harmful to students, staff or school property.

Prescription Drugs

Students who have a legitimate need to bring prescription drugs to school should register this information in the nurse's office. (cf. 5141.21 - Administration of Medication)

Lost or Abandoned Items

Lost or abandoned items will be inspected by school authorities.

Students

Search and Seizure

Student Searches

1. All searches of students shall be conducted or authorized by the Principal or designee, in the presence of a witness.
2. When the need to search a student arises, the student may be asked to give his or her consent to the search, but in no event shall the student be threatened with harsher punishment or treatment for refusing to consent, nor shall he or she be coerced or induced to give consent in any other manner. The consent, if given, shall be put in writing. If the student is unwilling to give free and voluntary consent, the school administrator may order the student to submit to a search. If the student refuses to obey the order, the school administrator may bring insubordination charges against the student as stipulated in applicable school regulations.
3. Searches should be no more intrusive than necessary to discover that for which the search was instigated.
4. A search of a student's handbag, gym bag or similar personal property carried by a student may be conducted if there is "reasonable grounds" for suspecting that the search will turn up evidence that the student has violated or is violating either the law or the rules of the school.
5. Locker searches shall be conducted in the presence of another staff member and in the presence of the student responsible for the contents of the locker, if possible.
6. Searches may include, if school authorities think necessary, a frisk or pat down of student clothing. Frisk or pat down searches shall be conducted by a member of the same sex as the student and in the presence of another staff member. Where the object of the search may be felt by a pat down of clothing or personal property, the District official may first pat the clothing or property in an attempt to locate the article before searching inside the clothing or property.
7. At no time should school officials conduct a search which requires a student to remove more clothing than his/her shoes or jacket. If school authorities are convinced that a more intrusive search is required to expose contraband they should advise the proper law enforcement agency.
8. A search of a student's person, or a search of a group of students where no particular student within the group is suspected, may be conducted only if there is a reasonable suspicion of conduct immediately harmful to students, staff or school property. "Strip searches" of students are prohibited by employees of this school District.

Students

Search and Seizure

Student Searches (continued)

9. Student searches which disclose evidence of school misconduct, but not criminal misconduct, should be treated according to applicable policies and/or regulations.
10. In the event that a student search discloses evidence of criminal wrongdoing, the school Principal or his/her designee shall determine whether or not police officials should be notified of the fruits of the search. If police officials are notified the student's parents should be advised of this fact as soon as possible.
11. A strip search requiring a student to remove clothing down to the student's underwear or including underwear is prohibited by the District. (CABE's recommended position)

Emergency/Dangerous Circumstances

1. Where a District official has knowledge which would lead a reasonable person to believe that either an emergency or dangerous circumstance exists and that it is necessary to act to protect the safety of any person or property, the official may make a search to the extent necessary to relieve the emergency or dangerous circumstance.
2. In responding to such an emergency or dangerous circumstance, the actions of the official shall be reasonably effective and no more intrusive than necessary.

Documentation

Administrators shall document all searches. Documentation shall consist of the following:

- Name, age and sex of student;
- Time and location of search;
- Justification for search and nature of reasonable suspicion;
- Type/Scope of search (what was searched);
- Results of search, prohibited material(s) found, disposition of the material(s) seized and discipline imposed;
- Name of the witness to the search;
- Name of the District official.

Students

Search and Seizure (continued)

Student Notification

Notice of the Board's policy and pertinent provisions of this regulation will be provided to staff, students and their parents annually, through such means as staff and student/parent handbooks and the school/District website.

- (cf. 5145.121 – Search of Vehicles on School Grounds)
- (cf. 5145.122 – Use of Dogs to Search School Property)
- (cf. 5145.123 – Use of Metal Detectors)
- (cf. 5145.124 – Breathalyzer Testing)
- (cf. 5145.125 – Drug Testing)
- (cf. 5131.111 – Video Surveillance)

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules.

New Jersey v T.L.O., 53 U.S.L.W. 4083 (1985)

PA 94-115 An Act Concerning School Searches.

Safford Unified School District #1 v. Redding (U.S. Sup. CT 08-479)

Regulation approved:

Students

Search and Seizure

Breathalyzer Testing

This policy provides the basic structure for the use of passive and active alcohol sensors in Newtown to detect/confirm alcohol consumption by students.

The passive alcohol sensor device is a non-invasive high-speed breath alcohol-screening instrument which can be used as a “sniffer” for overt or covert alcohol detection. This device may be used to sample a student’s breath and/or beverage container in order to detect alcohol use.

The District does not consider the use of a passive alcohol-screening device as constituting a “search”; therefore the issue of trespass or intrusion into a student’s privacy is not a factor in the use of this device. Passive alcohol screening may be conducted with all students entering a school sponsored event or with a methodology-based representative sample of students entering a school sponsored event (e.g. every 5th student, every 10th student, etc.), or with individual students when reasonable suspicion exists that a student is under the influence or has used alcohol.

Administrators will use an active device only when a student has demonstrated alcohol use with a passive device. Reasonable suspicion shall refer to any of the following:

1. Observed use or possession of alcohol;
2. Apparent physical state of impairment of motor functions;
3. Marked changes in personal behavior not attributable to other factors; or
4. Involvement in, or contribution to, a vehicular accident where the use of alcohol is reasonably suspected.

All due process rights of students will be observed. Further, the Board allows the use of passive alcohol sensor devices at school, on school buses or at any school-sponsored activity.

The passive screening device shall be checked for accuracy and for full calibration at least as frequently as recommended by the manufacturer.

Designated school personnel and/or the school resource officer(s) will be trained in the use of such instruments.

Students, parents/guardians and staff will be notified of the intended use of the passive and active alcohol sensor devices. This notification shall be done through announcements, written documentation, assembly demonstration or classroom discussions, and will be included in school handbooks.

Students

Search and Seizure

Breathalyzer Testing (continued)

When an administrator has reasonable suspicion that a student is in possession of and/or under the influence of alcohol at school or a school-sponsored event, the student shall be given a passive alcohol sensor screening. If the student fails the passive assessment, he/she will be given a ~~fifteen~~-five-minute wait period after which the passive screening will be re-administered. If the second screening results are negative, no action shall be taken. However, if the student tests positive during the second passive screening, he/she will be given an active breathalyzer test. If the student declines to take the active screening, when reasonable suspicion exists, or if such screening proves positive, he/she shall be subject to appropriate disciplinary action as set out in the District's disciplinary policies.

- (cf. 5114 - Suspension/Expulsion)
- (cf. 5131 - Conduct)
- (cf. 5131.6 - Drugs, Alcohol, Tobacco)
- (cf. 5131.8 - Out of School Misconduct)
- (cf. 5144 - Discipline/Punishment)
- (cf. 5145.11 - Questioning and Apprehension)
- (cf. 5145.12 - Search and Seizure)

Legal Reference: Connecticut General Statutes
10a-18 Programs to be offered on effects of drugs and alcohol.
10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
10-154a Professional communications between teacher or nurse and student. Surrender of physical evidence obtained from students.
10-221d Boards of education to prescribe rules re; use, sale or possession.
21a-240 Definitions, dependency producing drugs.
21a-243 Regulation re schedules of controlled substances.
New Jersey v. T.L.O., 469 325; 105 S.Ct. 733 (1985)
Veronia School District 47J v. Acton, 515 U.S. 646 (1995)
Todd v. Rush County Schools, 133F.3d 984 (7th Cir. 1998)
Knox County Education Association v. Knox County Board of Education, 158 F3d 361, 3885-386 (6th Cir. 1998)

Policy adopted:

Students

Search and Seizure

Breathalyzer Testing - Regulation

Given reasonable suspicion of alcohol consumption by a student, or if the student fails the initial passive screening, the administration will follow these procedures:

- The student will be removed to ~~the~~ an office area for observation and questioning concerning alcohol consumption.
- The student may at any point confirm or deny the report of possible alcohol consumption.
- After a ~~fifteen~~ five minute waiting period, the student will be informed of the passive alcohol sensor test and how it operates. The student will be requested to breathe across the intake part of the device.
- The administration will then inform the student of the device's findings — alcohol was either detected on the sensor or the sensor did not detect alcohol.
- If alcohol was detected, the administration will request that the student take an active breathalyzer test.
- If the student continues to deny consumption or refuses to take the active breathalyzer test, or tests positive on the active breathalyzer test, the student will be disciplined according to the Newtown District's discipline/punishment policy.
- The student's parents will be informed of the disciplinary actions to be taken.

In addition, the administration will:

- Publicize the intent and procedure with parents/guardians.
- Hold student meetings to present and clarify the intent and procedure.

(cf. 5114 - Suspension/Expulsion)

(cf. 5131 - Conduct)

(cf. 5131.6 - Drugs, Alcohol, Tobacco)

(cf. 5131.8 - Out of School Misconduct)

(cf. 5144 - Discipline/Punishment)

(cf. 5145.11 - Questioning and Apprehension)

(cf. 5145.12 - Search and Seizure)

Regulation approved:

Non-Lapsing Education Fund
A Policy Agreement between:
Board of Education, Board of Finance & Legislative Council

Section 1. Deposits into Non-Lapsing Education Fund.

The Board of Education may, subject to the approval of the Legislative Council, deposit into the Non-Lapsing Education Fund all or a portion of any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the Town, provided that the amount deposited into the Non-Lapsing Education Fund shall not exceed the amount set forth in Section 10-248a of the Connecticut General Statutes. The Legislative Council shall consider the recommendation of the Board of Finance, if any, prior to approving the deposit of funds into the Non-Lapsing Education Fund. The Legislative Council may authorize deposits into the Non-Lapsing Education Fund in each fiscal year such that the total amount in the Non-Lapsing Education Fund may accumulate over time if not expended.

Section 2. Timeline for Consideration of Deposits into Non-Lapsing Education Fund.

~~No later than the first week of September~~~~On or before September 1 of each year~~, the Board of Education shall send notice to the Legislative Council and the Board of Finance of its request to deposit all or a portion of any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the Town into the Non-Lapsing Education Fund.

~~On or before September 15 of each year~~, The Board of Finance and the Legislative Council shall hold a joint meeting to discuss the Board of Education request to deposit funds into the Non-Lapsing Education Fund.

Section 3. Expenditure of Funds from Non-Lapsing Education Fund.

The Board of Education may, subject to the approval of the Legislative Council, authorize expenditures from the Non-Lapsing Education Fund for any expenses that the Board of Education determines are necessary to support students or that are in the best interests of the Newtown Public Schools. The Legislative Council shall consider the recommendation of the Board of Finance, if any, prior to authorizing the expenditure of funds from the Non-Lapsing Education Fund.

If the Board of Education requests an expenditure from the Non-Lapsing Education Fund to pay for all or part of the costs of an approved Capital Improvement Plan (“CIP”) project, then such request shall be deemed approved when the Legislative Council approves the CIP as part of the annual budget process.

Section 4. Educational Purposes.

The Non-Lapsing Education Fund shall only be used for educational purposes as required by Section 10-248a of the Connecticut General Statutes.

Section 5. Annual Reporting Requirement.

The Board of Education shall review the fund balance and revenues and expenditures of the Non-Lapsing Education Fund on an annual basis and provide a written report to the Legislative Council and the Board of Finance ~~at the time a request for deposit is made~~~~on or before August 1 of each year~~.

Approved by Board of Education: _____.

Adopted by Board of Finance:

Approved by Legislative Council: _____

Town of Newtown

Non-Lapsing Education Fund

Joint Work Group

Board of Education, Board of Finance & Legislative Council

TO: Keith Alexander Chair Board of Finance
Michelle Embree Ku Chair Board of Education
Paul J. Lundquist Chair Legislative Council

FROM Joint Non-Lapsing Work Group:
Dan Delia Board of Education
Chris Eide Legislative Council
Debbie Leidlein Board of Education
John Madzula II Board of Finance
Cath Reiss Legislative Council
Ned Simpson, Chair Board of Finance

Attached is the work product of the Board of Finance Joint Non-Lapsing Work Group. We ask that your body review and act upon this recommendation.

The Work Group has been meeting since March 2021. Our efforts started with a compilation of pertinent documents. Discussion with Town Attorney D. Grogen and School District Attorney M. Ritter occurred at our May 3rd meeting. This was followed by discussions with town Finance Director, Robert Tait and schools Director of Business & Finance, Tanja Vadas. With that base of knowledge available, the Work Group worked to craft the attached document.

This agreement constitutes the entire agreement between the BOE, BoF, and LC members of the Joint Committee on the Non-Lapsing Fund. Such agreement was made notwithstanding any existing agreements, policies, and understandings, both written and oral, between the parties and policies of the parties with respect to the subject matter hereof regarding the roles, flows, and approvals for funds going into the Non-Lapsing Fund and expenditures from the Non-Lapsing Fund

With this transmittal, we consider our work complete.

Thank you for entrusting the responsibility for seeking three-way agreement.

Attached
Non-Lapsing Joint Agreement 20210927.docx

Town of Newtown

Non-Lapsing Education Fund

A Policy Agreement between:

Board of Education, Board of Finance & Legislative Council

Section 1. Preamble

In 2010, the General Assembly passed a law, Connecticut General Statutes 10-248a, establishing a mechanism through which unexpended funds from the prior fiscal year from the budgeted appropriation for education could be transferred to a fund for expenditure in future years. The intent was to avoid “spend it or lose it” transactions and reward school administration for budget management. Such a fund is called “non-lapsing” The Board of Finance (BoF) of the Town of Newtown established such a non-lapsing education fund (the “Non-Lapsing Fund”) on May 12, 2014.

The statute was amended in 2019. This change increased the-maximum deposit amount to two percent and gave a board of education the authority to spend from their non-lapsing account without review/approval from any other town body. (Attachment A)

The Board of Education (BOE) changed their policy and procedures to reflect the revised statute. During preliminary discussions the Board of Finance raised concerns regarding the proposed Board of Education drafts.

Since 2014 the Board of Education has submitted Non-Lapsing deposit and expenditure transactions to the Board of Finance, which the Board of Finance approved. Due to the COVID-19 Pandemic in 2020, the Board of Education maintained an unusually high surplus at the end of the fiscal year 2019-2020. At their September 14, 2020 meeting the Board of Finance did not approve a request for a \$1.3 million deposit of Board of Education appropriations surplus into the Non-Lapsing Fund. There was significant public criticism of this Board of Finance action. The Legislative Council then discussed the Non-Lapsing Fund and the Town’s attorney issued an opinion that it should be Legislative Council that approves Board of Education requests for Non-Lapsing transactions.

The purpose of this policy is to work within the spirit of cooperation and the law to establish a three way agreement between the Board of Education, Board of Finance and Legislative Council to define roles, responsibilities and process for Non-Lapsing Fund deposits and expenditures.

Section 2. Deposits into Non-Lapsing

The Board of Education may, subject to the approval of the Legislative Council considering recommendation from the Board of Finance, deposit into the Non-Lapsing Fund all or a portion of any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the Town, provided that the amount deposited into the Non-Lapsing Fund shall not exceed the amount set forth in Section 10-248a of the Connecticut General Statutes.

- A. The Board of Education shall send notice to the Legislative Council of their desire to present their request to a joint meeting of the Board of Finance and the Legislative Council to be held no later than the first week of September.
- B. The Legislative Council considering recommendation from the Board of Finance may authorize deposits into the Non-Lapsing Fund in each fiscal year.
- C. The total amount in the Non-Lapsing Fund may accumulate without limitation over time if not expended.

Town of Newtown

Section 3. Use of Funds

- A. The Board of Education shall, subject to the approval of the Legislative Council considering recommendation from the Board of Finance, authorize expenditures from the Non-Lapsing Fund for any expenses that the Board of Education determines are necessary to support students or that are in the best interests of the Newtown Public Schools.
- B. If the Board of Education requests an expenditure from this account to be used to help pay for an approved Capital Improvement Plan (CIP) project, then such request is approved when the Legislative Council approves the CIP.
- C. As part of the communication in Section 2. A. above, the Board of Education will provide a written summary of the Non-Lapsing Fund's balance and expenditures for the prior fiscal year

Section 4. Educational Purposes

The Non-Lapsing Fund balance comes from an appropriation that was approved by the voters of the Town for educational purposes and the Board of Education shall use the Non-Lapsing Fund for educational purposes.

Approved by Board of Education: _____.

Adopted by Board of Finance:

Approved by Legislative Council: _____

Town of Newtown

Attachment A - The Statute - 10-248a

2011 Statute

Sec. 10-248a. Unexpended education funds account. For the fiscal year ending June 30, 2011, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town may deposit into a non-lapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided such amount does not exceed one per cent of the total budgeted appropriation for education for such prior fiscal year.

2020 Statute

Sec. 10-248a Unexpended education funds account. For the fiscal year ending June 30, 2020, and each fiscal year thereafter, notwithstanding any provision of the general statutes or any special act, municipal charter, home rule ordinance or other ordinance, the board of finance in each town having a board of finance, the board of selectman in each town having no board of finance or the authority making appropriations for the school district for each town may deposit into a nonlapsing account any unexpended funds from the prior fiscal year from the budgeted appropriation for education for the town, provided

- (1) such deposited amount does not exceed two per cent of the total budgeted appropriation for education for such prior fiscal year,
- (2) each expenditure from such account shall be made only for educational purposes, and
- (3) each such expenditure shall be authorized by the local board of education for such town.

Excerpt of Comments from Board of Education's Attorney

The following is excerpt from the June 23, 2020 Board of Education CIP/Facilities/Finance Committee meeting where Matthew Ritter, Shipman & Goodwin the school district's attorney discussed the revised statute. Mr. Ritter was Speaker of the Connecticut House of Representatives for the session where the statute was passed

"Best advice I can give you regarding 10-248a, is that it is meant to be a mutually cooperative relationship. The statute involves board of education powers and town powers. If one side thinks they can do whatever they want it's going to mess up the whole concept. It really does rely on cooperation between the two sides.

Money gets deposited into the account. Expenditures get approved by the board of education for educational purposes. The language in 10-248a has some notwithstanding language regarding general statutes and local charters. It talks about how money gets deposited, expenditures from the account are approved by the board of education for educational purposes.

Question: Does this mean the local board of education can use the funds for items, including capital expenses, without going through the appropriation process set forth in the town charter as long as it is for educational purposes? The answer is Yes.

The statute overrides a town charter. Best way to look at it is this. When the money is in the account, unless you have a policy to the contrary, which is a negotiation, the fall back is 10-222. The local board's discretion on how to spend that money as long as it's for educational purposes. Could be capital, could be non-capital.

Town of Newtown

So, your reaction might be, well that's great the board of education has complete control. No. Here is the problem. If you spend money on projects the board of finance or the town council hate, they will not agree to put money into the account in the future. That goes back to my initial comment: you've got to get along to make this work. The answer is unless there is a policy that talks about how you spend money from that fund, all the statute requires is that board of education approve the project that it goes for educational purposes."

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 31st, 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 31st, 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

District Highlights

Newtown Public Schools

Students spend 13 years within Newtown Public Schools, from the first step they take into a Kindergarten classroom to the day they walk off the stage at the end of graduation. All that time they are growing and preparing to become a full member of society. While students may not recognize the goal when they are in Kindergarten, by the time they reach High School it has become obvious that they are well into this journey. By that point, it becomes important that the school district provides plenty of opportunities for students to prepare to successfully transition from school to society, regardless of what path they pursue after graduation.

In this newsletter, we look some of the different ways we set students up to succeed when they leave Newtown High School. We highlight offerings such as the Capstone program, NHS' BEAT department, and the transitions services available to students with disabilities. We also take a look at the Portrait of a Graduate initiative and take "A Closer Look" at the Coordinator of the NHS College & Career Center.

We hope that you will enjoy the glimpse into the opportunities that students have as they prepare to move into our global community.

Daniel Cruson Jr. and Deborra Zukowski
BoE Communications Subcommittee

**November 2021
Vol 1 Issue 6**

**Board of Education
Communications
Sub-Committee**

Members:

Daniel Cruson - Chair
Deborra Zukowski

You can email the board at:

newtownboe@newtown.k12.ct.us



At Our Core

A Vision for Student Success

By Dr. Lorrie Rodrigue

Our district has long embraced the belief that all students can learn well. Captured in our mission statement "to inspire each student to excel in attaining and applying the knowledge, skills and attributes that lead to personal success," our vision has compelled Newtown educators to work toward developing an environment where all students feel included, engaged, challenged and supported. Realizing our vision, however, has remained a complex journey, requiring continuous improvement and self-reflection. How do we ensure all students have equitable access to rigorous content? Is our instruction culturally responsive? How do we promote student agency and investment in learning? Can students demonstrate their understanding in traditional and non-traditional ways? Do we provide appropriate systems of support? As the 2021-22 school year approached, Newtown staff were eager to design a framework that would ensure students had equitable opportunities to utilize digital tools, receive appropriate support, access challenging content through academic pathways, and experience voice and choice in their own learning.

Throughout the period our schools implemented remote and hybrid learning models, the use of digital tools provided a silver lining for educators, allowing students to access critical concepts and skills across

subject areas. Newtown educators adopted new digital tools that would augment classroom instruction in language and math, including IXL, Rosetta Stone, Ed Puzzle, Newsela, and Everyday Speech. With students' access to Chromebooks in all grade levels, a blended learning approach would deepen students' understanding. While direct instruction would never be supplanted, the use of software programs would help students make meaningful connections to the content being taught.

Aside from the use of digital tools, school leaders agreed that a more consistent network of support would be necessary as students returned to in-person learning. Counselors and support personnel were prepared to assess students' emotional needs, and a new teen talk counselor at the middle school was positioned to address the trauma that some students might be dealing with following the pandemic. The addition of a new ELL teacher would offer support for the increased number of English-language learners who often experienced barriers to learning. The creation of a Hope Squad at the high school, a peer to peer suicide prevention program, trained students to identify friends and peers in emotional distress. Social-emotional learning (SEL) programs, including Second Step K-8 and Project Empower at the high school, were in place to provide students with strategies to resolve conflicts, deal with adversity, express empathy, and show respect for diversity.

In addition, the development of a new co-teaching model at the middle school was designed to provide immediate support for learners with disabilities in the mainstream classroom by teaming both regular and special education teachers. A Multi-tiered System of Support (MTSS) through building-level teams would continue to offer a sound process for monitoring and addressing students' learning and emotional concerns. Leaders were also confident that the district's recent inclusion of Educlimber, a new data platform, would enable teachers to review relevant student information and develop targeted intervention plans more effectively.

While a strong support system is one essential component of our vision, school leaders and staff worked collaboratively to create new academic programs that would pique student interests, deepen their engagement in learning, and advance their depth of understanding. Pathways in math, science, language and other unified arts programs will provide students with a foundation for future college and career readiness skills. The adoption of a new Bridges math program K-5 will foster students' problem solving and critical thinking skills. At the middle school, two unified arts courses in kitchen science and Project Adventure were included as unique pathways to build students' exposure to culinary arts, nutritional science, collaboration, team building and leadership. The expansion of world language into 6th grade should prove equally important, encouraging students to learn about and empathize with peoples of other cultures, including their customs and traditions.

Our vision recognized that success in school also relies heavily on the investments students make in their own learning. Teachers across the district have encouraged authentic demonstrations and presentations, including formative assessments of learning through small group work, reader's/writer's workshops, labs, and hands-on activities. Further, more formalized venues for students to share their depth of knowledge and understanding have been established through the high school's Senior Capstone Project, where students have the chance to research and develop a presentation on a topic or concept of their choice as a final assessment of their educational journey.

Allowing for student choice and voice will remain a priority as we revise curriculum and plan for innovative instruction to inspire our learners. Any teacher or leader would likely agree that student success relies on the connections students make with the content and daily instruction. Staff and leaders have worked hard to create a reliable framework that aligns rigorous content standards with concept-based instruction, and provides authentic assessment opportunities for students to demonstrate their

understanding and skills as learners. Through the Assistant Superintendent's office, a student advisory council will work alongside educators in providing input on curricular and instructional decisions so it reflects relevant and culturally-responsive perspectives.

Newtown's vision for the success of all students is a journey worth taking. It is not a box to be checked, but an aspiration to ensure equitable learning opportunities exist for all students. Through the inclusion of quality instructional practices, digital resources, new innovative programming and student support systems - the vision can be realized. It requires the dedication of staff, the oversight of leaders, the input from our learners, and the partnership of families. Only then can we make certain our district is a respectful, inclusive, inspirational, and supportive place where all students can learn, grow, and achieve.

Capstone

By Deborra Zukowski

In 2017, the Connecticut General Assembly amended a law specifying public school graduation requirements. The amended law includes a one-credit mastery-based assessment. According to the Connecticut Association of Public School Superintendents, the assessment may take many forms including being embedded in a required course, student self-study project, or Capstone Project.

Regardless of method, it must be capable of demonstrating that students have achieved mastery of one or more cross-curricular skills. (Effective communication, problem solving, and critical thinking are some examples of such skills.) Initially Dr. Rodrigue, then principal of Newtown High School, decided to use Capstone Projects based, in part, on hearing extremely positive reviews from teachers with Capstone experience in other districts. When Dr. Kim Longobucco became principal of the high school, she enthusiastically supported continuing with the effort because, as she says, "The beauty of the Capstone is that it is personalized, and every student can be successful through this process."

So what is a Capstone Project? As provided by the Newtown High School curriculum, a Capstone Project is a personalized, in-depth study composed of three stages. In the first stage, students identify a topic of interest, create a list of resources, and develop a proposal for the work. In the second, they create something that demonstrates mastery in the selected topic. In the final stage, they prepare and deliver a talk that highlights both the work and their experience. The three stages are more succinctly captured in the high school's slogan for the program: "Process, Product, Presentation."

The administration and staff at the high school have spent the last several years honing student supports and delivery of instruction for the program. First, a group of 20 students participated in a pilot during the 2019-20 school year. For the 2020-21 school year, the program was opened up to all students. That year, students voiced concerns about the addition of a new assignment during a time when COVID-19 was disrupting schedules and even the ability to attend school. However, the addition came with unforeseen benefits. According to Dr. Longobucco, the program "allowed students to do something they really cared about" during a time when passion for education was dissipating. Students also provided feedback more specific to the structure of the program, including that too many resources were being required and that the product development phase was starting too late into the process. This feedback helped refine the structure for the 2021-22 school year. Now, the overall effort is split across three years. Sophomore and junior years are used to identify and plan the scope of the overall project. Senior year is for making it happen.

During the sophomore year, counselors run workshops to engage students in an "interest inventory." The intent is to help the students focus on their passions and which of those passions they would look forward to investigating more deeply. During the junior year, students participate in 40-minute advisory lessons

twice a month to further review, possibly modify, and then select and refine the passion and related activity that will frame their Capstone Project. They then find appropriate resources and draft a proposal. By the end of their junior year, the students should have a final version of the proposal, including their target work product. In senior year, every student is placed into a one-semester Capstone Project class based solely on time schedules, i.e., the classes include students of mixed abilities and interests. The students for a given period are further divided into three groups, each assigned two days of class within the 8-day rotation. (On the remaining days, students may have science labs, counselor workshops, or study/free time.) So, while there are roughly 28 students assigned to a “class,” at most 10 students meet at a time with the teacher, ensuring that they get more support from both the teacher and their fellow classmates. Students continue developing their resources, and begin creating their product. By the end of senior year, students should have a well-researched and detailed product along with an engaging class presentation.

While the process and the overall work sound ambitious, especially since every student is expected to participate in a Capstone Project, current experience is that the program has been very successful. A special education student loved dinosaurs and was interested in their names, when they lived, and what they ate. For his product, he created biographies of ten dinosaurs. His enthusiasm was clearly present in his presentation, making it even more enjoyable for the class to watch. A fine arts student composed an original song, complete with lyrics and guitar accompaniment. She then created a “fabulous video” (so called by Dr. Longobucco), with the help of family and friends that brought the song to life. She showed a side of her native talent that was beyond what could be demonstrated in a traditional classroom setting. This experience further strengthened her commitment to continue with her studies in the Fine Arts. Another student wanted to give back to the community. She wrote an entire preschool dance curriculum and gave it to her dance studio. And, yet another decided to embark on a more formal research project. She had torn a ligament in her knee and because of that experience was interested in the recovery process and best practices for those with similar injuries. She worked closely with a local physical therapist during one of his patient’s eight-week recovery process. The experience reinforced her interest in physical therapy.

As shown above, skills and abilities come alive when students have an opportunity to focus on their passions. “This is exactly why we chose Capstones,” Dr. Longobucco added. In addition, the projects give students the opportunity to support one another, work with local businesses, and give back to a community they hold dear.

Each year, students will embark on a project that they get to choose based on their own passions and goals. Each year, their classmates will cheer them on during the end of semester presentations. Each year, their teachers will ask for feedback and the program will be refined. And most importantly, Newtown Public School students will graduate with skills that will help them be successful in their future years.

This article reflects the energy and passion, along with the knowledge and experience of Dr. Longobucco. She is an avid champion of creative and engaging programs that can reach and enrich every Newtown High School student.

Business, Entrepreneurship and Applied Technology Department

By Dan Cruson Jr

Newtown High School's Business, Entrepreneurship and Applied Technology Department, also known as BEAT, is the home to many of the school's elective courses in Business, Technology, and Family & Consumer Sciences. It also hosts the school's student enterprises such as the Snack Shack, NHS Auto, Greenery, NHS Graphics and Yearbook. The BEAT department is more than just students pursuing hobbies or finding a class that is "easy" compared to rigorous academics. Each class in the department offers multiple ways in which it helps prepare students for whatever they choose to do after high school, be it heading off to a 2- or 4-year college, pursuing a trade, or even going straight into the workforce. In addition, each is scheduled as a semester long class so that students can pursue their interests more easily within their sometimes-tight academic schedules.

At its highest level, each course within the BEAT department teaches a similar set of important life skills; each of the courses teach students skills in time management and meeting deadlines through their various assignments and projects. All courses also teach general technological skills that students need to live in today's technology-oriented world, using different software and hardware to complete the assignments for the courses. These basic skills are ones that students will need when they leave Newtown High School, regardless of whether they find themselves moving forward in the field that the classes were in or going in some other direction.

If a student decides to pursue further education in a field that BEAT has a course for, there are further benefits to them. Each course is taught using industry standard equipment and practices. This gives students a chance to gain true experience in the field that they are working in and gives them a leg up. For instance, in Business Accounting students are taught to use software such as QuickBooks (among others) which is used in businesses throughout the world. This course is also unique in that the department has made an agreement with the University of Bridgeport where students who achieve an 80 or higher in the course can convert it into 3 college credits. In Computer-Aided Design (CAD), they get a chance to work with not only industry standard software, but also a Computer Numerical Control (CNC) machine for translating their designs into real life products. A CNC machine will take a computer created design and carve or engrave it within a variety of materials. These machines are used by a wide range of industries to create parts and products for various uses.

After students have had a chance to experience certain interests in a classroom setting, the Enterprise portion of the BEAT department is the next step for some. The Enterprises are businesses run by the students, giving them real world experience in the field that they are interested in. The greenhouse is run and managed by the Greenery students, NHS Auto is run by the auto shop students, the Snack Shack is run by the culinary students and the Yearbook is run by yearbook students (either in the class or the after-school club). Each enterprise allows them to take the skills and lessons they have learned in their respective classes and gives them real-world experience.

I spent an hour and a half at Newtown High School touring the different BEAT classes with Erik Holst-Grubbe. During my time, in addition to the classes listed above I saw the Culinary, Video Production, Graphic Arts and the recently added Robotics courses. In each I saw students working on a variety of projects and learning many of the skills I mentioned above. In some cases, they were working on individual projects, in some they were working collaboratively (such as building robots to complete different challenges in the Robotics class). I also saw instances of students teaching other students, such as in the auto shop where one student who was an expert in the tire machine was teaching two others how

to work it.

The BEAT department has a lot to offer students on their way through Newtown High School that can benefit them after they graduate. It provides practical skills that can apply generally to any field, specifically to a variety of industry-specific skills, and even (in one case) to college credits. But an added benefit to students is that it gives them a chance to experience a variety of different fields that they might be interested in before they begin their next educational experience. This can be valuable to help them find what they might like to focus on in whatever path they take after Newtown High School, instead of discovering after a year or two that what they had decided to pursue wasn't really what they wanted after all. So there are many ways in which the BEAT department helps set individual students up to succeed.

I would like to thank Erik Holst-Grubbe for taking the time to show me around the courses that make up the BEAT Department, and all of the course teachers who welcomed me into their classrooms while they were teaching.

Newtown Community Partnerships

By Daniel Cruson Jr.

“Transitioning into the world of work can be scary, but it is necessary and everyone can do it.” If the Newtown Community Partnerships (NCP) had a motto, this quote from Noel Loveland would be appropriate. The goal of the transitions services that NCP offers is to foster independence in students with disabilities by appropriately reducing support, learning to advocate for themselves, learning the value of hard work and earning their own paycheck.

NCP is a program designed for students in the special education program at Newtown High School and surrounding districts. The services it provides range from helping students identify interests and abilities to helping them find paying jobs. These services commonly start at the age of 18 for students that have a disability, have completed their academics and receive services under an IEP.

Within NCP there are a few different programs, because students have varying levels of needs and abilities. Some programs provide career exploration, teach interviewing techniques, and acquiring work skills. Others provide lessons on daily independent living activities such as cooking and cleaning, social media and personal relationships. There are also programs on community inclusion, where the students can learn how to access public transportation, medical care, banking and appropriate adult agencies that can help them as they become more independent. The wide range of offerings is important in order to create a learning environment that is respectful and safe, as well as challenging and even competitive.

One of the main opportunities available is the Better Day Café in the Newtown Community Center, which is open to the public Monday from 8:45 AM to 12:15 PM and Tuesday – Thursday from 8:45 AM to 12:45 PM. This opportunity was created through an alliance between the Newtown Board of Education and Community Center. This café has had students in the transitions services involved since its inception, beginning with them choosing the name, logo and mission statement prior to opening. They are always fine tuning recipes and, with support from the NCP Staff, students are responsible for all the daily operations of the Café, from cooking and cleaning to customer service and sales. Some students even prepare the deposit for the bank. This has created a wonderful place for them to get real experiences in a safe and inclusive environment.



NCP is an important extension of the offerings of the Newtown Public Schools to the segment of our students that need a bit more support beyond the traditional end of High School. As the opening quote highlights, NCP helps these students make the necessary transition from being a student to a full member of our community. NCP is always looking for potential work sites and learning opportunities for their students. If you wish to help with the program, you should contact Noel Loveland (lovelandn@newtown.k12.ct.us) or Jennifer Radachowsky (radachowskyj@newtown.k12.ct.us) to discuss further.

Thank you to Noel Loveland for taking the time to discuss NCP's offerings with me.

Portrait of a Graduate

By Deborra Zukowski

When you graduated high school, what was the world like? What paths did you have in front of you to build a life, a community, a family? How did you communicate and continue to learn? When our youngest students step into their kindergarten classrooms next fall, they begin the first of thirteen years of their educational journey. In June, 2035, they will walk across that wonderful stage to receive their high school diplomas. Into what world will they graduate? And, how can we ensure that they are fully equipped to build their futures?

Our world has changed dramatically these past few decades, driven in part by the relatively recent infusion of technology throughout all aspects of our lives. Technology connects people from one end of the globe to another while simultaneously isolating some from their immediate environs. It informs and misinforms. It is now so integrated in our lives and businesses that long-held social and professional practices have changed. The 3 R's of education, while still important, are no longer sufficient.

“Portrait of a Graduate,” also known as “Vision (or Profile) of a Graduate,” is a K-12 initiative whereby district leaders and members of the community work together to create a vision statement for their district that, when implemented, assures that students graduate with the skills and characteristics needed to help them more easily adapt to the ever-changing world they will enter after their public school education. The New England Association of Schools and Colleges (NEASC) has endorsed the program and included it as part of its newly restructured accreditation process.

In 2017 Dr. Kim Longobucco, the principal of Newtown High School, attended a NEASC training session to prepare for the next NEASC visit. While there, she learned about the added requirement for a community vision statement conforming to the “Portrait of a Graduate” initiative. Assistant Superintendent Anne Uberti independently learned about the statement and initiative at a national curriculum leadership conference during the 2018-19 school year. Both administrators were impressed with what they heard and looked forward to facilitating the work needed to create vision statement that articulates a portrait for Newtown students. At this point, the district is still in the planning phase, though some elements of the effort have been identified.

To begin, the district needs to define a core set of skills and/or characteristics that the Newtown community embraces. The choice of skills and characteristics should be broad-based, for example some could be cross-curricular skills like communication and critical thinking or techno-social skills like digital literacy, while others could be personal characteristics like resiliency or perseverance. (The examples listed are provided for illustrative purposes only.) This year, the goal is to begin to define the core set of skills and characteristics Newtown graduates should possess prior to graduation. Initially, this

work will be centered at the high school and will include the district’s administrative team and high-school leadership. Once the groundwork for the vision is laid, district leaders plan to reach out to high school teachers and other staff to craft an initial version of a reasonable, effective, and implementable vision. They then hope to refine and/or enhance the vision using focus groups and surveys to reach out to students, alums, and parents along with local businesses and professionals, with the effort eventually culminating in a finished K-12 portrait for a Newtown Public School graduate.

Once the district and community agree, the vision statement for Newtown’s “Portrait of a Graduate” will be completed, though it will take additional time to implement. Newtown will draw from its extensive social and emotional learning curriculum to help inform and guide the development of a cohesive educational framework capable of implementing the vision statement. During the 2022-23 school year, the district will begin to evaluate the relevant existing curricula and then define and assemble a suite of courses, teaching practices, and services that together fulfill the vision statement. Some of the challenges to be addressed are ensuring that 1) every student is able to learn about and embody the characteristics and skills included in the vision, 2) learning begins when students first enter the public schools, and continuously builds in an age-appropriate manner throughout their K-12 education, and 3) school-based benchmarks can be identified, monitored, and achieved by students prior to transitioning to the next school level. Defining the educational framework and assembling the suite of courses, practices, and services will be a multi-year effort, and is expected to be developed and fully implemented by the next NEASC visit in 2027.

As described above, creating and implementing a community vision statement conforming to the “Portrait of a Graduate” initiative has just begun; the overall effort will take several years. As the work unfolds, more information will be provided to parents and families by the district’s administrative team. In addition, the Newtown Public Schools Strategic Plan will be revisited so that it reflects both the vision and the educational framework. This final effort will provide another opportunity for the district and community to work together in a way that further ensures the success of the initiative, and Newtown graduates will begin their futures having the skills and characteristics needed to build their lives, their families, and their communities.

Many thanks to Assistant Superintendent Anne Uberti and High School Principal Dr. Kim Longobucco. Their enthusiastic discussions (and multiple reviews of the text) helped lay a more solid foundation for this rather nebulous, though very important and forward-looking, initiative.

DID YOU KNOW?

There are a large number of scholarships available for students in Newtown. They are available through a number of sources, including the Newtown Scholarship Association. Noreen Morgenstern in the Newtown High School College & Career Center can help students navigate the choices and application process.

A Closer Look

with Noreen Morgenstern, Newtown High School (NHS) College & Career Center Coordinator

By Deborra Zukowski

How long have you been with Newtown Public Schools?

I have been with Newtown Public Schools for 4 years having started at Middle Gate Elementary as a special education paraeducator.



Please share a brief description of what you do at the career center office.

My primary responsibilities in the NHS College and Career Center, listed in order of what I do from the start of the school year until the end, include:

- setting up and managing college representative visits,
- communicating college rep visits with students and staff,
- developing and managing the NHS College Fair held in the Spring,
- developing and sharing the NHS Monthly Newsletter,
- managing the scholarship program,
- overseeing the NHS Awards Night which is held at the end of the school year.

How and when does the center support students interested in pursuing college degrees?

The Newtown High School Counseling office team begins in freshman year helping students to identify their strengths and interests. This continues into sophomore year. Junior year students start to create lists of schools of possible interest based on all they learned about themselves so that by senior year they have an idea of where they may want to apply. I work alongside the counseling team to provide students and families with information about the college search - websites to use to support their search, information about financial aid news and links to information to educate students and parents on the cost, and resources about scholarship sites to research early on. I developed a virtual bulletin board - The College and Career Planning Resource Padlet - in which I share links to a variety of resources for students and parents as they navigate this process. The link is available on the NHS College and Career Center website and is updated as needed.

What services are provided for students who prefer to begin building their careers directly after graduation?

I help provide resources and information about available programs for the trades, so that students have the option to pursue that career path through job training or specific college programs or trade schools. I also post and share any news or information about available training programs for students looking to move directly into the career path. Ana Mendes, a counselor and new member of the College and Career Center, helps oversee the military path connections for students, as well, and I share and communicate any news about this path when appropriate.

What support do you provide to help students learn about and access financial assistance?

The local, state, and regional scholarship programs that Newtown High School students are offered are tremendous. I provide information to students and parents about resources for scholarships starting in the Fall and also run a scholarship workshop for students in January teaching them all about the scholarship program, how to apply, eligibility, deadlines, and any and all information to help them take advantage of these incredibly generous opportunities. The Weller Foundation offers \$15,000 every year to students for

which they create, develop, and share a self-directed project for a chance to earn this award. The Weller Foundation also offers a variety of scholarships for \$6,000 for the fields of education, engineering, and more. I share those scholarship opportunities with our seniors. The Newtown Scholarship Association runs an incredible scholarship program each year, and I help inform students of what is available and when to apply. Our Newtown PTAs offer scholarships to students having attended those schools, and it is exciting to see students who receive these go back to the schools, particularly at the elementary level, and talk with the current students and tell them about all they have done thanks to their incredible Newtown Schools' education.

I provide resources for the above scholarships and others to students and families to research scholarships along with websites about financial planning and prep specific to college planning. This year I was able to help take part in and help run the NHS Financial Aid Night for parents during which time they learned about how to plan and pay for college. I am always available to support students in whatever way I can to answer financial assistance questions. I also share information to families about free college courses and scholarship programs that our local community colleges offer.

What services are available to connect students with members of the broader Newtown community?

The Newtown High School Community Newsletter is my primary connection to the community. This, similar to the College and Career Planning Padlet, is a virtual bulletin board that I share with students and families at the beginning of each month, or update during the month as needed. I let students know about school events, volunteer opportunities, job opportunities, internship opportunities, college planning information, college athletic recruiting information, and other happenings in the community in which they can get involved. As I connect with more members of the business and nonprofit community, I am able to share a richer variety of volunteer and job opportunities with students.

As a new coordinator, what are your thoughts about how to further improve services to help Newtown students succeed?

I am looking forward to helping grow career pathways for students alongside Ana Mendes, the counselor I mentioned previously, who is overseeing the program. We are looking to further grow already established contact lists of members of our community, as well as create new contacts, to be able to offer more career shadowing opportunities, more internships programs, and to have guest speakers come in to speak with students about their careers and possible pathways to those careers. I am really excited to find ways for our students to learn more about themselves through this program and help them discover what they do and don't like to do in an effort to help them find their own pathways heading into college or career when they leave us.

What advice do you have for Newtown High School students and their families?

Enjoy your time here at Newtown High School. It seems like there is so much to know and do, and the four years can fly by. They do! Get involved in the high school community in ways that interest you. Get to know your teachers and the staff. They are here to support and guide you every day. Go to sporting events, try a new club, create a new club, go to a show, and enjoy being a part of what the Newtown High School Community offers. We are happy you are here and are here for you!

Is there anything else that you feel should be included in this conversation?

I truly enjoy supporting these students every day in whatever way I can! Have a great school year everyone!



NEXT ISSUE

In our next issue we will be talking about curriculum & classroom instruction in Newtown Public Schools. We will take a look at the Curriculum Development Process, testing, professional

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held on October 19, 2021 at 7:00 p.m. in the Council Chambers, 3 Primrose Street.

M. Ku, Chair	L. Rodrigue
D. Delia, Vice Chair	A. Uberti
D. Cruson, Secretary	3 Staff
D. Leidlein (7:33 p.m.)	18 Public
J. Vouros (absent)	1 Press
R. Harriman	
D. Zukowski	

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

Item 1 – Pledge of Allegiance

Item 2 – Consent Agenda

MOTION: Mr. Delia moved that the Board of Education approve the donation to Hawley School and the correspondence report. Mr. Cruson seconded. Motion passes unanimously.

Item 3 – Public Participation

Nancy White, 14 Butternut Ridge, asked why are we entertaining remote learning days in lieu of weather. She sees students who have lost instructional hours. Regarding Chromebooks having two random remote days students may run into issues. Remote days have to be called before 8:00 a.m. How will the district know if families have power? She hopes this is turned down.

Item 4 – Reports

Chair Report: Dr. Ku was on the DPH phone call and they are aware that a large number of students are being quarantined and are reviewing protocols. The Board of Finance approved the recommendation to use funds from non-lapsing account for the high school track and it will go to this week's Legislative Council meeting.

Superintendent's Report: Dr. Rodrigue reported sending a letter to parents outlining concerns regarding busing and quarantining. The State liaison is trying to work with the districts to get drivers tested and we have two waiting. She thanked the parents for being extremely understanding. Regarding COVID, we are on weekly calls with the DPH and Addendum 7 addressed how we deal with art and music. She met with the Director of Health and we continue to advocate for more flexibility. Guidance is within three feet indoors. Most issues are happening outside of classrooms, at sporting events and on buses. She encourages parents to go to our website for cases and quarantining numbers. The number of cases is now at 1%. We are having teacher recognition on the November 2 professional development day by holding a fall basket giveaway. Staff will have a chance to win a basket by bringing in food items for the Faith Food Pantry. The PTA candidate forum is October 28 at 7 p.m. in the high school auditorium.

Ms. Zukowski asked that regarding busing if we have a way of allowing working families to drop their children off at school early.

Dr. Rodrigue said we offered that in the past but buses are usually up to 20 minutes early. If parents need more time they could contact the principal. Some parents also use the BASES program which is before and after school care.

Ms. Zukowski ask who the point contact for parents was at All-Star.

Dr. Rodrigue said that was Alan Colangelo. They have been working to find drivers from other locations and have been lucky to find a few who could help. They have never had parent email addresses and feels we should be the contact for parents.

Ms. Zukowski asked who the point contact was in our district.

Dr. Rodrigue said it was her for the district and the principals for their schools.

Mrs. Harriman noted that students at the magnet school in New Haven have been missing classes because of no drivers and wished there was a back-up plan for the students.

Dr. Rodrigue said everyone is experiencing the same thing including sports and athletics in every district. Once we have new drivers things will fall into place.

Mrs. Harriman said academics are on a different level from sports. We need to come up with creative solutions and put parents in touch with other parents for transportation.

Dr. Rodrigue would look into that as it is worked out at the school level.

Dr. Ku said there are parents who transport children to school. Would be great if that could be spread out. Not one team should be bearing the burden of trying to find transportation.

Dr. Rodrigue spoke to Matt Memoli and Dr. Longobucco and it has been equitable across all of the sports.

Committee Reports:

Mrs. Harriman said the policy committee met last week and discussed the COVID policy and the two policies on tonight's agenda.

Mr. Delia said the CFF committee met and discussed the financial report and maintenance plan along with the in-kind services paid by the town.

Dr. Ku said the Curriculum and Instruction Committee met and that Rubicon Atlas was being updated. iReady testing has taken place. The new State K-3 literacy initiative was also discussed as well as the new course in Black and Latino studies.

Ms. Zukowski attended the general meeting of EdAdvance that Mr. Delia could not attend. They discussed their budget and feel their programs are being served.

Mrs. Harriman said that she, Mr. Cruson and Ms. Zukowski attended the first Hawley Centennial Committee meeting.

Mr. Cruson said the goal is to have something every month leading up to the end of the school year.

Student Reports:

Ms. Savo reported on new clubs and events. College visits continue and school spirit days have been decided. National English Society had inductions and the literary magazine is up and running.

Mr. Irvine spoke about the high school athletic events results.

Ms. Zukowski remarked about the high school band performance at the Grasso Festival and thanked everyone who was part of the evening.

Action on Financial Report and Transfers:

MOTION: Mr. Delia moved that the Board of Education approve the financial report and transfers for the month ending September 30, 2021. Mr. Cruson seconded

Mrs. Vadas presented the report which also included transfers and spoke about the food services expenses.

Mr. Delia said they discussed transfers and not bringing them to the Board every single time.

Mrs. Vadas noted it was in the policy that transfers need Board approval except if it was within an object and under \$10,000.

Mrs. Harriman thought that change came to the Board and would check on that.

Motion passes unanimously.

Item 5 – Presentations

Student Achievement Data:

Mrs. Uberti and Dr. Purcaro presented this report.

Ms. Zukowski asked if the gaps a local or statewide issue looking at other schools comparable to Newtown.

Mrs. Uberti said the State hasn't make that information available. There were many learning models in the districts so we don't have State information. She is encouraged by our results. Math being lower than ELA is a trend in the state.

Ms. Zukowski asked if it was statewide would we have a different approach to take such as broader supports and how would we decide that going forward.

Mrs. Uberti said we are drilling down to the individual to look at comparative data. We can't really say it's because of what we've done because of all of the variables.

Mr. Delia noted the drop of 15% was due to remote learning last year.

Mrs. Uberti said remote learners seemed to have scored higher. We also don't know if remote testers had other support. The State tracked results but also tracked students as remote learners even if it was a short period of time.

Dr. Purcaro said the State repeatedly said math was lower than ELA across the board and to take the results cautiously.

Mr. Delia asked if teachers are using i-Ready as instructional tools and what can we do to move this resource along.

Mrs. Uberti said given all that's on the teachers' plates right now we have to consider their needs and not overwhelm them. We had positive feedback from teachers and students on the test. We will work from them and evaluate what we have. They have a lot of tools to use.

Item 6 – Old Business

Two Remote Learning Days in Lieu of School Closures:

MOTION: Mr. Delia moved that the Board of Education approve the use of two remote learning days in lieu of school closures due to inclement weather. Mr. Cruson seconded.

Dr. Rodrigue clarified that we have to go to school 180 days. We will most likely add on days and that means we lose instructional time. Going 182 days gives us that opportunity. We did well with devices for the students. They may not be beneficial this year depending on the weather because if there's no power they wouldn't be able to be used.

Ms. Zukowski said that during remote learning there was concern these students needed classes more than the average student. It seems like these students would disappear.

Qualitative is how much would these students be hurt if they just zoned out.

Dr. Rodrigue noted that students do disengage in June. If you are utilizing meaningful learning during the year you would get more engagement.

Mrs. Harriman said Dr. Rodrigue feels this is the direction education is moving with learning on line. She would be in favor of it knowing it was driven by our educators and would only use them if needed.

Mr. Delia asked if the call would be made the night before.

Dr. Rodrigue said we would look at the conditions the night before and tell students to bring their devices home.

Ms. Zukowski said another concern is families that have to go to work and leave children with a care giver that might not be able to help. The home front is in this exception. Teachers are under the gun with their children and their classroom.

Dr. Rodrigue said we chose the compact day to help with that.

Mr. Delia asked about the special education students.

Dr. Rodrigue said the services will be provided remotely. We will work with students and families.

Mr. Delia was not comfortable that this would work.

Dr. Ku has mixed feelings. It's best to have students in person but the continuity is lost when you have multiple days off due to weather. She is in favor but wants to be sure we are using these days to the fullest. We should have a policy on how these days will work.

Mrs. Leidlein was in favor of this motion. Our administrators are making sure instruction is provided for our children.

Mr. Delia was also in support of this and asked for the Board to see the plan when finished.

Dr. Rodrigue said last year using snow days was difficult. Teachers said the issue was they would have a special schedule for that snow day. They wanted us to make it more like they were in class.

Mrs. Uberti noted that we had a lot of feedback from parents about those days and many said it was difficult for them on snow days because they still had to bring their children for childcare and needed more time in the morning which is why we had the compacted day.

Ms. Zukowski was against this. 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.

Mr. Delia also asked for an outline on how Dr. Rodrigue will determine when she makes the call.

Vote: 4 ayes, 2 nays (Mr. Cruson, Ms. Zukowski) Motion passes.

Item 7 – New Business

First Read of Policies

Mrs. Harriman referred to Policy 5145.12 Search and Seizure which was also reviewed by Mark Pompano and Lt. Robinson.

Ms. Zukowski noted that this is a replacement for policy 7402b. The replacement policy colors indicating changes were not in the new policy so there is a conflict between both policies.

Mr. Ku said everyone should take a closer look to see if there was any redundancy.

Ms. Zukowski said there seems to be a conflict between the two policies of student search and seizure and the use of dogs policy. Are these in conflict, and if not, then why?

Dr. Ku suggested the Board review them to see if there is any conflict.

Mr. Pompano said we looked at this extensively. Dogs do not do searches and this falls under something separate.

Ms. Harriman spoke about Policy 5145.124 Breathalyzer. This is our current practice.

Ms. Zukowski asked to get the original policy before the second read.

Joint Work Group Recommendation:

Dr. Ku thanked Mr. Delia, Mrs. Leidlein and Ms. Zukowski for serving on the work group. She sent the Board what was sent to us from our legal counsel.

Mrs. Leidlein said because she just received the version from legal counsel and hasn't had time to review it she would not feel confident speaking to the revised version without having time to review it.

Dr. Ku appreciates what the legal counsel did with this and his one page document was done with the idea to keep with everything in the work group's document. She would like to get feedback from everyone. We can make a motion to accept what was proposed by the work group or if our legal counsel's version is what we would prefer we don't have to make a motion to accept and she would let the other boards know.

Mrs. Harriman said in reviewing the counsel's document it was clearer and the new language was a lot easier to understand. She hesitates giving them a new document and put a road block into the work that has been done.

Mr. Cruson was on board with continuing our discussion on the new version but that no decision should be made tonight. He wants to make sure everyone on the Board is comfortable with the documents.

Mrs. Leidlein agreed with what Mrs. Harriman said about the legal counsel's version and believes the other Board will look at it carefully and may have changes to their version. Individuals on the work group are committed to make this work but it may not be the original way they thought it would work. Maybe we should approve something before we send it out.

Dr. Ku felt it was fairer to let the other boards know we sent it to our legal counsel and we are considering that document.

Mrs. Harriman felt it was more important for them to understand it was changed to make it more readable and understandable.

Mr. Cruson suggested a middle ground letting them know legal counsel worked on a new document and offer them to have that version to review.

Ms. Zukowski said that should settle any confusion. She went through both documents and the only change had to do with the CIP.

Minutes of October 5, 2021:

MOTION: Mr. Delia moved that the Board of Education approve the minutes of October 5, 2021. Mr. Cruson seconded. Motion passes unanimously.

Item 8 – Public Participation

Kevin Kuzma, 12 The Boulevard, said that regarding quarantining he thanked Dr. Rodrigue, Donna Culbert and Dan Rosenthal who he met with after his son quarantined for the second time this year. He appreciated prioritizing the quarantining. He encourages everyone to reach out to the State to keep it on their plate.

Kate McGrady, 26 Philo Curtis, was shocked about misinformation presented. Hiring the coordinator is a step in the right direction. There is work to be done by the BOE and staff. History is not intended to make you feel guilty. Critical race theory not in school.

Wendy Leon Gambetta, Saw Mill Ridge Road, thanked the Board for keeping our community safe. The Newtown Bee Facebook page had an article about Wesley Johnson and thanked them for hiring him.

MOTION: Mr. Delia moved that the Board of Education go into executive session to discuss the Superintendent's contract and invite Dr. Rodrigue and Suzanne D'Eramo. Mr. Cruson seconded. Motion passes unanimously.

Item 9 – Executive Session

Executive session began at 9:47 p.m.

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

Item 10 – Adjournment

The meeting adjourned at 10:40 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary

Please Note: These minutes are pending Board approval.

**Board of Education
Newtown, Connecticut**

Minutes of the Board of Education meeting held on October 25, 2021 at 7:00 p.m. in Room 203 at Reed Intermediate School.

M. Ku, Chair
D. Delia, Vice Chair
D. Cruson, Secretary
D. Leidlein
J. Vouros
R. Harriman
D. Zukowski

L. Rodrigue

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

Item 1 – Pledge of Allegiance

MOTION: Mr. Delia moved that the Board of Education go into executive session regarding the Superintendent's contract and invite Dr. Rodrigue. Mrs. Harriman seconded. Motion passes unanimously.

Item 2 – Executive Session

The Board exited executive session at 7:56 p.m.

Item 3 – Possible Action on Superintendent's Contract

MOTION: Mr. Delia moved that the Board of Education authorize the Board Chair to accept the Memorandum of Agreement between the Newtown Board of Education and Dr. Rodrigue. Mrs. Harriman seconded. Motion passes unanimously.

Item 4 – Adjournment

The meeting was adjourned at 8:00 p.m.

Respectfully submitted:

Daniel J. Cruson, Jr.
Secretary