

## **Agenda Worksheet**

School Administrative Unit #101  
Wakefield School District Board Meeting:  
Paul School Library  
60 Taylor Way, Sanbornville, NH 03872  
sau101.org

Date: Tuesday, December 17, 2024 at 6:00pm

### **Facilities Committee 5:15pm**

**1. CALL TO ORDER**- Chair, followed by FLAG SALUTE

**2. AGENDA REVIEW**

**3. PRESENTATIONS, PUBLIC HEARINGS**

5<sup>th</sup> Grade Writing Share

**4. PUBLIC COMMENTS**: Public's opportunity to speak to items on the agenda.

**5. REPORTS**

- a. Facility
- b. Finance

**6. CONSENT AGENDA**

- a. AP Manifest- Batch #45372, \$63,331.17; Batch #45371, \$9,000.00; Batch #45367, \$1,590.56; Batch #45303, \$333,694.26; Batch #45309, \$5,159.46; Batch #45309, \$5,159.46; Batch #45322, \$760.51; Batch #45385, \$5,178.63
- b. Payroll Manifest- Batch #45365, \$1,979.02; Batch #45364, \$79,874.95; Batch #45294, \$226,282.01; Batch #45310, \$603.39; Batch #45364, \$79,7874.95

**7. MEETING MINUTES**

- a. WSB Public Minutes 12.3.24

**8. OLD BUSINESS**

- a. Drug and Alcohol Curriculum

**9. NEW BUSINESS**

- a. Promising Futures Grant

**10. POLICIES**

- GBGBA- Use of Automated External Defibrillator (1<sup>st</sup> Reading)
- JLCJA- Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics (1<sup>st</sup> Reading)

**11. COMMITTEE UPDATES**

- a. Curriculum
- b. Joint Loss

**12. NOMINATIONS/HIRES/RESIGNATIONS**

- a. Maggie O’Blenes
- b. David Sampson

**13. FOLLOW-UP**

- a. Warrant Articles
- b. Status of buses
- c. Gym Floor

**14. NON-PUBLIC; RSA 91-A;3 II (c), if required**

**15. ADJOURNMENT: PM**

**Upcoming: The next Wakefield School Board meeting will be held Tuesday January 7, 2025**

**Agenda Worksheet**

Statutory Reasons cited as foundation for the Nonpublic Sessions.

91-A:3, II (a): The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a public meeting, and (2) requests that the meeting be open, in which case the request shall be granted.

91-A:3, II (b): The hiring of any person as a public employee.

91-A:3, II (c): Matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.

91-A:3, II (d): Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are averse to those of the general community.

91-A:3, II, (e): Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against this board or any subdivision thereof, or by or against any member thereof because of his or her membership therein, until the claim or litigation has been fully adjudicated or otherwise settled.

91-A:3, II (i): Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.

91-A:3, II (j): Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.

91-A:3, II (k): Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are averse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations.

91-A:3, II (l): Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.

## **Notes: Facility Committee**

### **1. Warrant Article Review. See attached**

### **2. Maintenance building RFQ**

Request for Quote has been posted for 24x35 metal garage with a submission deadline of January 15<sup>th</sup>, 2025

### **3. Chemical Hygiene Plan**

NHSBA New policy -September 30<sup>th</sup>, 2024

School districts will be required to have a policy to minimize the use of toxic chemicals and prohibits employees from bringing their own cleaning products or pesticides into school buildings. The New Hampshire Department of Education adopted Administrative Rule ED 320 in October 2023 which requires a chemical hygiene plan that identifies at a minimum:

- A. All chemicals shall be properly stored and labeled
- B. All flammables shall be stored in a manner that meets NFPA 30
- C. All acids shall be stored in a cabinet constructed from corrosion-resistant materials
- D. All rooms with chemicals have proper ventilation
- E. All chemical hoods/ safety devices shall be maintained in accordance with manufacturers' recommendations
- F. All chemicals shall be properly managed and disposed of
- G. All safety data sheets are on file at the school in accordance with 29 CFR 1910.1200

### **4. Building/Grounds**

1. Wakefield Fire dept has satisfactorily completed the annual state of NH Fire and Safety inspection of the school. Only a few minor housekeeping items and 1 dim exit light were noted
2. Pioneer Mechanical recently repaired leaky safety shower in science lab
3. Basix Automation recently repaired two faulty zone valves in the heating system
4. 4 outdoor (1 on each building face) fire alarm speaker strobes will be installed by Hackworth fire and security this month
5. Plowing and snow removal has been smooth and operational with new responsibilities defined in 3-year contract

### **Upcoming**

Repair quote for truck

Paving quote/ lines

①

Year Established	Capital Reserve/Trust Fund Wording	Sub-Accounting Name
2000	Wakefield School Transportation Expendable Trust Fund for the purpose of obtaining vehicles needs for student transportation.....school board as agents to expend.	SCHOOL TRANSPORTATION
2011	Capital Reserve Fund for the purpose of Paul School roof repair and replacement....school board as agents to expend.	PAUL SCHOOL ROOF REPAIR
2004	Funding the stated educational programs of educationally disabled children excluding the purchase or lease of vehicles.	SPECIAL EDUCATION
2009	Technology Fund Expendable Trust for the purpose of upgrading and maintaining technology in the District schools.....school boards as agents to expend.	SCHOOL TECHNOLOGY
2011	Capital Reserve Fund for the purpose of Replacing Boilers at the Paul School....school board as agents to expend.	PAUL SCHOOL BOILER REPLACEMENT
2013	Expendable Trust Fund ....for the purpose of updating and improving security at the Paul School....school board as agents to expend.	UPDATING AND IMPROVING SECURITY
2019	Gym floor Expendable Trust Fund for the purpose of repairing, replacing and maintaining the gym floor.....school board as agents to expend.	GYM FLOOR
2019	purpose of covering unanticipated building repairs, maintenance and equipment....school board as agents to expend.	MAINTENANCE CONTINGENCY
2020	Parking Lot and Sidewalk Maintenance Expendable Trust Fund for the purpose of parking lot and sidewalk repairs and corrective maintenance of the pavement.....school board as agents to expend.	PARKING LOT & SIDEWALK MAINTENANCE
2021	Building Renovation Expendable Trust Fund for the purpose of building repairs and renovation....school board as agents to expend.	BUILDING RENOVATION
2022	Well Replacement Capital Reserve for the purpose of installing a well as the Paul School.....Wakefield School Board as agents to expend.	PAUL SCHOOL WELL REPLACEMENT
2022	Maintenance Building Replacement Capital Reserve for the purpose of replacing the current maintenance buildings at the Paul School..... Wakefield School Board as agents to expend.	MAINTENANCE BUILDING REPLACEMENT
2023	Paving of 76 Taylor Way Expendable Trust for the repair and paving of 76 Taylor Way.....School Board as agents to expend.	PAVING OF 76 TAYLOR WAY
2024	Establish a HVAC Capital Reserve Fund for replacing HVAC air handling units at the Paul School.....Wakefield School Board as agents to expend.	HVAC AIR HANDLING UNIT REPLACEMENT
2024	Establish a Classroom Renovation Capital Reserve Fund for renovation of classrooms, to include, but not limited to replacing carpeting, furniture, fixtures, electrical, and plumbing..... Wakefield School Board as agents to expend.	CLASSROOM RENOVATION

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**Policy EBCH: Chemical Safety and Chemical Hygiene Plan**

Status: ADOPTED

Original Adopted Date: 09/30/2024 | Last Reviewed Date: 09/30/2024

Category: Priority / Required by Law

ADOPTION/REVISION NOTES -

Text between the highlighted lines "~~~~", and highlights in this sample should be removed prior to adoption.

- a. General - As with all sample policies, NHSBA recommends that each district carefully review this sample prior to adoption/revision to assure suitability with the district's own specific circumstances, internal coding system, current policies, and organizational structures.
- b. Highlighted language or blank, underscored spaces indicate areas which boards should review, change or complete to reflect local personnel titles, internal/ external policy references, duty assignments etc.
- c. {\*\*} indicates a reference to another NHSBA sample policy. A district should check its own current policies and codes to assure internal consistency.
- d. Withdrawn & earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

NHSBA history: New policy - September 2024.

NHSBA revision history: September 30, 2024, NHSBA created this new sample policy (a) to satisfy a requirement in NH Ed 320.02(b)(3) that districts have a policy to minimize the use of toxic chemicals, and provisions prohibiting employees from bringing their own cleaning products or pesticides into school buildings, and (b) to include information regarding the requirement under Ed 320.02(b)(8) that districts create a chemical hygiene plan with elements as described in that section of Ed 320.02. The Upper Valley Lake Sunapee Regional Planning Commission has graciously made available a sample Chemical Hygiene Plan template for districts to use in preparing their own plans. That template is provided as EBCH-E(1).

A. **Purpose.** The Board's objective is to help ensure a healthy, clean, and safe learning and work environment for students, employees, and others present on school property. The policy accomplishes this in two ways. First, it establishes standards regarding the use and handling of toxic chemicals for cleaning and pest control. Second, it directs the creation of a chemical hygiene and safety plan (the "Plan") for managing hazardous substances on District property and responding to any emergencies resulting from hazardous substances. This Plan shall include all points where hazardous substances might be used and or stored on District property, including, but not limited to, materials used in connection with: chemistry and other science labs, art rooms, shop classes, food services, facilities and groundskeeping, or custodial services.

"Hazardous substances" as used in this Policy shall mean and include any material specifically designated as hazardous by state or federal law, or any other substance or mixture of substances which may be explosive, ignitable, corrosive, reactive, or toxic.

B. **Plan Preparation and Contents.** The Board directs the [Superintendent/Communication Committee or other personnel/committee] to prepare a Chemical Hygiene Plan that complies with all local, state, and federal laws and regulations which pertain to the proper management of hazardous materials. When necessary, the District shall contact the U.S. Environmental Protection Agency (EPA) and/or the New Hampshire Department of Environmental Services (NHDES) to obtain relevant information regarding hazardous substances.

Additionally, the Plan shall address at least the following:

- 1. Identification and inventory of hazardous materials - describing a process by which hazardous substances will be identified and inventoried, and may include a classification system for grouping hazardous materials for purposes of acquisition, storage, use, disposal, record-keeping, and emergency response.
- 2. General provisions outlining response Hazardous Substance Emergencies, with such items as responsible personnel, required resources, decision making ladders, message-specific templates, parental

notification, media plans, etc.; these provisions shall be incorporated into the District Crisis Prevention and Response Plan<sup>1</sup> \_\_\_\_\_ and site-specific Emergency Operations Plans prepared under Board policy (\*\*)EBCA;

3. Special provisions for specific substances, e.g., and as pertinent:
  - a. Criteria for acquisition
  - b. Storage
  - c. Use
  - d. Disposal
  - e. Incident prevention
  - f. Special provisions relative to accidental release or other emergency;
4. Provisions to minimize the use of toxic chemicals for cleaning or pest control, including the prohibition of staff bringing cleaning products or pesticides onto District property without prior approval from the administration;
5. Procedures required for staff to obtain approval from school administration in order to bring cleaning products or pesticides onto District property;
6. Protocols and procedures relative to implementation of the Plan, including staff responsibilities by individual position and/or generalized;
7. Provisions relative to staff training, including such items as individualized and general training, who is responsible for ensuring training is conducted and updated, frequency, how and by whom training syllabi are established; Additionally, employees receiving such training will be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the generation of such substances;
8. Provisions proposing consequences and/or remedies for employees who fail to adhere to the Plan or established procedures;
9. Provisions relating to student training and proposed sanctions/remedies/interventions to be included in applicable[*Student Codes of Conduct* \_\_\_\_\_ and/or *handbooks*];
10. Protocols for reporting general (non-emergency concerns regarding hazardous substances on District property.

See NH Ed 320, specifically Ed 320.02(b)(8), for additional guidance on chemical hygiene Plan content.

- C. **Prohibition of Introduction of Cleaning Products or Pesticides by School Staff.** No employee or designated volunteer may bring any cleaning products or pesticides onto District property without prior approval of the school administration, or as specifically provided in the Plan.
- D. **Biennial Review and Update.** The Superintendent and/or designee shall ensure that the Plan and all procedures and protocols adopted pursuant to this policy are reviewed no less than every two (2) years and updated as necessary. The Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year. Recommendations requiring Board policy changes should be brought to the [*Policy Committee and* ] Board as soon as reasonably practicable.

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<sup>1</sup> [Delete fn.] NHSBA sample policy EBCA directs the creation of a coordinated "District-wide Crisis Prevention and Emergency Response Plan", which, among other things, includes each of the statutorily required site-specific Emergency Operations Plans (see RSA 189:64). Districts which do not adopt EBCA nonetheless must file annual site specific Emergency Operation Plans, which include some provisions relating to communications in event of certain emergencies.

# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024				
<b>100 GENERAL FUND</b>												
<b>1100 REGULAR EDUCATION</b>												
1. 100-1100-51120-1-00-00000 ELEMENTARY TEACHER SALARIES	1,838,539	1,838,539	167,451	167,451	571,320	1,153,937	113,282					
2. 100-1100-51140-1-01-00000 SUPPORT SALARIES	226,844	226,844	12,401	12,401	42,534	71,145	113,165					
3. 100-1100-51220-1-00-00000 SUBSTITUTES SALARIES	10,000	10,000	3,485	3,485	8,798	0	1,202					
4. 100-1100-51235-1-00-00000 STUDENT TUTORING SERV - SALAR	7,000	7,000	0	0	0	0	7,000					
5. 100-1100-51250-1-00-00000 STAFF STIPENDS/OTHER	35,000	35,000	250	250	2,250	0	32,750					
6. 100-1100-52110-1-00-00000 TEACHERS HEALTH INSURANCE	504,137	504,137	49,137	49,137	129,506	293,983	80,648					
7. 100-1100-52110-1-01-00000 SUPPORT STAFF HEALTH INS	10,901	10,901	4,262	4,262	8,317	22,333	(19,749)					
8. 100-1100-52120-1-00-00000 TEACHERS DENTAL INSURANCE	17,809	17,809	1,952	1,952	5,607	12,559	(357)					
9. 100-1100-52120-1-01-00000 SUPPORT DENTAL INSURANCE	621	621	429	429	1,156	3,000	(3,535)					
10. 100-1100-52200-1-00-00000 TEACHERS FICA	125,969	125,969	10,142	10,142	38,869	86,474	626					
11. 100-1100-52200-1-01-00000 SUPPORT FICA	6,633	6,633	1,022	1,022	3,270	5,538	(2,175)					
12. 100-1100-52310-1-00-00000 SUPPORT RETIREMENT	0	0	130	130	187	0	(187)					
13. 100-1100-52310-1-01-00000 SUPPORT RETIREMENT	11,731	11,731	3,794	3,794	14,085	28,342	(30,696)					
14. 100-1100-52320-1-00-00000 TEACHERS RETIREMENT	340,649	340,649	32,412	32,412	106,084	205,928	28,637					
15. 100-1100-53210-1-00-00000 REGULAR ED - CONTRACTED SERA	39,712	39,712	1,260	1,260	1,260	0	38,452					
16. 100-1100-55610-1-00-00000 TUITION-PUBLIC	3,008,746	3,008,746	0	0	15,750	0	2,992,996					
17. 100-1100-56100-1-00-00000 SUPPLIES	44,510	44,510	6,001	6,001	26,833	3,011	14,666					
18. 100-1100-56410-1-00-00000 CURRICULUM/TEXTBOOKS	13,780	13,780	648	648	5,312	188	8,280					
19. 100-1100-56500-1-00-00000 REG ED SOFTWARE	32,915	32,915	7,189	7,189	20,458	0	12,457					
20. 100-1100-57330-1-00-00000 REG ED NEW FURNITURE&FIXTUR	3,000	3,000	0	0	0	0	3,000					
21. 100-1100-57340-00-00000 REGULAR ED NEW COMPUTER	1	1	0	0	0	0	1					
22. 100-1100-57390-1-00-00000 REG ED REPLACE EQUIPMENT	0	0	0	0	0	0	0					
23. 100-1100-58100-1-00-00000 REG ED DUES	2,521	2,521	0	0	21	0	2,500					
<b>TOTAL 1100 REGULAR EDUCATION</b>	<b>\$6,281,018</b>	<b>\$6,281,018</b>	<b>\$301,965</b>	<b>\$301,965</b>	<b>\$1,001,617</b>	<b>\$1,886,438</b>	<b>\$3,392,963</b>					

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<b>1200 SPECIAL EDUCATION</b>												
24. 100-1200-51000-1-02-00000	0	0	0	0	0	0	0	0	0	0	0	0
STUDENT SERV DIRECTOR - SALAF												
25. 100-1200-51120-1-00-00000	371,401	371,401	28,569	114,277	257,124	0	0	0	0	0	0	0
SPECIAL ED TEACHER SALARIES												
26. 100-1200-51140-1-01-00000	348,422	348,422	31,881	111,609	264,648	(27,835)						
SPECIAL ED SUPPORT SALARIES												
27. 100-1200-51200-1-00-00000	15,000	15,000	0	14,640	0	360						
SUMMER SCHOOL SALARIES												
28. 100-1200-51220-1-00-00000	1	1	0	0	0	1						
SPECIAL ED - SUBSTITUTES												
29. 100-1200-51230-1-01-00000	266,784	266,784	21,475	74,514	194,102	(1,832)						
SPECIAL ED ABA TUTORS - SALARI												
30. 100-1200-51235-1-00-00000	5,000	5,000	0	638	0	4,362						
TUTORING SERVICES - SALARIES												
31. 100-1200-51240-1-00-00000	15,000	15,000	0	0	0	15,000						
SPED - SUBSTITUTES - SUPPORT ST												
32. 100-1200-52110-1-00-00000	87,647	87,647	9,327	24,482	54,792	8,373						
SPECIAL ED HEALTH INSURANCE												
33. 100-1200-52110-1-01-00000	67,084	67,084	9,321	29,015	65,246	(27,177)						
SPECIAL ED SUPPORT HEALTH INS												
34. 100-1200-52110-1-02-00000	0	0	0	0	0	0						
STUDENT SERV DIRECTOR - HEALT												
35. 100-1200-52120-1-00-00000	3,051	3,051	316	1,209	2,213	(371)						
SPECIAL ED DENTAL INSURANCE												
36. 100-1200-52120-1-01-00000	6,938	6,938	781	2,185	5,466	(713)						
SPECIAL ED SUPPORT DENTAL												
37. 100-1200-52120-1-02-00000	0	0	0	0	0	0						
STUDENT SERV DIRECTOR - DENT/												
38. 100-1200-52200-1-00-00000	26,030	26,030	2,168	8,310	19,804	(2,084)						
SPECIAL ED TEACHERS FICA												
39. 100-1200-52200-1-01-00000	33,391	33,391	3,911	12,993	35,094	(14,696)						
SPECIAL ED SUPPORT FICA												
40. 100-1200-52201-1-00-00000	0	0	0	0	0	0						
STUDENT SERV DIRECTOR - FICA												
41. 100-1200-52270-0-00-00000	0	0	0	(59)	0	59						
OTHER - FICA												
42. 100-1200-52310-1-00-00000	0	0	0	0	0	0						
SPECIAL ED SUPPORT RETIREMEN'												
43. 100-1200-52310-1-01-00000	85,065	85,065	5,078	16,270	42,099	26,696						
SPECIAL ED SUPPORT RETIREMEN'												
44. 100-1200-52320-1-00-00000	66,828	66,828	5,611	24,272	50,499	(7,943)						
SPECIAL ED TEACHERS RETIREME												
45. 100-1200-52320-1-02-00000	0	0	0	0	0	0						
STUDENT SERV DIRECTOR - RETIRI												
46. 100-1200-53210-1-00-00000	359,715	359,715	26,005	231,092	311,687	(183,064)						
SPECIAL ED CONTRACT SRVS												
47. 100-1200-53210-3-00-00000	1	1	0	0	0	1						
CONTRACTED SERVICES - HIGH SC												
48. 100-1200-53220-1-00-00000	1,500	1,500	0	0	0	1,500						
TESTING												
49. 100-1200-53230-1-00-00000	4,867	4,867	0	2,048	2,048	771						
SLC MEMBERSHIP												
50. 100-1200-53240-1-00-00000	145,861	145,861	36,680	122,854	162,884	(139,877)						
CONTRACTED SERV- PARTNER PRC												
51. 100-1200-53290-1-00-00000	2,250	2,250	0	14	1,984	252						
MEDICAID FEES												
52. 100-1200-55610-1-00-00000	1	1	0	0	0	1						
SPECIAL ED TUITION-PUBLIC - ELE												



# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

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	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024				
53. 100-1200-55610-3-00-00000 SPECIAL ED TUITION-PUBLIC - HIG	120,000	120,000	0	2,027	2,600	115,373						
54. 100-1200-55640-1-00-00000 TUITION - PRIVATE - ELEMENTARY	117,000	117,000	25,934	57,779	228,310	(169,089)						
55. 100-1200-55640-2-00-00000 TUITION- PRIVATE- MIDDLE SCHOC	108,000	108,000	24,036	48,068	114,562	(54,630)						
56. 100-1200-55640-3-00-00000 TUITION- PRIVATE - HIGH SCHOOL	190,000	190,000	13,659	154,835	67,197	(32,032)						
57. 100-1200-55800-1-00-00000 SPECIAL ED TRAVEL	500	500	310	310	190	0						
58. 100-1200-56100-0-88-00000 PRESCHOOL - SUPPLIES	0	0	0	0	0	0						
59. 100-1200-56100-1-00-00000 SPECIAL ED SUPPLIES	6,000	6,000	182	5,147	486	367						
60. 100-1200-56410-1-00-00000 SPECIAL ED BOOKS	1	1	0	0	0	1						
61. 100-1200-56500-1-00-00000 SPED SOFTWARE	1,850	1,850	0	0	0	1,850						
62. 100-1200-57330-1-00-00000 SPED NEW EQUIPMENT	1	1	0	0	0	1						
63. 100-1200-57340-0-00-00000 SPECIAL ED NEW COMPUTER	1	1	0	0	0	1						
64. 100-1200-57390-1-00-00000 SPED - OTHER EQUIPMENT	1,000	1,000	0	640	0	360						
65. 100-1200-58100-1-00-00000 SPECIAL ED DUES	1,005	1,005	0	400	0	605						
<b>TOTAL 1200 SPECIAL EDUCATION</b>	<b>\$2,457,195</b>	<b>\$2,457,195</b>	<b>\$245,244</b>	<b>\$1,059,569</b>	<b>\$1,883,035</b>	<b>\$(485,409)</b>						

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<b>1410 CO-CURRICULAR ACTIVITIES</b>												
66. 100-1410-51120-1-00-00000 SALARIES	18,000	18,000	78	1,748	0	16,252	0	0	0	0	0	0
67. 100-1410-51120-1-01-00000 ELEMENTARY TEACHER SALARIES	0	0	0	0	0	0	0	0	0	0	0	0
68. 100-1410-51120-2-01-00000 MORNING PROGRAM SALARIES	1	1	0	0	0	1	0	0	0	0	1	1
69. 100-1410-52200-1-00-00000 CO-CURRICULAR - FICA	1,377	1,377	162	470	0	907	0	0	0	0	907	907
70. 100-1410-52200-1-01-00000 MORNING PROGRAM - FICA	1	1	0	0	0	1	0	0	0	0	1	1
71. 100-1410-52310-1-00-00000 RETIREMENT - SUPPORT STAFF	0	0	0	0	0	0	0	0	0	0	0	0
72. 100-1410-52320-1-00-00000 RETIREMENT - TEACHER	3,535	3,535	172	486	0	3,049	0	0	0	0	3,049	3,049
73. 100-1410-52320-1-01-00000 MORNING PROGRAM - RETIREMEN	1	1	0	0	0	1	0	0	0	0	1	1
74. 100-1410-53230-1-00-00000 CONTRACTED SERV - SPECIAL EVE	28,000	28,000	0	500	0	27,500	0	0	0	0	27,500	27,500
75. 100-1410-56100-1-00-00000 CO-CURRICULAR - SUPPLIES	1,500	1,500	143	143	0	1,357	0	0	0	0	1,357	1,357
<b>TOTAL 1410 CO-CURRICULAR ACTIVITIES</b>	<b>\$52,415</b>	<b>\$52,415</b>	<b>\$555</b>	<b>\$3,347</b>	<b>\$0</b>	<b>\$49,068</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$49,068</b>	<b>\$49,068</b>

# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances	Amount Remaining		
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024				
<b>1420 ATHLETICS</b>												
76.100-1420-51120-1-00-00000	13,000	13,000	0	3,500	0	0	0	0	0	0	9,500	
77.100-1420-52200-1-00-00000	995	995	0	265	0	0	0	0	0	0	730	
78.100-1420-52320-1-00-00000	2,553	2,553	0	393	0	0	0	0	0	0	2,160	
79.100-1420-53300-1-00-00000	4,950	4,950	225	957	0	0	0	0	0	0	3,993	
80.100-1420-56100-1-00-00000	3,000	3,000	231	1,197	0	0	0	0	0	0	768	
81.100-1420-57301-0-00-00000	1	1	0	0	0	0	0	0	0	0	1	
<b>TOTAL 1420 ATHLETICS</b>	<b>\$24,499</b>	<b>\$24,499</b>	<b>\$456</b>	<b>\$6,312</b>	<b>\$1,035</b>	<b>\$17,152</b>						

# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget 7/1/2024 - 6/30/2025	Revised Budget 7/1/2024 - 6/30/2025	Current Period 11/1/2024 - 11/30/2024	Reported Period 7/1/2024 - 11/30/2024	Encumbrances 7/1/2024 - 11/30/2024	Amount Remaining 7/1/2024 - 11/30/2024
<b>1430 SUMMER SCHOOL</b>						
82. 100-1430-51120-1-00-00000 SUMMER SCHOOL - SALARIES	1	1	0	0	0	1
83. 100-1430-52200-1-00-00000 SUMMER SCHOOL - FICA	1	1	0	0	0	1
84. 100-1430-52320-1-00-00000 SUMMER SCHOOL - RETIREMENT	1	1	0	0	0	1
85. 100-1430-53000-0-00-00000 TRANSPORTATION - CONTRACTED	1	1	0	0	0	1
86. 100-1430-56100-1-00-00000 SUMMER SCHOOL - SUPPLIES	1	1	0	0	0	1
<b>TOTAL 1430 SUMMER SCHOOL</b>	<b>\$5</b>	<b>\$5</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$5</b>

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	
<b>2110 TRUANT OFFICER</b>												
87. 100-2110-51140-1-00-00000 TRUANT OFFICER SALARY	1	1	1	0	0	0	0	0	0	0	0	1
88. 100-2110-52200-1-00-00000 TRUANT OFFICER FICA	1	1	1	0	0	0	0	0	0	0	0	1
89. 100-2110-53210-1-00-00000 CONTRACTED SERVICES - SRO	1	1	1	0	0	0	0	0	0	0	0	1
<b>TOTAL 2110 TRUANT OFFICER</b>	<b>\$3</b>	<b>\$3</b>	<b>\$3</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$3</b>

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/30/2024	7/1/2024 - 11/30/2024	11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024
<b>2120 GUIDANCE/SOCIAL WORKER</b>												
90. 100-2120-51120-1-00-00000 GUIDANCE/SOCIAL WORKER SALA	138,168	138,168	138,168	138,168	12,904	51,616	116,136	0	0	0	0	(29,584)
91. 100-2120-51150-1-01-00000 SUPPORT STAFF - SALARY	13,507	13,507	13,507	13,507	0	0	0	0	0	0	0	13,507
92. 100-2120-52110-1-00-00000 GUIDANCE/SOCIAL WORKER HEAL	41,653	41,653	41,653	41,653	2,952	8,857	20,665	0	0	0	0	12,131
93. 100-2120-52110-1-01-00000 TEACHERS HEALTH INSURANCE	1	1	1	1	0	0	0	0	0	0	0	1
94. 100-2120-52120-1-00-00000 GUIDANCE/SOCIAL WORKER DENI	1,287	1,287	1,287	1,287	126	377	879	0	0	0	0	31
95. 100-2120-52120-1-01-00000 TEACHERS DENTAL INSURANCE	1	1	1	1	0	0	0	0	0	0	0	1
96. 100-2120-52200-1-00-00000 GUIDANCE/SOCIAL WORKER FICA	6,171	6,171	6,171	6,171	947	3,789	8,884	0	0	0	0	(6,502)
97. 100-2120-52200-1-01-00000 SUPPORT STAFF - FICA	1	1	1	1	0	0	0	0	0	0	0	1
98. 100-2120-52310-1-01-00000 SUPPORT RETIREMENT	1	1	1	1	0	0	0	0	0	0	0	1
99. 100-2120-52320-1-00-00000 GUIDANCE/SOCIAL WORKER RETII	27,137	27,137	27,137	27,137	2,534	9,796	22,809	0	0	0	0	(5,468)
100. 100-2120-53000-0-00-00000 CONTRACTED SERVICES	0	0	0	0	0	0	0	0	0	0	0	0
101. 100-2120-53220-1-00-00000 GUIDANCE ASSESSMENT TEST	12,000	12,000	12,000	12,000	0	11,877	0	0	0	0	0	123
102. 100-2120-55800-1-00-00000 GUIDANCE/SOCIAL WORKER TRA	400	400	400	400	0	0	0	0	0	0	0	400
103. 100-2120-56100-1-00-00000 GUIDANCE/SOCIAL WORKER SUPI	500	500	500	500	0	326	0	0	0	0	0	174
104. 100-2120-56410-0-00-00000 TEXT BOOKS	1	1	1	1	0	0	0	0	0	0	0	1
105. 100-2120-57510-1-00-00000 GUIDANCE/SOCIAL WORKER NEW	0	0	0	0	0	0	0	0	0	0	0	0
106. 100-2120-58100-1-00-00000 GUIDANCE/SOCIAL WORKER DUE	458	458	458	458	0	0	0	0	0	0	0	458
<b>TOTAL 2120 GUIDANCE/SOCIAL WORKER</b>	<b>\$241,286</b>	<b>\$241,286</b>	<b>\$241,286</b>	<b>\$241,286</b>	<b>\$19,463</b>	<b>\$86,638</b>	<b>\$169,373</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$(14,725)</b>

# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	
<b>2130 NURSE</b>												
107. 100-2130-51130-1-00-00000 NURSE SALARY	55,531	55,531	5,375	21,499	48,373	(14,341)						
108. 100-2130-51140-1-01-00000 NURSE - SUPPORT STAFF SALARY	43,073	43,073	2,878	9,935	25,238	7,900						
109. 100-2130-51150-1-00-00000 NURSE SUB SALARY	4,000	4,000	0	0	0	4,000						
110. 100-2130-52110-1-00-00000 NURSE HEALTH INSURANCE	21,908	21,908	2,014	4,042	8,097	9,769						
111. 100-2130-52140-1-00-00000 NURSE SUPPORT STAFF - DENTAL	681	681	65	195	455	31						
112. 100-2130-52200-1-00-00000 NURSE FICA	4,063	4,063	488	1,721	3,777	(1,435)						
113. 100-2130-52204-1-00-00000 NURSE SUPPORT STAFF - FICA	1,176	1,176	203	701	1,931	(1,456)						
114. 100-2130-52310-1-00-00000 NURSE SUPPORT STAFF RETIREME	3,746	3,746	0	0	0	3,746						
115. 100-2130-52310-1-01-00000 NURSE RETIREMENT SUPPORT	2,081	2,081	389	1,214	3,415	(2,548)						
116. 100-2130-52320-1-00-00000 NURSE RETIREMENT	10,906	10,906	1,056	4,222	9,500	(2,816)						
117. 100-2130-53210-1-00-00000 NURSE - CONTRACTED SERVICES	1	1	0	0	0	1						
118. 100-2130-56100-1-00-00000 NURSE SUPPLIES	5,000	5,000	99	1,966	738	2,296						
119. 100-2130-56500-1-00-00000 NURSE SOFTWARE	2,000	2,000	0	1,650	0	350						
120. 100-2130-57300-1-00-00000 NURSE NEW EQUIPMENT	150	150	0	0	0	150						
121. 100-2130-57370-1-00-00000 NURSE FURNITURE	1	1	0	0	0	1						
<b>TOTAL 2130 NURSE</b>	<b>\$154,317</b>	<b>\$154,317</b>	<b>\$12,567</b>	<b>\$47,145</b>	<b>\$101,524</b>	<b>\$5,648</b>						

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget 7/1/2024 - 6/30/2025	Revised Budget 7/1/2024 - 6/30/2025	Current Period 11/1/2024 - 11/30/2024	Reported Period 7/1/2024 - 11/30/2024	Encumbrances 7/1/2024 - 11/30/2024	Amount Remaining 7/1/2024 - 11/30/2024
<b>2210 PROFESSIONAL DEVELOPMENT</b>						
122. 100-2210-52110-1-00-00000 PROFESSIONAL DEV HEALTH INS	0	0	0	0	0	0
123. 100-2210-52120-1-00-00000 TEACHERS DENTAL INSURANCE	0	0	0	0	0	0
124. 100-2210-52310-1-00-00000 PROF DEV SUPPORT RETIREMENT	0	0	0	0	0	0
125. 100-2210-52320-1-00-00000 PROF. DEV. WORKSHOPS RETIRE. (	0	0	0	0	0	0
126. 100-2210-52400-1-00-00000 PROF.DEV. TUITION	40,000	40,000	590	810	3,980	35,210
127. 100-2210-53220-1-00-00000 PROF.DEV. WORKSHOPS	15,000	15,000	809	9,964	618	4,418
<b>TOTAL 2210 PROFESSIONAL DEVELOPMENT</b>	<b>\$55,000</b>	<b>\$55,000</b>	<b>\$1,399</b>	<b>\$10,774</b>	<b>\$4,598</b>	<b>\$39,628</b>

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024
<b>2220 LIBRARY</b>												
128. 100-2220-51130-1-00-00000 MEDIA SPECIALIST SALARY	43,006	43,006	43,006	43,006	3,584	14,337	32,259	(3,590)				
129. 100-2220-51140-1-00-00000 LIBRARY SUPPORT SALARIES	12,780	12,780	12,780	12,780	1,415	4,816	11,963	(3,999)				
130. 100-2220-52110-1-00-00000 MEDIA SPECIALIST HEALTH INSUF	9,836	9,836	9,836	9,836	0	0	0	9,836				
131. 100-2220-52120-1-00-00000 MEDIA SPECIALIST DENTAL INSUF	517	517	517	517	62	186	434	(103)				
132. 100-2220-52200-1-00-00000 MEDIA SPECIALIST FICA	3,290	3,290	3,290	3,290	262	1,048	2,468	(226)				
133. 100-2220-52200-1-01-00000 LIBRARY SUPPORT FICA	978	978	978	978	108	368	915	(305)				
134. 100-2220-52310-1-00-00000 LIBRARY SUPPORT RETIREMENT	0	0	0	0	0	0	0	0				
135. 100-2220-52320-1-00-00000 MEDIA SPECIALIST RETIREMENT	8,447	8,447	8,447	8,447	704	2,816	6,336	(705)				
136. 100-2220-53210-1-00-00000 CONTRACT SERVICES	0	0	0	0	0	0	0	0				
137. 100-2220-54300-1-00-00000 LIBRARY REPAIRS	1	1	1	1	0	0	0	1				
138. 100-2220-56100-1-00-00000 LIBRARY SUPPLIES	2,000	2,000	2,000	2,000	279	279	630	1,091				
139. 100-2220-56410-1-00-00000 LIBRARY BOOKS & OTHER PRINTI	15,000	15,000	15,000	15,000	1,077	1,077	2,507	11,416				
140. 100-2220-56500-1-00-00000 LIBRARY SOFTWARE	4,100	4,100	4,100	4,100	0	1,890	0	2,210				
141. 100-2220-57300-1-00-00000 LIBRARY EQUIPMENT	1	1	1	1	0	0	0	1				
142. 100-2220-57330-1-00-00000 LIBRARY FURNITURE/FIXTURES	1,500	1,500	1,500	1,500	0	0	450	1,050				
143. 100-2220-57370-1-00-00000 LIBRARY REPLACE FURN/FIXT	1	1	1	1	0	0	0	1				
144. 100-2220-58100-1-00-00000 DUES & FEES	240	240	240	240	0	0	0	240				
<b>TOTAL 2220 LIBRARY</b>	<b>\$101,697</b>	<b>\$101,697</b>	<b>\$101,697</b>	<b>\$101,697</b>	<b>\$7,491</b>	<b>\$26,817</b>	<b>\$57,962</b>	<b>\$16,918</b>				

# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024				
<b>2310 SCHOOL BOARD</b>												
145. 100-2310-51110-1-00-00000 SCHOOL BOARD SALARIES	5,500	5,500	0	0	2,750	2,750	0	0				
146. 100-2310-51120-1-00-00000 SCHOOL BOARD MODERATOR	125	125	0	0	0	0	125	0				
147. 100-2310-51130-1-00-00000 SCHOOL BOARD TREASURER	3,000	3,000	0	0	750	2,250	0	0				
148. 100-2310-51150-1-00-00000 SCHOOL BOARD DISTRICT CLERK	200	200	0	0	0	0	200	0				
149. 100-2310-51160-1-00-00000 SCHOOL BOARD SECRETARY	5,000	5,000	307	307	1,595	4,075	(670)	0				
150. 100-2310-52200-1-00-00000 SCHOOL BOARD FICA	1,057	1,057	23	23	390	694	(27)	0				
151. 100-2310-53220-1-00-00000 SCHOOL BOARD PROF.DEV.	600	600	0	0	0	0	600	0				
152. 100-2310-53800-1-00-00000 SCHOOL BOARD LEGAL SERVICES	15,000	15,000	2,752	2,752	11,736	3,264	0	0				
153. 100-2310-53820-1-00-00000 SCHOOL BOARD AUDITOR	18,000	18,000	14,982	14,982	21,426	0	(3,426)	0				
154. 100-2310-55400-1-00-00000 SCHOOL BOARD ADS/NOTICES	5,000	5,000	180	180	766	180	4,054	0				
155. 100-2310-55410-1-00-00000 SCHOOL BOARD - BACKGROUND C	6,000	6,000	0	0	1,048	0	4,952	0				
156. 100-2310-55450-1-00-00000 SCHOOL BOARD BALLOT PRINTIN	3,549	3,549	0	0	0	0	3,549	0				
157. 100-2310-55500-1-00-00000 SCHOOL BOARD DISTRICT REPOR	1,000	1,000	0	0	(50)	0	1,050	0				
158. 100-2310-56100-1-00-00000 SCHOOL BOARD - SUPPLIES	500	500	0	0	209	0	291	0				
159. 100-2310-57340-1-00-00000 NEW COMPUTERS/TABLET	0	0	0	0	0	0	0	0				
160. 100-2310-58100-1-00-00000 SCHOOL BOARD DUES	4,200	4,200	0	0	3,798	0	402	0				
161. 100-2310-58200-1-00-00000 SCHOOL BOARD - SCHOLARSHIP	500	500	0	0	0	0	500	0				
162. 100-2310-58900-1-00-00000 SCHOOL BOARD MISC	500	500	0	0	0	0	500	0				
<b>TOTAL 2310 SCHOOL BOARD</b>	<b>\$69,731</b>	<b>\$69,731</b>	<b>\$18,244</b>	<b>\$18,244</b>	<b>\$44,418</b>	<b>\$13,213</b>	<b>\$12,100</b>					

# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024		
<b>2320 SAU ADMINISTRATION EXPENSE</b>												
163. 100-2320-51100-1-00-00000 SUPERINTENDENT SALARY	90,000	90,000	90,000	7,500	33,750	56,250	0	0	0	0	0	0
164. 100-2320-51110-1-00-00000 STUDENT SERVICES DIRECTOR	84,000	84,000	84,000	6,923	38,077	51,923	(6,000)	0	0	0	0	(6,000)
165. 100-2320-51150-1-00-00000 SUPPORT STAFF SALARY	60,243	60,243	60,243	4,634	25,488	34,756	(1)	0	0	0	0	(1)
166. 100-2320-52110-1-00-00000 HEALTH INSURANCE	51,174	51,174	51,174	2,952	12,793	20,665	17,716	0	0	0	0	17,716
167. 100-2320-52120-1-00-00000 DENTAL INS	2,072	2,072	2,072	191	888	1,334	(150)	0	0	0	0	(150)
168. 100-2320-52140-1-00-00000 DISABILITY INSURANCE	414	414	414	0	0	0	414	0	0	0	0	414
169. 100-2320-52200-1-00-00000 FICA	16,160	16,160	16,160	1,387	7,106	10,934	(1,880)	0	0	0	0	(1,880)
170. 100-2320-52310-1-00-00000 RETIREMENT - SAU	31,355	31,355	31,355	1,564	8,600	11,728	11,027	0	0	0	0	11,027
171. 100-2320-52320-1-00-00000 RETIREMENT	0	0	0	0	0	0	0	0	0	0	0	0
172. 100-2320-52350-1-00-00000 RETIREMENT	0	0	0	0	0	0	0	0	0	0	0	0
173. 100-2320-53200-1-00-00000 CONFERENCES/COURSES	1,000	1,000	1,000	0	1,490	0	(490)	0	0	0	0	(490)
174. 100-2320-53220-1-00-00000 PROFESSIONAL DEVELOPMENT	1,000	1,000	1,000	2,039	2,258	0	(1,258)	0	0	0	0	(1,258)
175. 100-2320-54300-1-00-00000 MAINTENANCE AGREEMENTS	2,500	2,500	2,500	0	0	0	2,500	0	0	0	0	2,500
176. 100-2320-54420-1-00-00000 COPIER/LEASE	3,000	3,000	3,000	0	2,487	813	(300)	0	0	0	0	(300)
177. 100-2320-55400-1-00-00000 ADVERTISING	3,000	3,000	3,000	0	0	180	2,820	0	0	0	0	2,820
178. 100-2320-55610-1-00-00000 TUITION OTHER	3,000	3,000	3,000	0	0	0	3,000	0	0	0	0	3,000
179. 100-2320-55800-1-00-00000 TRAVEL	0	0	0	0	0	0	0	0	0	0	0	0
180. 100-2320-56100-1-00-00000 SUPPLIES & FORMS	4,000	4,000	4,000	0	1,346	247	2,407	0	0	0	0	2,407
181. 100-2320-56400-1-00-00000 SOFTWARE	500	500	500	0	124	0	376	0	0	0	0	376
182. 100-2320-57340-1-00-00000 COMPUTER HARDWARE & NETWC	200	200	200	0	0	0	200	0	0	0	0	200
183. 100-2320-58100-1-00-00000 DUES/FEES	2,000	2,000	2,000	0	1,290	0	710	0	0	0	0	710
<b>TOTAL 2320 SAU ADMINISTRATION EXPENSE</b>	<b>\$355,618</b>	<b>\$355,618</b>	<b>\$355,618</b>	<b>\$27,190</b>	<b>\$135,697</b>	<b>\$188,830</b>	<b>\$31,091</b>					<b>\$31,091</b>

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024		
<b>2410 PRINCIPAL</b>												
184. 100-2410-51110-1-00-00000 PRINCIPAL SALARY	96,600	96,600	7,431	40,869	55,731	0						
185. 100-2410-51120-1-00-00000 ASST.PRINCIPAL SALARY	88,463	88,463	6,805	37,426	51,036	1						
186. 100-2410-51130-1-01-00000 PRINC.SUPPORT SALARY	69,449	69,449	6,488	31,931	49,356	(11,838)						
187. 100-2410-52110-1-00-00000 PRINCIPAL HEALTH INSURANCE	3,000	3,000	2,657	13,286	18,600	(28,886)						
188. 100-2410-52110-1-01-00000 PRINCIPAL SUPPORT HEALTH INS	10,872	10,872	750	2,718	750	7,404						
189. 100-2410-52120-1-00-00000 PRINCIPAL DENTAL INSURANCE	1,286	1,286	191	1,022	910	(646)						
190. 100-2410-52120-1-01-00000 PRINCIPAL SUPPORT DENTAL INS	1,226	1,226	0	0	424	802						
191. 100-2410-52200-1-00-00000 PRINCIPAL FICA	21,935	21,935	1,591	8,155	12,001	1,779						
192. 100-2410-52310-1-01-00000 SUPPORT RETIREMENT	9,396	9,396	878	4,515	6,678	(1,797)						
193. 100-2410-52320-1-00-00000 PRINCIPAL RETIREMENT	34,972	34,972	2,796	15,377	20,969	(1,374)						
194. 100-2410-52400-1-00-00000 PRINCIPAL TUITION	7,000	7,000	0	0	0	7,000						
195. 100-2410-53220-1-00-00000 PRINCIPAL PROF.DEV.	1,300	1,300	0	0	0	1,300						
196. 100-2410-54300-1-00-00000 PRINCIPAL REPAIRS/MAINTENANC	4,500	4,000	0	0	0	4,000						
197. 100-2410-54420-1-00-00000 PRINCIPAL-COPIER/LEASE	10,000	10,000	2,040	6,020	3,980	0						
198. 100-2410-55340-1-00-00000 PRINCIPAL POSTAGE	4,400	4,400	0	4,284	0	116						
199. 100-2410-55500-1-00-00000 PRINCIPAL PRINTING	300	300	0	0	0	300						
200. 100-2410-55800-1-00-00000 PRINCIPAL TRAVEL	500	500	0	0	0	500						
201. 100-2410-56100-1-00-00000 PRINCIPAL SUPPLIES	7,000	7,500	391	7,311	56	133						
202. 100-2410-56500-1-00-00000 PRINCIPAL SOFTWARE	13,250	13,250	1,495	11,738	0	1,512						
203. 100-2410-57330-1-00-00000 PRINCIPAL NEW FURNITURE	1	1	0	0	0	1						
204. 100-2410-58100-1-00-00000 PRINCIPAL DUES	1,170	1,170	0	600	0	570						
205. 100-2410-58900-1-00-00000 PRINCIPAL GRADUATION EXPENSI	3,400	3,400	0	0	0	3,400						
<b>TOTAL 2410 PRINCIPAL</b>	<b>\$390,020</b>	<b>\$390,020</b>	<b>\$33,513</b>	<b>\$185,252</b>	<b>\$220,491</b>	<b>\$(15,723)</b>						

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 11/1/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	11/30/2024	7/1/2024 - 11/30/2024	11/30/2024	7/1/2024 - 11/30/2024	11/30/2024	7/1/2024 - 11/30/2024	11/30/2024
<b>2510 FISCAL SERVICES</b>												
206.100-2510-51100-1-00-00000 BUSINESS ADMINISTRATOR SALAI	100,000	100,000	3,938	27,563	0	0	0	0	0	0	72,437	
207.100-2510-51120-1-00-00000 SUPPORT STAFF SALARY	120,820	120,820	9,791	53,850	73,432	73,432					(6,462)	
208.100-2510-52110-1-00-00000 HEALTH INSURANCE	23,736	23,736	2,468	10,341	14,277	14,277					(882)	
209.100-2510-52120-1-00-00000 DENTAL INSURANCE	1,887	1,887	126	628	879	879					380	
210.100-2510-52200-1-00-00000 FICA	16,893	16,893	1,031	5,953	5,656	5,656					5,284	
211.100-2510-52300-1-00-00000 RETIREMENT	0	0	0	0	0	0					0	
212.100-2510-52310-1-00-00000 RETIREMENT - EMPLOYEES	0	0	0	0	0	0					0	
213.100-2510-52320-1-00-00000 RETIREMENT-EMPLOYEES	32,260	32,260	1,325	7,286	9,935	9,935					15,039	
214.100-2510-53200-1-00-00000 CONFERENCES/COURSES	1,300	1,300	0	0	0	0					1,300	
215.100-2510-53220-1-00-00000 PROFESSIONAL DEVELOPMENT	1,000	1,000	0	0	0	0					1,000	
216.100-2510-53900-1-00-00000 AUDITOR	0	0	0	0	0	0					0	
217.100-2510-54300-1-00-00000 MAINTENANCE AGREEMENTS	65,313	65,313	0	25,888	39,425	39,425					0	
218.100-2510-55800-1-00-00000 TRAVEL	100	100	0	1,094	0	0					(994)	
219.100-2510-56100-1-00-00000 SUPPLIES	3,370	3,370	67	1,938	0	0					1,432	
220.100-2510-57330-1-00-00000 NEW FURNITURE/FIXTURES	2,500	2,500	0	1,403	0	0					1,097	
221.100-2510-58100-1-00-00000 DUES/FEES	870	870	0	600	0	0					270	
<b>TOTAL 2510 FISCAL SERVICES</b>	<b>\$370,049</b>	<b>\$370,049</b>	<b>\$18,746</b>	<b>\$136,544</b>	<b>\$143,604</b>	<b>\$143,604</b>					<b>\$89,901</b>	

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024
<b>2610 OPERATIONS/MAINTENANCE</b>												
222. 100-2610-51110-1-00-00000 OP/MAINT CUSTODIAN SALARY	180,030	180,030	12,187	68,126	94,093	17,811						
223. 100-2610-51200-1-00-00000 FACILITIES MANAGER SALARY	68,250	68,250	5,250	28,875	39,375	0						
224. 100-2610-52110-1-00-00000 OP/MAINT HEALTH INSURANCE	23,606	23,606	3,718	11,591	15,527	(3,512)						
225. 100-2610-52120-1-00-00000 OP/MAINT - DENTAL INSURANCE	1,732	1,732	182	909	1,272	(449)						
226. 100-2610-52200-1-00-00000 OP/MAINT FICA	16,789	16,789	1,424	7,316	10,344	(871)						
227. 100-2610-52310-1-00-00000 OP/MAINT RETIREMENT	29,693	29,693	2,359	13,124	12,731	3,838						
228. 100-2610-53200-1-00-00000 OP/MAINT CONTRACTED SERVICE	48,693	48,693	1,903	21,393	17,337	9,963						
229. 100-2610-54110-1-00-00000 OP/MAINT WATER	11,550	11,550	5,665	5,665	5,885	0						
230. 100-2610-54120-1-00-00000 OP/MAINT SEWAGE	9,500	9,500	0	1,602	0	7,898						
231. 100-2610-54210-1-00-00000 OP/MAINT RUBBISH REMOVAL	10,947	10,947	1,912	4,775	4,001	2,171						
232. 100-2610-54220-1-00-00000 OP/MAINT SNOW REMOVAL	32,875	32,875	0	0	16,500	16,375						
233. 100-2610-54230-1-00-00000 OP/MAINT CARE OF BLDG & MAIN	7,300	7,300	6,450	10,600	0	(3,300)						
234. 100-2610-54240-1-00-00000 OP/MAINT CARE OF GROUNDS	26,000	26,000	2,917	9,440	8,200	8,360						
235. 100-2610-54300-1-00-00000 OP/MAINT REPAIR BUILDINGS	33,350	33,350	1,064	11,936	2,168	19,246						
236. 100-2610-54300-1-06-00000 PAUL SCHOOL ROOF REPAIR	1	1	0	0	0	1						
237. 100-2610-54320-1-00-00000 MAINTENANCE - SPECIAL PROJEC	1	1	0	0	0	1						
238. 100-2610-54420-1-00-00000 OP/MAINT RENTAL OF EQUIPME	2,900	2,900	75	375	525	2,000						
239. 100-2610-55200-1-00-00000 OP/MAINT PROPERTY & LIABILITY	35,856	35,856	0	35,856	0	0						
240. 100-2610-55310-1-00-00000 OP/MAINT INTERNET/PHONES	23,040	23,040	2,885	8,193	23,069	(8,222)						
241. 100-2610-55800-1-00-00000 OP/MAINT TRAVEL	480	480	0	0	0	480						
242. 100-2610-56100-1-00-00000 OP/MAINT SUPPLIES	36,000	36,000	82	11,213	13,108	11,679						
243. 100-2610-56220-1-00-00000 OP/MAINT ELECTRICITY	64,166	64,166	9,847	23,543	36,457	4,166						
244. 100-2610-56230-1-00-00000 OP/MAINT LP GAS	54,750	54,750	0	2,247	52,503	0						
245. 100-2610-56240-1-00-00000 OP/MAINT FUEL OIL	16,590	16,590	761	1,624	14,966	0						
246. 100-2610-56500-1-00-00000 OP/MAINT SOFTWARE	0	0	0	0	0	0						
247. 100-2610-57310-1-00-00000 OP/MAINT NEW EQUIPMENT	3,200	3,200	0	0	0	3,200						
248. 100-2610-57330-1-00-00000 OP/MAINT NEW FURNITURE/FIXTU	3,500	3,500	0	3,078	0	422						
249. 100-2610-58100-1-00-00000 OP/MAINT DUES/PROF DEVELOPM	650	650	0	0	0	650						

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget	Revised Budget	Current Period	Reported Period	Encumbrances	Amount Remaining
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024
<b>TOTAL 2610 OPERATIONS/MAINTENANCE</b>	<b>\$741,449</b>	<b>\$741,449</b>	<b>\$58,681</b>	<b>\$281,481</b>	<b>\$368,061</b>	<b>\$91,907</b>

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	
<b>2721 REGULAR STUDENT TRANSPORTATION</b>												
250. 100-2721-51110-1-00-00000 REG TRANS-MANAGER SALARY	48,300	48,300	0	0	0	0	0	0	0	0	0	48,300
251. 100-2721-51120-1-00-00000 REG TRANS - DRIVERS SALARY	200,513	200,513	172	708	7,064	0	0	0	0	0	0	192,741
252. 100-2721-51140-1-00-00000 REG TRANS - SUBSTITUTUE	6,584	6,584	0	0	0	0	0	0	0	0	0	6,584
253. 100-2721-52110-1-00-00000 REG TRANS - HEALTH INSURANCE	38,800	38,800	0	0	0	0	0	0	0	0	0	38,800
254. 100-2721-52200-1-00-00000 REG TRANS - FICA	15,515	15,515	0	41	0	0	0	0	0	0	0	15,474
255. 100-2721-52310-1-00-00000 REG TRANS - RETIREMENT	11,654	11,654	0	0	0	0	0	0	0	0	0	11,654
256. 100-2721-53210-1-00-00000 REG TRANS - CONTRACT SERVICE	5,500	5,500	132,902	137,629	431,426	0	0	0	0	0	0	(563,555)
257. 100-2721-53320-1-00-00000 REG TRANS - DRIVER TRAINING	5,000	5,000	0	0	0	0	0	0	0	0	0	5,000
258. 100-2721-53900-1-00-00000 REG TRANS - TESTING	3,500	3,500	0	0	0	0	0	0	0	0	0	3,500
259. 100-2721-54300-1-00-00000 REG TRANS - REPAIR & MAINT	90,000	90,000	0	7,267	0	0	0	0	0	0	0	82,733
260. 100-2721-54430-1-00-00000 REG TRANS - VEHICLE LEASES	0	0	0	0	0	0	0	0	0	0	0	0
261. 100-2721-55800-1-00-00000 REG TRANS - TRAVEL	250	250	0	0	0	0	0	0	0	0	0	250
262. 100-2721-56100-1-00-00000 REG TRANS - SUPPLIES	5,000	5,000	0	0	0	0	0	0	0	0	0	5,000
263. 100-2721-56260-1-00-00000 REG TRANS - FUEL	65,000	65,000	7,940	9,264	55,735	0	0	0	0	0	0	1
264. 100-2721-56500-1-00-00000 REG TRANS - SOFTWARE	4,700	4,700	0	0	0	0	0	0	0	0	0	4,700
265. 100-2721-57390-1-00-00000 REG TRANS - EQUIP. REPLACEMENT	1,500	1,500	0	0	0	0	0	0	0	0	0	1,500
266. 100-2721-58100-1-00-00000 REG TRANS - DUES & FEES	1,235	1,235	0	0	0	0	0	0	0	0	0	1,235
<b>TOTAL 2721 REGULAR STUDENT TRANSPORTATION</b>	<b>\$503,051</b>	<b>\$503,051</b>	<b>\$141,014</b>	<b>\$154,909</b>	<b>\$494,225</b>	<b>\$154,909</b>	<b>\$141,014</b>	<b>\$154,909</b>	<b>\$494,225</b>	<b>\$141,014</b>	<b>\$154,909</b>	<b>\$(146,083)</b>

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	
<b>2722 SPECIAL EDUCATION STUDENT TRANSPORTATION</b>												
267. 100-2722-51100-1-00-00000 SPED TRANS - DRIVERS SALARY	94,145	94,145	0	0	0	0	0	0	0	0	0	94,145
268. 100-2722-51140-1-00-00000 SPED TRANS - SUBSTITUTE	4,950	4,950	0	0	0	0	0	0	0	0	0	4,950
269. 100-2722-52110-1-00-00000 SPED TRANS - HEALTH	2,000	2,000	0	0	0	0	0	0	0	0	0	2,000
270. 100-2722-52120-1-00-00000 SPED TRANS - DENTAL INSURANC	0	0	0	0	0	0	0	0	0	0	0	0
271. 100-2722-52200-1-00-00000 SPED TRANS - FICA	7,202	7,202	0	0	0	0	0	0	0	0	0	7,202
272. 100-2722-52310-1-00-00000 SPED TRANS - RETIREMENT	0	0	0	0	0	0	0	0	0	0	0	0
273. 100-2722-53200-1-00-00000 SPED TRANS - CONTRACTED SERV	15,232	15,232	53,442	69,193	87,820	141,781	141,781	141,781	141,781	141,781	141,781	(141,781)
274. 100-2722-57300-1-00-00000 EQUIPMENT	1	1	0	0	0	0	0	0	0	0	0	1
<b>TOTAL 2722 SPECIAL EDUCATION STUDENT TRANSPORTATION</b>	<b>123,530</b>	<b>123,530</b>	<b>553,442</b>	<b>669,193</b>	<b>887,820</b>	<b>1,033,483</b>	<b>1,033,483</b>	<b>1,033,483</b>	<b>1,033,483</b>	<b>1,033,483</b>	<b>1,033,483</b>	<b>(33,483)</b>

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget 7/1/2024 - 6/30/2025	Revised Budget 7/1/2024 - 6/30/2025	Current Period 11/1/2024 - 11/30/2024	Reported Period 7/1/2024 - 11/30/2024	Encumbrances 7/1/2024 - 11/30/2024	Amount Remaining 7/1/2024 - 11/30/2024
<b>2724 ATHLETICS STUDENT TRANSPORTATION</b>						
275.100-2724-51100-1-00-00000 ATHLETIC TRANS - SALARY	5,000	5,000	0	139	4,076	785
276.100-2724-52200-1-00-00000 ATHLETIC TRANS - FICA	383	383	0	0	0	383
277.100-2724-53000-0-00-00000 ATHLETIC TRANS - CONTRACTED	1	1	785	785	0	(784)
<b>TOTAL 2724 ATHLETICS STUDENT TRANSPORTATION</b>	<b>\$5,384</b>	<b>\$5,384</b>	<b>\$785</b>	<b>\$924</b>	<b>\$4,076</b>	<b>\$384</b>

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024		
<b>2725 FIELD TRIP/CO-CURR STUDENT TRANSPORTATIO</b>												
278. 100-2725-51100-1-00-00000 FIELD TRIP/CO-CURR TRANS - SAL	4,300	4,300	0	0	0	0	0	0	0	0	4,300	
279. 100-2725-52200-1-00-00000 FIELD TRIP/CO-CURR TRANS - FIC	329	329	0	0	0	0	0	0	0	0	329	
280. 100-2725-52310-1-00-00000 FIELD TRIP/CO-CURR. TRANS. - RE	582	582	0	0	0	0	0	0	0	0	582	
281. 100-2725-53210-1-00-00000 FIELD TRIP/CO-CURR TRANS - COF	1	1	0	0	0	0	0	0	0	0	1	
<b>TOTAL 2725 FIELD TRIP/CO-CURR STUDENT TRANSPORTATIO</b>	<b>\$5,212</b>	<b>\$5,212</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$5,212</b>	

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	
<b>2820 TECHNOLOGY</b>												
282. 100-2820-51140-1-00-00000 SUPPORT SALARIES	0	0	0	0	0	0	0	0	0	0	0	0
283. 100-2820-51180-1-00-00000 TECHNOLOGY SALARIES	78,000	59,300	4,348	17,748	32,609	8,943	19,664	75	2,116	3,788	(70)	(4,514)
284. 100-2820-52110-0-00-00000 HEALTH INSURANCE	19,664	19,664	0	61	182	424	2,495	4,412	24,271	975	8,131	(5,653)
285. 100-2820-52121-0-00-00000 DENTAL INSURANCE	681	681	0	333	1,356	2,495	4,412	24,271	975	8,131	(5,653)	1
286. 100-2820-52200-1-00-00000 TECHNOLOGY - FICA	5,967	5,967	0	588	2,353	4,412	24,271	975	8,131	(5,653)	1	13,350
287. 100-2820-52310-1-00-00000 TECHNOLOGY - SUP RETIREMENT	10,553	10,553	0	0	70	0	0	0	0	0	0	0
288. 100-2820-52320-1-00-00000 TECHNOLOGY - TEACHER RETIRE	0	0	0	0	0	0	0	0	0	0	0	0
289. 100-2820-53200-1-00-00000 TECHNOLOGY CONTRACTED SER	23,300	42,000	3,500	1,994	2,640	3,014	24,271	975	8,131	(5,653)	1	13,350
290. 100-2820-54300-1-00-00000 TECHNOLOGY REPAIR & MAINT	11,100	11,100	1,850	2,640	3,014	24,271	975	8,131	(5,653)	1	13,350	0
291. 100-2820-54350-1-00-00000 TECHNOLOGY SOFTWARE MAINT	1	1	0	0	0	0	0	0	0	0	0	0
292. 100-2820-55310-1-00-00000 TECHNOLOGY INTERNET/PHONES	1	1	0	0	0	0	0	0	0	0	0	0
293. 100-2820-56100-1-00-00000 TECHNOLOGY SUPPLIES	13,500	13,500	0	150	0	0	0	0	0	0	0	0
294. 100-2820-57340-1-00-00000 TECHNOLOGY NEW COMPUTER &	1	1	0	0	0	0	0	0	0	0	0	0
295. 100-2820-57380-1-00-00000 TECHNOLOGY COMPUTER + EQUI	1	1	0	0	0	0	0	0	0	0	0	0
296. 100-2820-58100-1-00-00000 DUES/FEES	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL 2820 TECHNOLOGY</b>	<b>\$162,769</b>	<b>\$162,769</b>	<b>\$10,680</b>	<b>\$48,736</b>	<b>\$68,200</b>	<b>\$45,833</b>						

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# WAKEFIELD SCHOOL DISTRICT WAKEFIELD MONTHLY EXPENDITURE REPORT

Account Number / Description	Adopted Budget		Revised Budget		Current Period		Reported Period		Encumbrances		Amount Remaining	
	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	7/1/2024 - 6/30/2025	11/1/2024 - 11/30/2024	11/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	7/1/2024 - 11/30/2024	
<b>2900 OTHER BENEFITS</b>												
297.100-2900-52140-1-00-00000	10,000	10,000	837	3,986	6,014	0						
298.100-2900-52170-1-00-00000	1	1	0	0	0	1						
299.100-2900-52190-1-00-00000	6,309	6,309	0	0	0	6,309						
300.100-2900-52201-0-00-00000	1,000	1,000	166	241	0	759						
301.100-2900-52600-1-00-00000	22,865	22,865	0	22,952	0	(87)						
<b>TOTAL 2900 OTHER BENEFITS</b>	<b>\$40,175</b>	<b>\$40,175</b>	<b>\$1,003</b>	<b>\$27,179</b>	<b>\$6,014</b>	<b>\$6,982</b>						
<b>TOTAL 100 GENERAL FUND</b>	<b>\$12,134,423</b>	<b>\$12,134,423</b>	<b>\$952,438</b>	<b>\$3,326,552</b>	<b>\$5,698,499</b>	<b>\$3,109,372</b>						
<b>GRAND TOTAL</b>	<b>\$12,134,423</b>	<b>\$12,134,423</b>	<b>\$952,438</b>	<b>\$3,326,552</b>	<b>\$5,698,499</b>	<b>\$3,109,372</b>						

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# WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 67606

Check Batch: 45372  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
45372	23846	12/06/2024	9690	ACAPPELLA TECHNOLOGIES, LLC	0.00	4,700.00
	23847	12/06/2024	310	AMAZON BUSINESS	0.00	848.07
	23848	12/06/2024	9426	BOOTHBY THERAPY SERVICES, LLC	0.00	70.00
	23849	12/06/2024	2308	BOSTON MUTUAL LIFE INSURANCE CO.	0.00	837.06
	23850	12/06/2024	9759	BROADVOICE LOCK BOX 913150	0.00	1,207.46
	23851	12/06/2024	1190	CLEAN-O-RAMA	0.00	3,030.12
	23852	12/06/2024	958	CONSOLIDATED COMMUNICATIONS	0.00	114.51
	23853	12/06/2024	913	CONWAY OFFICE TECHNOLOGY GROUP	0.00	20.87
	23854	12/06/2024	9375	DRUMMOND WOODSUM & MACMAHON PA	0.00	3,361.28
	23855	12/06/2024	9755	EVERON, LLC	0.00	162.99
	23856	12/06/2024	9741	FIRST STUDENT	0.00	2,310.00
	23857	12/06/2024	8980	FLINN SCIENTIFIC	0.00	100.62
	23858	12/06/2024	1005	LONGMEADOW FARM & HOME SUPPLY	0.00	89.90
	23859	12/06/2024	9768	McShane, James	0.00	672.35
	23860	12/06/2024	1366	NEW ENGLAND CENTER FOR CHILDREN	0.00	239.70
	23861	12/06/2024	9774	PANNIER, GREGG	0.00	440.00
	23862	12/06/2024	260	PARKER EDUCATION	0.00	6,738.32
	23863	12/06/2024	8827	POWERSCHOOL GROUP LLC	0.00	950.40
	23864	12/06/2024	9530	SOLJANT	0.00	12,904.00
	23865	12/06/2024	1706	CHARTER COMMUNICATIONS	0.00	79.98
	23866	12/06/2024	9585	ST CHARLES SCHOOL	0.00	22,460.26
	23867	12/06/2024	9440	STATE OF NH DEPARTMENT OF LABOR	0.00	100.00
	23868	12/06/2024	1675	THE HOME DEPOT CREDIT SERVICES	0.00	518.31
	23869	12/06/2024	9191	TORRES, LUIS	0.00	300.16
	23870	12/06/2024	9087	TYLER TECHNOLOGIES	0.00	45.00
	23871	12/06/2024	9368	VERIZON	0.00	410.48
	23872	12/06/2024	9669	VOYA BENEFITS COMPANY	0.00	619.33

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# WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 67606

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
<b>Totals:</b>					0.00	\$63,331.17

## WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT APPROVALS

*Robert DeCollmacker*  
Robert DeCollmacker, School Board Chairman

*Bob Ouellette*  
Bob Ouellette, School Board Vice Chairman

*Mary Collins*  
Mary Collins, School Board Member

Sandra Taliaferro, School Board Member

Brennan Peaslee, School Board Member

*Carlene Stewart*  
Carlene Stewart, Treasurer

*Anne Kebler*  
Anne Kebler, Superintendent

27 Checks Listed.

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# WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 67603

Check Batch: 45371  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
45371	23845	12/06/2024	9565	MILLEN, ELAINE	0.00	9,000.00
<b>Totals:</b>						<u>\$9,000.00</u>

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# WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 67603

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT  
APPROVALS

*Robert DeColomacher*  
\_\_\_\_\_  
Robert DeColmacker, School Board Chairman

*Bob Ouellette*  
\_\_\_\_\_  
Bob Ouellette, School Board Vice Chairman

*Mary Collins*  
\_\_\_\_\_  
Mary Collins, School Board Member

\_\_\_\_\_  
Sandra Taliaferro, School Board Member

\_\_\_\_\_  
Brennan Peaslee, School Board Member

*Carlene Stewart*  
\_\_\_\_\_  
Carlene Stewart, Treasurer

*Anne Kebler*  
\_\_\_\_\_  
Anne Kebler, Superintendent

33

1 Check Listed.

# WAKEFIELD SCHOOL DISTRICT Manual AP CHECK REGISTER

Report # 67587

Check Batch: 45367  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
45367	90376	12/05/2024	1706	CHARTER COMMUNICATIONS	0.00	99.98
	90377	12/05/2024	834	WASTE MGMT OF NH-ROCHESTER	0.00	1,490.58
<b>Totals:</b>					<u>0.00</u>	<u>\$1,590.56</u>

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# WAKEFIELD SCHOOL DISTRICT Manual AP CHECK REGISTER

Report # 67587

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT  
APPROVALS

*Robert DeColfmackey*  
Robert DeColfmackey, School Board Chairman

*Bob Ouellette*  
Bob Ouellette, School Board Vice Chairman

*Mary Collins*  
Mary Collins, School Board Member

Sandra Taliaferro, School Board Member

Brennan Peaslee, School Board Member

*Carlene Stewart*  
Carlene Stewart, Treasurer

*Anne Kebler*  
Anne Kebler, Superintendent

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2 Checks Listed.

# WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 67443

Check Batch: 45303  
 Check Header: (N/A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
45303	23813	11/25/2024	310	AMAZON BUSINESS	0.00	19.12
	23814	11/25/2024	9766	BALSER, BRANDON	0.00	231.00
	23815	11/25/2024	288	BUREAU OF EDUCATION & RESEARCH	0.00	885.00
	23816	11/25/2024	9674	DE LAGE LANDEN FINANCIAL SERVICES, INC	0.00	1,044.75
	23817	11/25/2024	360	DEMCO Inc	0.00	86.56
	23818	11/25/2024	9741	FIRST STUDENT	0.00	107,435.55
	23819	11/25/2024	1402	FRESH PICKS CAFE, C/O Whitsons Food Serv	0.00	28,293.84
	23820	11/25/2024	9422	GOGUARDIAN	0.00	6,644.40
	23821	11/25/2024	585	HEALTH TRUST	0.00	6,034.00
	23822	11/25/2024	2161	HOWE TWO LAWNCARE & LANDSCAPING LLC	0.00	2,916.66
	23823	11/25/2024	9772	KEENAN, CAROL	0.00	309.54
	23824	11/25/2024	9612	LEGENDRE, DIANE	0.00	1,260.00
	23825	11/25/2024	1005	LONGMEADOW FARM & HOME SUPPLY	0.00	81.93
	23826	11/25/2024	9748	LUCKY LITTLE LEARNERS, LLC	0.00	545.00
	23827	11/25/2024	533	MCINTIRE BUSINESS PRODUCTS	0.00	459.00
	23828	11/25/2024	1993	MONARCH SCHOOL OF NEW ENGLAND	0.00	4,706.60
	23829	11/25/2024	1411	NE LIFT CO.	0.00	395.00
	23830	11/25/2024	1366	NEW ENGLAND CENTER FOR CHILDREN	0.00	36,440.67
	23831	11/25/2024	596	NH SCHOOL HEALTH CARE COALITION	0.00	86,340.00
	23832	11/25/2024	9290	PAGE STREET LEASING, LLC	0.00	75.00
	23833	11/25/2024	506	PIONEER MECHANICAL	0.00	1,064.00
	23834	11/25/2024	9773	SANDYPINES BEHAVIORAL LLC	0.00	9,360.00
	23835	11/25/2024	1259	SCHOLASTIC INC	0.00	302.23
	23836	11/25/2024	9530	SOLJANT	0.00	10,200.00
	23837	11/25/2024	9679	STORAGE NETWORKS CORPORATION	0.00	344.00
	23838	11/25/2024	762	STAFFORD LEARNING CENTER	0.00	3,320.44
	23839	11/25/2024	2306	TAMMY CANNEY	0.00	129.00
	23840	11/25/2024	9191	TORRES, LUIS	0.00	600.32

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# WAKEFIELD SCHOOL DISTRICT AP CHECK REGISTER

Report # 67443

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
	23841	11/25/2024	804	TREASURER, STATE OF NH	0.00	4,250.49
	23842	11/25/2024	2853	VACHON, CLUKAY & CO., PC	0.00	14,982.30
	23843	11/25/2024	9669	VOYA BENEFITS COMPANY	0.00	4,005.50
	23844	11/25/2024	2164	W.B. MASON COMPANY	0.00	932.36
<b>Totals:</b>					<b>0.00</b>	<b>\$333,694.26</b>

## WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT APPROVALS

*Robert DeColf*  
Robert DeColf, School Board Chairman

*Bob Ouellette*  
Bob Ouellette, School Board Vice Chairman

*Mary Collins*  
Mary Collins, School Board Member

Sandra Taliaferro, School Board Member

Brennan Peaslee, School Board Member

*Carlene Stewart*  
Carlene Stewart, Treasurer

*Anne Kebler*  
Anne Kebler, Superintendent

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32 Checks Listed.

# WAKEFIELD SCHOOL DISTRICT Manual AP CHECK REGISTER

Report # 67449

Check Batch: 45309  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
45309	90374	11/26/2024	669	EVERSOURCE	0.00	5,159.46
<b>Totals:</b>					0.00	\$5,159.46

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# WAKEFIELD SCHOOL DISTRICT Manual AP CHECK REGISTER

Report # 67449

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT  
APPROVALS

*Robert DeColfmanchen*  
Robert DeColfmanchen, School Board Chairman

*Bob Ouellette*  
Bob Ouellette, School Board Vice Chairman

*Mary Collins*  
Mary Collins, School Board Member

Sandra Taliaferro, School Board Member

*Brennan Peaslee*  
Brennan Peaslee, School Board Member

*Carlene Stewart*  
Carlene Stewart, Treasurer

*Anne Kebler*  
Anne Kebler, Superintendent

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1 Check Listed.

# WAKEFIELD SCHOOL DISTRICT Manual AP CHECK REGISTER

Report # 67475

Check Batch: 45322  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
45322	90375	11/27/2024	8926	IRVING ENERGY	0.00	760.51
<b>Totals:</b>					0.00	\$760.51

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# WAKEFIELD SCHOOL DISTRICT

## Manual AP CHECK REGISTER

Report # 67475

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT APPROVALS

  
 Robert DeColimackey, School Board Chairman

Bob Ouellette, School Board Vice Chairman

  
 Mary Collins, School Board Member

  
 Sandra Taliaferro, School Board Member

  
 Brennan Peaslee, School Board Member

  
 Carlene Stewart, Treasurer

  
 Anne Kebler, Superintendent

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1 Check Listed.

# WAKEFIELD SCHOOL DISTRICT

## Manual AP CHECK REGISTER

Report # 67636

Check Batch: 45385  
 Check Header: (N / A)  
 Check Numbers: (First) - (Last)  
 Check Dates: (Earliest) - (Latest)  
 Cash Account Numbers: (First) - (Last)  
 Bank Account Code: (N/A)  
 Check Authorization Code: AP  
 Minimum Check Amount: \$0.00  
 Sorted By:  
 Include Payable Information: No  
 Include Payable Dist Information: No  
 Include Authorization Information: Yes

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
45385	90378	12/09/2024	9608	BMO HARRIS BANK N. A.	0.00	1,026.30
	90379	12/09/2024	8927	IRVING ENERGY-PROPANE	0.00	3,356.88
	90380	12/09/2024	8926	IRVING ENERGY	0.00	795.45
<b>Totals:</b>						<b>\$5,178.63</b>

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# WAKEFIELD SCHOOL DISTRICT Manual AP CHECK REGISTER

Report # 67636

Batch #	Check #	Check Date	Vendor Code	Vendor Name	Electronic Amount	Check Amount
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WAKEFIELD SCHOOL DISTRICT - SCHOOL BOARD AND SUPERINTENDENT APPROVALS

*Robert DeColfmacher*  
Robert DeColfmacher, School Board Chairman

*Bob Ouellette*  
Bob Ouellette, School Board Vice Chairman

*Mary Collins*  
Mary Collins, School Board Member

Sandrea Taliaferro, School Board Member

Brennan Peaslee, School Board Member

*Carlene Stewart*  
Carlene Stewart, Treasurer

*Anne Kebler*  
Anne Kebler, Superintendent

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3 Checks Listed.



# Wakefield School Board Public Minutes

Tuesday December 3, 2024

Held in the Library

Draft

BOARD MEMBERS		ADMINISTRATORS	
Robert DeColfmacker, Chair	✓	Anne Kebler, Superintendent	✓
Bob Ouellette, Vice Chair	✓		
Mary Collins	✓	Carol Keenan, Student Services Director	✓
Brennan Peaslee	✓	Norma DiRocco, Principal	✓
Sandrea Taliaferro	✓	Ivy Levitt-Carlson, Assistant Principal	

Others Present: Michele Lambert, Brainna Valdepena, Relf Fogg, Katie Roy, and Max Gehring with ClearView TV.

Mr. DeColfmacker led those present in the flag salute at 6:00.

### Agenda Review

Mrs. Kebler has a resignation and a hire that were done after the packet went out. CIP and warrant articles. Mrs. Colbath said she had sent out the minutes of the two Budget Committee meetings and asked the Board if there was anything they wanted to address. The answer was no.

### Presentations, Public Hearings

#### PTA

The PTA established a permission slip system for dances. They have a PTA meeting on December 5<sup>th</sup> in the Library. They will be having their Read-a-Thon in March. They had their 5<sup>th</sup> grade appreciation event. Everyone had fun. Mr. Ouellette said that he had a quote for the solar lighting for the building they're using. It will be under \$500 and the labor will be free. He will send the quote to Mrs. Kebler.

#### Supporting Substance Misuse Prevention at Paul School

Ms. Valdepena gave an overview of what they are going to do with the \$25,000 competitive grant they received for wellness called "Promising Futures For New Hampshire". [2024-2025-promising-futures-funding-opportunity-announcement\\_0.pdf](#). Only eleven schools received this grant and Paul School is one of them. She passed out a booklet of lessons that explains how this program aligns with the health curriculum in grade K through grade 8. This grant will cover purchasing all materials. She sent out a survey last year and 69 parents participated. After the Board reviews the program being sent to them they will vote at the December 17<sup>th</sup> meeting. Mrs. Taliaferro asked if this went to the Curriculum Committee. Mrs. Collins said no, they have been working on standards. Mrs. Kebler will bring more information about this grant to the Board. The power point presentation is available at the SAU.

Public Comment

None

Reports

Transportation

MEMORANDUM

TO: Wakefield School Board  
Transportation Sub-Committee

DATE: November 5, 2024

THROUGH: Superintendent Kebler

FROM: Frank Markiewicz 

SUBJECT: School Buses and Vans

Attached is a spreadsheet showing four options for consideration regarding the District's school bus and caravan inventory. The estimated costs to repair and the estimated value for each vehicle was provided to the district by FirstStudent, with the value indicated after repairs.

**Option #1:** To sell the entire fleet to FirstStudent at a negotiated price.

**Option #2:** To sell the indicated buses to FirstStudent at a negotiated price and retain ownership of one 77-passenger bus and two caravans.

**Option #3:** Place the entire fleet out to bid via a "Request for Quote" and let the market determine value.

**Option #4:** A combination of selling and retaining.

Considerations:

- Majority of the vehicles have been idle since June, 2024.
- Cost to repair provided by FirstStudent is using their facilities and mechanics. Cost for the district to repair the fleet would most likely be higher having to utilize a local garage.
- Unknown market for the sale of used school buses and caravans.
- Winter storage.
- All the school buses would need to be towed back to the district as three of the buses were taken off the road by NH State Police and the others are not inspected.
- Hiring a CDL school bus driver to use retained vehicles for field trips, athletics, co-curricular activities, and for the Wakefield Recreation Department. This position could provide custodial services to the district when there are no planned activities that would require transportation.

Attachment: Transportation Inventory and Options

Mrs. Taliaferro told the Board there has been no pricing from any dealership. She read the three options. Mrs. Peaslee said that buses can't be kept by the district and rented out as they have government plates. We cannot use another driver unless they are rostered with and employed

with us and that requires ten hours of training. The Board would like to see estimates from dealerships. Mrs. Peaslee said she could call Justin and others but would like Board permission to do so. She said the buses should be plugged in now and they're not. She said you're risking every bus to be completely ruined. The diesel is jelling in the engine. Mr. Ouellette said they're a bus company and he would think they'd know that. Mrs. Peaslee said last she knew our buses were outside their gate. Mr. Ouellette asked about getting our buses back up here and their buses back to them. Mrs. Kebler said Justin has not gotten back to her.

Mr. Ouellette said he would like us to demand our buses come back here. Mrs. Peaslee asked what about the contract we signed to allow theirs to be here? Mr. Ouellette said, but ours are going to get destroyed. Mrs. Kebler said she'd call them tomorrow. Mrs. Peaslee said our first concern is the buses being plugged in.

**Mr. Ouellette made a motion, seconded by Mrs. Collins, to be the lead person on all things having to do with transportation. (Vote 5-0)**

Mrs. Collins asked if we are keeping a bus. Mrs. Peaslee said she recommends getting completely out of the transportation business. You'd end up with the same problems on a smaller scale. All buses would have to be towed back to the school. The Board discussed repairing buses, keeping one of the vans for Mr. Davis to use. Mrs. Peaslee mentioned making sure the special seats are removed from the buses and sold separately.

#### Student Services Carol Keenan

Enrollment Data includes the following: Paul Elementary School = 87 students on IEP's  
Spaulding High School = 31 students on IEPs. Bud Carlson Academy High School= 2 students on IEP's. Kingswood Regional High School= 3 students on IEP's. Out of District = 5 students on IEP's. New Special Education Referrals = 2 Students.

Special Education Disabilities include the following: Autism = 17 students. Development Delay = 16 students. Emotional Disability = 4 students. intellectual Disability = 4 students. Other Health impairment = 27 students. Specific Learning Disability = 41 students. Speech Language impairment = 19 students.

Section 504 Accommodation Plans at Paul School= 24 students. Wakefield School District Current NHDOE Compliance Data = 98%

In The Spirit of the Season Message: I am so sincerely grateful to the following people: The Superintendent and School Board for hiring me as the Director of Student Services. The entire Paul School Staff for embracing and welcoming me into their community. The Special Education Case Managers for their knowledge, dedication, and professionalism; D.) The teachers, paras, ABA tutors, and related service providers for doing what is best for all students. The students who make us love coming to work every day. To our families for allowing us to teach, support, and care about their children.

#### Superintendent's Report Anne Kebler

I am pleased to present this month's Superintendent's Report, highlighting key updates and accomplishments within the Wakefield School District.

## Budget Update

I am very pleased with the budget process to date. Our department heads have worked diligently to craft a budget that reflects thoughtful consideration of our needs while remaining fiscally responsible. Their efforts have resulted in a budget that has been well-received by most of the Budget Committee thus far. I would like to extend my gratitude to Brennan for her invaluable assistance, particularly her expertise in transportation and its history which has been instrumental in our discussions. included in this packet are the FY24 warrant articles. I look forward to reviewing these tonight so we can finalize this years warrant articles for approval and submission to the Budget Committee at the next meeting.

## Professional Development Plan

Our professional development plan has been submitted to the state for approval. Concurrently, we are working on an evaluation system for teachers that aligns with this plan. The goal is to establish measurable goals in the spring for the next school year, enabling us to design tailored professional development opportunities during the summer.

## Professional Development Highlights

I am excited to share some of the exceptional professional development opportunities provided to our staff this year. Our instructional coaches have initiated weekly "lunch and learn" sessions in the Title I room. These informal gatherings encourage teachers to engage in collegial discussions about best practices, with topics focusing primarily on literacy, classroom management, and restorative practices for addressing challenging behaviors. Additionally, staff meetings have become collaborative spaces where educators share innovative practices and strategies that are working effectively in their classrooms.

## Project-Based Learning in First Grade

A special shoutout goes to our first-grade team for embracing project-based learning during this busy time of year. With numerous interruptions to students' schedules due to holidays, this approach has provided an engaging and collaborative way for students to work with their peers. Thank you to our first-grade teachers for their creativity and commitment to fostering student-centered learning.

Thank you for your continued support as we work together to provide the best possible education for our students. I look forward to discussing these updates and other agenda items during tonight's meeting.

## Enrollment

24726

Paul School Enrollment Report

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
LP	15	16	17							
K	30	31	31							
1	39	38	38							
2	40	40	40							
3	39	41	41							
4	47	47	46							
5	63	65	65							
6	55	57	56							
7	46	47	47							
8	45	45	45							
Out of District	2	2	2							
Total	415	424	424	0	0	0	0	0	0	0

High School Enrollment Report

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Spaulding	17	16	16							
Kingswood	14	14	14							
Bud Carlton	9	10	10							
Brewster	1	1	1							
Out of District	2	2	2							
Total	43	43	43	0	0	0	0	0	0	0

AS OF 11/21/2021

**Consent Agenda**

**Mr. Ouellette made a motion, seconded by Mrs. Collins, to approve the Consent Agenda. (Vote 3-2)**

**Meeting Minutes**

**Mrs. Collins made a motion, seconded by Mr. Ouellette to approve the Non Public minutes of 11-6-24. (Vote 5-0)**

**Mrs. Collins made a motion, seconded by Mr. Ouellette to approve the public minutes of 11-6-24. (Vote 5-0)**

**New Business**

**Warrant Articles**

1. Mrs. Collins made a motion, seconded by Mr. Ouellette, to add \$50,000 to the Special Ed Capital Reserve Fund. (Vote 5-0) *Currently \$208,000*
2. Mrs. Collins made a motion, seconded by Mr. Ouellette, to add \$50,000 to the Boilers Capital Reserve Fund. (Vote 5-0) *Currently \$238,233*
3. Mrs. Collins made a motion, seconded by Mr. Ouellette, to add \$75,000 to the HVAC Capital Reserve Fund. (Vote 5-0) *Currently \$*
4. Mrs. Collins made a motion, seconded by Mr. Ouellette to add \$25,000 Classroom Renovation Capital Reserve Fund. (Vote 5-0) *Currently \$800*
5. Mrs. Collins made a motion, seconded by Mr. Ouellette, to add \$30,000 to the Technology Capital Reserve Fund. (Vote 5-0) *Currently \$162,000*
6. Mrs. Collins made a motion, seconded by Mr. Ouellette, to add \$40,000 Maintenance Contingency Capital Reserve Fund. (Vote 5-0) *Currently \$40,000*
7. Mrs. Collins made a motion, seconded by Mr. Ouellette, to add \$25,000 to the Building Renovation Capital Reserve Fund. (Vote 5-0)
8. Mrs. Collins made a motion, seconded by Mr. Ouellette, to add \$10,000 to the Roof Repair Capital Reserve Fund. (Vote 5-0)
9. Truck amount TBD (\$20,000-\$40,000)
10. Taylor Way amount TBD (\$20,000-\$25,000)
11. Teachers CBA to be determined
12. Well 0
13. Transportation 0
14. Judith Nason Scholarship Fund. Mrs. Kebler told the Board that the family will decide who will be on the committee.

**Old Business**

**Board Goals**

The goals were in the Board packet.

**Committee Reports**

**Culture and Climate**

Mr. Kebler read the Culture and Climate Report.



**Nominations/Hires/Resignations**

**Mrs. Collins made a motion, seconded by Mr. Ouellette to approve Ann Gehring as the 3<sup>rd</sup> grade teacher. (Vote 5-0)**

**Mrs. Collins made a motion, seconded by Mr. Ouellette to accept with regret Julianna Purvis resignation as the third grade teacher. (Vote 5-0)**

**Follow Up**

Mrs. Kebler will scan and send Mrs. Purvis' resignation letter to the Board. Mrs. Collins told the Board about the fifth grade pizza party. Some of the fifth graders would like to come and read some of their writings at the next Board meeting.

**Public Comment**

Mr. Fogg informed the Board that he continually speaks with First Students and gave his opinion on how to handle the bus storage.

**Adjournment**

**Mrs. Collins made a motion, seconded by Mrs. Taliaferro, to adjourn the meeting at 7:55. (Vote 5-0)**

Respectfully submitted for approval at the next School Board meeting,

Priscilla Colbath  
School Board Secretary

# Too Good for Drugs Curriculum Correlations

Correlated with New Hampshire Health Education Curriculum Guidelines

## Kindergarten

### Lesson One: *Making My Day*

**Objectives:** The student will be able to:

- List at least five ways to build a healthy self.

#### NUTRITION

##### 1. Healthful Eating

Students need to know:

1.1 benefits of healthful eating (short-term and long-term benefits and risks)

1.3 benefits of consuming more water, fruits, vegetables, grains, and calcium-rich foods

##### 4. Balancing Food Intake and Physical Activity

Students need to know:

4.3 relationship between physical activity, eating, and health

#### PHYSICAL ACTIVITY

##### 1. Healthful Physical Activity

Students need to know:

1.1 benefits and risks of physical activity, including mental and social benefits

1.7 importance of healthful eating

### Lesson Two: *Be Good to your Body*

**Objectives:** The student will be able to:

- List at least three internal parts of the body and describe what they do.
- Recite at least three ways to help the body stay healthy.

#### NUTRITION

##### 4. Balancing Food Intake and Physical Activity

Students need to know:

4.3 relationship between physical activity, eating, and health

## **Lesson Three: *The Healthy Thing to Do***

**Objectives:** The student will be able to:

- Differentiate between safe, healthy decisions and unsafe, unhealthy, decisions.

### **ALCOHOL AND OTHER DRUGS**

#### 4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

## **Lesson Four: *I'm Too Good For Drugs***

**Objectives:** The student will be able to:

- Define drugs.
- Differentiate between medicine and other drugs.
- Discuss the harmful effects of non-medical drugs on the body.

### **ALCOHOL AND OTHER DRUGS**

#### 1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

1.1 differences between medicinal and non-medicinal drug use (AOD)

1.2 benefits and correct use of medicine

1.3 risks of incorrect use of medicines

## **Lesson Five: *Mr. Big Mouth***

**Objectives:** The student will be able to:

- Differentiate between substances that are harmful to eat and drink from those that are safe to eat and drink.
- List at least five substances that are safe to eat and drink.
- List at least three harmful substances: tobacco, alcohol, poison.

### **ALCOHOL AND OTHER DRUGS**

#### 4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

## **Lesson Six: *Goin' Fishin'***

**Objectives:** The student will be able to:

- Recite at least six feelings: happy, sad, angry, afraid, surprised, excited.
- Discuss three ways that people show their feelings: with faces, body, words.
- Demonstrate feelings non-verbally and express them verbally.

### **MENTAL HEALTH**

#### **2. Emotional Health**

Students need to know:

2.1 how to express needs, wants, and feelings

2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness

## **Lesson Seven: *Finding a Friend***

**Objectives:** The student will be able to:

- Describe three to five ways to initiate conversations.
- Practice verbal and non-verbal communication.
- Describe characteristics of a friend.

### **FAMILY LIFE AND SEXUALITY**

#### **1. Families and Relationships**

Students need to know:

1.3 ways to communicate respect for self and others

### **MENTAL HEALTH**

#### **3. Interpersonal Relationships and Communication**

Students need to know:

3.1 strategies to build and maintain healthy friendships

## **Lesson Eight: *Stop & Think***

**Objectives:** The student will be able to:

- Discuss personal responsibility for making positive choices.
- Recite the following steps in the decision-making process: stop and think.
- Perform role plays for decision-making practice.

### **ALCOHOL AND OTHER DRUGS**

#### **4. Healthful Choices about AOD Use**

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

## **Lesson Nine: *All Together Now***

**Objectives:** The student will be able to:

- Recite at least four ways to resist pressure from friends to do things that are unhealthy or unsafe.
- Recite at least three safe and healthy things to do with friends.

### **ALCOHOL AND OTHER DRUGS**

3. Positive and Negative Influences on AOD Use

Students need to know:

3.4 peer influences

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.1 techniques to refuse AOD use

## **Lesson Ten: *Tuggles the Teddy Bear***

**Objectives:** The student will be able to:

- Differentiate between safe and harmful substances.
- Discuss personal responsibility for making positive choices.
- Perform role plays for decision-making practice.

### **ALCOHOL AND OTHER DRUGS**

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

# Too Good for Drugs

## Grade 1

*Correlated with National Health Education Standards*

### Lesson 1.1 *A Great Day* – Setting Reachable Goals

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify action steps needed to reach a goal
- Set a personal goal

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- 3.2.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.2.1 Make requests to promote personal health.
- 8.2.2 Encourage peers to make positive health choices.

### Lesson 1.2 *Thinking Cap On* – Making Responsible Decisions

#### Objectives

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Demonstrate the skill of anticipating consequences of choices
- Discuss personal responsibility for making positive choices

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Identify situations when a health-related decision is needed.

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

8.2.2 Encourage peers to make positive health choices.

### **Lesson 1.3 *Attitude* – Identifying and Managing Emotions**

#### **Objectives**

Following this lesson, the student will be able to:

- Name a variety of feelings
- Comprehend feelings as natural responses that are neither right nor wrong
- Differentiate feelings from actions
- Demonstrate using an I-message and other healthy ways to express emotions

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.2.1 Identify how the family influences personal health practices and behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

### **Lesson 1.4 *Hear Me Out* – Effective Communication**

#### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate using one's eyes, ears, and brain to listen
- Identify the body language of an active listener
- Demonstrate the ability to ask questions without interrupting
- Practice verbal and non-verbal communication

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

4.2.2 Demonstrate listening skills to enhance health.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks.

## **Lesson 1.5 *The Cat's Meow* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Identify examples of pro-social behavior

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.2.2 Identify what the school can do to support personal health practices and behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

4.2.2 Demonstrate listening skills to enhance health.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

8.2.2 Encourage peers to make positive health choices.

## **Lesson 1.6 *Copy Cat* – Managing Peer Pressure**

### **Objectives**

Following this lesson, the students will be able to:

- Identify and apply two ways to handle peer pressure
- Describe safe and healthy activities to do with friends
- Demonstrate assertive communication to refuse peer pressure

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**



3.2.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Identify situations when a health-related decision is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

8.2.2 Encourage peers to make positive health choices.

## **Lesson 1.7 *Stuck in a Tree* – Managing Disappointment**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate positive and negative reactions to disappointment
- Demonstrate positive responses to disappointment

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

1.2.2 Recognize that there are multiple dimensions of health.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

3.2.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Identify situations when a health-related decision is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

## Lesson 1.8 *All the Right Moves* – Understanding the Safe Use of Prescription and OTC Medicines

### Objectives

Following this lesson, the student will be able to:

- Define medicine
- Differentiate the safe and unsafe use of prescription and over-the-counter medicines

### **Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.
- 1.2.3 Describe ways to prevent communicable diseases.
- 1.2.4 List ways to prevent common childhood injuries.
- 1.2.5 Describe why it is important to seek health care.

### **Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.2.1 Identify how the family influences personal health practices and behaviors.

### **Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- 3.2.1 Identify trusted adults and professionals who can help promote health.
- 3.2.2 Identify ways to locate school and community health helpers.

### **Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
- 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

### **Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.2.1 Identify situations when a health-related decision is needed.
- 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

### **Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

### **Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

### **Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.2.1 Make requests to promote personal health.

## Lesson 1.9 *Curious Carmen* – Identify and Avoiding Harmful Substances

### Objectives

Following this lesson, the students will be able to:

- Identify harmful substances in and around the home including nicotine and alcohol
- Describe the harmful effects these substances can have on the brain and body
- Differentiate safe and unsafe ways for children to respond when encountering harmful household substances

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.2.1 Identify how the family influences personal health practices and behaviors.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- 3.2.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
- 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.2.1 Identify situations when a health-related decision is needed.
- 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.2.1 Make requests to promote personal health.

## Lesson 1.10 *Fit as a Riddle* – Making Healthy Choices

### Objectives

Following this lesson, the student will be able to:

- Comprehend health and a healthy body
- Identify the benefits of making healthy choices related to food, rest, and exercise
- Differentiate safe, healthy decisions and unsafe, unhealthy decisions

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.2.1 Identify how the family influences personal health practices and behaviors.

2.2.2 Identify what the school can do to support personal health practices and behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Identify situations when a health-related decision is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

8.2.2 Encourage peers to make positive health choices.

# Too Good for Drugs

## Grade 2

*Correlated with National Health Education Standards*

### Lesson 2.1 *Chasing Squirrels* – Setting Reachable Goals

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Discuss his or her own personal strengths
- Identify the importance of setting goals
- Describe the steps to setting and reaching goals
- Set a personal goal

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- 3.2.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.2.1 Make requests to promote personal health.
- 8.2.2 Encourage peers to make positive health choices.

### Lesson 2.2 *The Important Link*– Making Responsible Decisions

#### Objectives

Following this lesson, the student will be able to:

- Discuss the benefits of stopping to think before making a decision
- Define consequence
- Demonstrate predicting possible consequences
- Demonstrate how to make good decisions

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Identify situations when a health-related decision is needed.

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

8.2.2 Encourage peers to make positive health choices.

### **Lesson 2.3 *How I Feel* – Identifying and Managing Emotions**

#### **Objectives**

Following this lesson, the student will be able to:

- Name a variety of feelings
- Demonstrate verbal and non-verbal expressions of feelings
- Differentiate feelings from actions
- Demonstrate using an I-message and other healthy ways to express emotions

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

1.2.2 Recognize that there are multiple dimensions of health.

1.2.3 Describe ways to prevent communicable diseases.

1.2.4 List ways to prevent common childhood injuries.

1.2.5 Describe why it is important to seek health care.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.2.1 Identify how the family influences personal health practices and behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

## **Lesson 2.4 How Do You Do? – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate the social skill of making introductions
- Demonstrate polite, assertive communication using I-messages
- Demonstrate active listening skills

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

4.2.2 Demonstrate listening skills to enhance health.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks.

## **Lesson 2.5 Friends Fur-Ever – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Describe how friends help each other
- Describe approaches to making and keeping friends
- Identify examples of pro-social behavior

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.2.2 Identify what the school can do to support personal health practices and behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

4.2.2 Demonstrate listening skills to enhance health.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

8.2.2 Encourage peers to make positive health choices.

## Lesson 2.6 *Wagging the Dog* – Peer Pressure

### Objectives

Following this lesson, the student will be able to:

- Define peer pressure
- Describe the effect of peer pressure on decision making
- Identify and apply four ways to handle peer pressure

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

3.2.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Identify situations when a health-related decision is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

8.2.2 Encourage peers to make positive health choices.

## Lesson 2.7 *Still in the Game* – Managing Mistakes

### Objectives

Following this lesson, the students will be able to:

- Differentiate positive and negative self-talk
- Use positive self-talk to manage and overcome mistakes
- Identify how to handle a mistake in a positive way

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

1.2.2 Recognize that there are multiple dimensions of health.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

3.2.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**



4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Identify situations when a health-related decision is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

8.2.1 Make requests to promote personal health.

## **Lesson 2.8 A Prescription for Health** – Understanding the Safe Use of Prescription and Over-the-Counter Medicines

### **Objectives**

Following this lesson, the student will be able to:

- Identify and describe physical symptoms of not feeling well
- Define over-the-counter medicine
- Define prescription medicine
- Differentiate the safe and unsafe use of prescription and over-the-counter medicines

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

1.2.1 Identify that healthy behaviors impact personal health.

1.2.2 Recognize that there are multiple dimensions of health.

1.2.3 Describe ways to prevent communicable diseases.

1.2.4 List ways to prevent common childhood injuries.

1.2.5 Describe why it is important to seek health care.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

2.2.1 Identify how the family influences personal health practices and behaviors.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

3.2.1 Identify trusted adults and professionals who can help promote health.

3.2.2 Identify ways to locate school and community health helpers.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.

4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

5.2.1 Identify situations when a health-related decision is needed.

5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

- 6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.2.1 Make requests to promote personal health.

## **Lesson 2.9 Chasing Your Tail – Identifying and Avoiding Harmful Substances**

### **Objectives**

Following this lesson, the students will be able to:

- Identify harmful substances in and around the home including tobacco and alcohol
- Describe the harmful effects these substances can have on the brain and body
- Distinguish safe and unsafe ways for children to respond when encountering harmful household substances

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.2.1 Identify how the family influences personal health practices and behaviors.

**Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- 3.2.1 Identify trusted adults and professionals who can help promote health.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.
- 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.2.1 Identify situations when a health-related decision is needed.
- 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.2.1 Make requests to promote personal health.

## **Lesson 2.10 *Healthy Choices, Healthy Body* – Healthy Choices**

### **Objectives**

Following this lesson, the student will be able to:

- Define health
- Identify the benefits of making healthy choices related to food, rest, and exercise
- Explain the need for good food, exercise, and rest to build a strong, healthy body

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 1.2.1 Identify that healthy behaviors impact personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 5.2.1 Identify situations when a health-related decision is needed.

**Standard 7: Students will demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.**

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

- 8.2.1 Make requests to promote personal health.
- 8.2.2 Encourage peers to make positive health choices.

# Too Good for Drugs Curriculum Correlations

Correlated with New Hampshire Health Education Curriculum Guidelines

## Grade 3

### Lesson One: *Go For Your Goal*

Objectives: The student will be able to:

- Define goal.
- Recite 5 steps to use when going for a goal.
- Set a personal goal.
- Describe personal process toward the goal.

#### MENTAL HEALTH

##### 1. Positive Self-Image

Students need to know:

1.1 personal assets and strengths

### Lesson Two: *Your Magnificent Machine*

Objectives: The student will be able to:

- Discuss the functions of body organs: brain, heart, lungs, stomach, liver.
- Discuss things the body needs to function well.
- Discuss things that damage the body: tobacco, alcohol & other drugs.

#### ALCOHOL AND OTHER DRUGS

##### 4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

### Lesson Three: *Making My Day*

Objectives: The student will be able to:

- Define stress.
- Describe symptoms of stress.
- List at least three sources of stress.
- List at least five healthy ways to reduce stress.

#### MENTAL HEALTH

##### 2. Emotional Health

Students need to know:

2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness

2.6 how to identify stressors

2.7 ways to reduce stress

## **Lesson Four: *Connect-a-Kid***

**Objectives:** The student will be able to:

- List ways that s/he is connected to the family, school, and community.
- Demonstrate ways to begin, continue, and end a conversation.

### **FAMILY LIFE AND SEXUALITY**

#### 1. Families and Relationships

Students need to know:

1.3 ways to communicate respect for self and others

### **MENTAL HEALTH**

#### 3. Interpersonal Relationships and Communication

Students need to know:

3.1 strategies to build and maintain healthy friendships

## **Lesson Five: *I-Messages***

**Objectives:** The student will be able to:

- Review feelings.
- Recite and effective communication formula: I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_. I want \_\_\_\_\_.
- Discuss reasons for using I-messages.

### **MENTAL HEALTH**

#### 2. Emotional Health

Students need to know:

2.1 how to express needs, wants, and feelings

2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness

2.7 ways to reduce stress

#### 3. Interpersonal Relationships and Communication

Students need to know:

3.4 how to speak effectively, e.g., I-statements, eye contact, assertiveness

3.6 characteristics of nonverbal communication

## **Lesson Six: *Decision Making***

**Objectives:** The student will be able to:

- Review the stop and think decision-making model.
- Describe 4 more steps in the decision-making model: (1) Picture a positive outcome. (2) List choices and consequences. (3) Act out the best plan. (4) Now tell yourself how you did.
- Discuss decisions and consequences.

### **ALCOHOL AND OTHER DRUGS**

#### **4. Healthful Choices about AOD Use**

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

## **Lesson Seven: *Too Good for Alcohol***

**Objectives:** The student will be able to:

- Describe the negative effects of drinking alcohol on balance, vision coordination, speech and thinking.
- Discuss the risks associated with underage drinking of alcohol.
- Demonstrate making good decisions about alcohol.

### **ALCOHOL AND OTHER DRUGS**

#### **2. Short-Term and Long-Term Effects of AOD Use**

Students need to know:

2.2 physical, social, and emotional effects

2.4 signs and behaviors of AOD use

2.5 benefits of not using AOD (physical, social, emotional, legal, financial)

#### **4. Healthful Choices about AOD Use**

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

## **Lesson Eight: *The Truth About Tobacco Advertising***

**Objectives:** The student will be able to:

- Describe the harmful effects of smoking cigarettes and cigars.
- Describe the social influence of advertising on decisions about smoking.
- Describe the actual incidence and prevalence of cigarette smoking.

## **TOBACCO**

### **1. Tobacco Harms Health**

Students need to know:

- 1.1 that nicotine is a drug
- 1.2 harmful effects of tobacco
- 1.3 risks of different types of tobacco
- 1.4 second-hand smoke risks

### **2. Influences on Tobacco Use**

Students need to know:

- 2.3 peer influences
- 2.4 advertising

### **3. Choosing to Be Tobacco Free**

Students need to know:

- 3.1 how to make a personal commitment not to use
- 3.2 ways to resist pressure to use
- 3.3 ways to encourage others not to use
- 3.4 that most people do not use tobacco
- 3.5 the difficulty of stopping tobacco use

### **4. Benefits of Being Tobacco Free**

Students need to know:

- 4.1 long-term and short-term health benefits

## **Lesson Nine: *Peer Pressure***

**Objectives:** The student will be able to:

- Define peer pressure.
- Describe the effects of peer pressure on decision-making.
- Demonstrate ways to handle peer pressure: Say No, Ignore, Walk Away, A Better Idea.
- Describe the physical, social and mental effects of marijuana.

## **ALCOHOL AND OTHER DRUGS**

### **3. Positive and Negative Influences on AOD Use**

Students need to know:

3.4 peer influences

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.1 techniques to refuse AOD use

## **INJURY PREVENTION**

6. Violence Prevention

Students need to know:

6.2 ways to avoid threatening situations

## **Lesson Ten: *Third Grade Game Show***

**Objectives:** The student will be able to:

- Review the concepts learned in Too Good for Drugs, Grade Three.
- Perform role-plays to demonstrate the decision to stay drug free.

## **ALCOHOL AND OTHER DRUGS**

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use



# Too Good for Drugs

## Grade 4 Revised Edition

Correlated with New Hampshire Elementary Health Education Curriculum Guidelines

### Lesson 1: *Goal Boosters and Goal Busters* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and recite the goal-naming steps
- Name a personal goal
- Identify resources that can help someone reach a personal goal

#### Mental Health

##### 1. Positive Self-Image

1.1 personal assets and strengths

1.4 actions that show sense of power (empowerment)

### Lesson 2: *Major Intersection* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Identify and follow the steps of the decision-making model
- Identify the benefits and consequences of a particular decision
- Determine when decisions should be made alone or with the help of a trusted adult

#### Mental Health

##### 1. Positive Self-Image

1.1 personal assets and strengths

1.4 actions that show sense of power (empowerment)

### Lesson 3: *I See Me* – Identifying and Managing Emotions

#### Objectives

Following this lesson, the student will be able to:

- Name a variety of emotions
- Recognize the physical signals associated with specific emotions
- Demonstrate an awareness of one's own feelings in a variety of situations
- Identify healthy and unhealthy ways to express emotions
- Identify the value of talking about feelings with parents and other trusted adults
- Demonstrate healthy ways to express and manage emotions
- Recognize the emotions of others by observing facial expressions

## **Mental Health**

### **1. Positive Self-Image**

- 1.1 personal assets and strengths
- 1.4 actions that show sense of power (empowerment)

### **2. Emotional Health**

- 2.1 how to express needs, wants, and feelings
- 2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness
- 2.3 ways to manage and reduce anger
- 2.4 ways to deal with frustration
- 2.6 how to identify stressors
- 2.7 ways to reduce stress

## **Lesson 4: *More than Words* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the roles of the speaker and the listener
- Differentiate effective and ineffective listening skills
- Differentiate effective and ineffective speaking skills

## **Mental Health**

### **1. Positive Self-Image**

- 1.1 personal assets and strengths
- 1.4 actions that show sense of power (empowerment)

### **2. Emotional Health**

- 2.1 how to express needs, wants, and feelings

### **3. Interpersonal Relationships and Communication**

- 3.4 how to speak effectively
- 3.5 effective listening skills
- 3.6 characteristics of nonverbal communication

## **Lesson 5: *Community Garden* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Identify examples of pro-social behaviors
- Explain the importance of being sensitive to the feelings of others
- Compare healthy and unhealthy friendship qualities
- Apply effective communication skills to support others

### **Mental Health**

#### **1. Positive Self-Image**

1.1 personal assets and strengths

1.2 characteristics of positive role models

1.3 actions that show sense of belonging (connectiveness)

1.4 actions that show sense of power (empowerment)

#### **3. Interpersonal Relationships and Communication**

3.1 strategies to build and maintain healthy friendships

3.2 ways to communicate respect for diversity

## **Lesson 6: *Town Hall Meeting* – Peer-Pressure Refusal**

### **Objectives**

Following this lesson, the student will be able to:

- Define peer pressure
- Identify the effect of peer pressure on decision making
- Identify and demonstrate six effective peer-pressure refusal strategies

### **Mental Health**

#### **1. Positive Self-Image**

1.1 personal assets and strengths

1.2 characteristics of positive role models

1.3 actions that show sense of belonging (connectiveness)

1.4 actions that show sense of power (empowerment)

#### **2. Emotional Health**

2.1 how to express needs, wants, and feelings

2.5 ways to manage conflict

#### **3. Interpersonal Relationships and Communication**

3.1 strategies to build and maintain healthy friendships

3.2 ways to communicate respect for diversity

3.4 how to speak effectively

3.6 characteristics of nonverbal communication

## **Lesson 7: *Brain Drain* – The Effects of Alcohol Use**

### **Objectives**

Following this lesson, the student will be able to:

- List the harmful effects of alcohol use on the developing brain and on behavior
- Discuss the effect of alcohol use on the ability to reach one's goals
- Compare perceived norms to actual prevalence of alcohol use
- Demonstrate the effective use of peer-pressure refusal strategies in a variety of situations involving alcohol

### **Alcohol and Other Drugs**

#### **2. Short-Term and Long-Term Effects of AOD Use**

2.1 differences between dependence and addiction

2.2 physical, social, and emotional effects

2.4 signs and behaviors of AOD use

2.5 benefits of not using AOD (physical, social, emotional, legal, financial)

#### **3. Positive and Negative Influences on AOD Use**

3.1 pressures to use

3.2 internal influences

3.4 peer influences

3.6 legal factors

3.7 influences on different types of AOD use

#### **4. Healthful Choices about AOD Use**

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

4.2 how to make a personal commitment not to use

#### **5. Communicating Healthful Choices about AOD Use**

5.1 techniques to refuse AOD use

5.3 how to encourage others not to use

## Lesson 8: *No Butts About It* – The Effects of Tobacco Use

### Objectives

Following this lesson, the student will be able to:

- Describe the harmful effects of using tobacco
- Explain the short-term and long-term effects of secondhand smoke
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

### Tobacco

#### 1. Tobacco Harms Health

1.1 that nicotine is a drug

1.2 harmful effects of tobacco

1.3 risks of different types of tobacco

1.4 second-hand smoke risks

#### 2. Influences on Tobacco Use

2.1 internal influences

2.3 peer influences

#### 3. Choosing to Be Tobacco Free

3.1 how to make a personal commitment not to use

3.2 ways to resist pressure to use

3.3 ways to encourage others not to use

3.4 that most people do not use tobacco

3.5 the difficulty of stopping tobacco use

#### 4. Benefits of Being Tobacco Free

4.1 long-term and short-term health benefits

4.2 social benefits

4.3 financial benefits

## Lesson 9: *Use As Directed* – Prescription and OTC Medicines

### Objectives

Following this lesson, the student will be able to:

- Differentiate safe and unsafe use of prescription and over-the-counter medicines
- Explain the benefits of medicine when used correctly
- Identify safe practices to use and store prescription and over-the-counter medicines at home

### Alcohol and Other Drugs

## **1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs**

1.1 differences between medicinal and non-medicinal drug use (AOD)

1.2 benefits and correct use of medicine

1.3 risks of incorrect use of medicines

1.4 school rules for taking medicine at school

## **Lesson 10: *Big Decisions Ahead* – Healthy Choices**

### **Objectives**

Following this lesson, the student will be able to:

- Identify how healthy choices can impact lifelong wellness
- Identify choices that detract from healthy lifestyles
- Demonstrate healthy choices related to goals, emotions, communication, friendships, and peer pressure

### **Mental Health**

#### **1. Positive Self-Image**

1.1 personal assets and strengths

1.2 characteristics of positive role models

1.3 actions that show sense of belonging (connectiveness)

1.4 actions that show sense of power (empowerment)

#### **2. Emotional Health**

2.1 how to express needs, wants, and feelings

2.5 ways to manage conflict

#### **3. Interpersonal Relationships and Communication**

3.1 strategies to build and maintain healthy friendships

3.2 ways to communicate respect for diversity

3.4 how to speak effectively

3.6 characteristics of nonverbal communication

# Too Good for Drugs

## Grade 5 Revised Edition

Correlated with New Hampshire Elementary Health Education Curriculum Guidelines

### Lesson 1: *Preparing for Take Off* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify the steps in the Goal-Setting model
- Identify and apply the Goal-Naming criteria
- Name a short-term personal goal using the Goal-Naming criteria

#### Mental Health

##### 1. Positive Self-Image

1.1 personal assets and strengths

1.4 actions that show sense of power (empowerment)

### Lesson 2: *Rocket Science* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Define consequence
- List the steps of the decision-making model
- Identify a variety of options to any given decision
- Demonstrate the ability to choose healthy options when making a decision

#### Mental Health

##### 1. Positive Self-Image

1.1 personal assets and strengths

1.4 actions that show sense of power (empowerment)

### Lesson 3: *Systems Check* – Identifying and Managing Emotions

#### Objectives

Following this lesson, the student will be able to:

- Name four basic emotions: happy, sad, angry, and scared and their variations
- Recognize the physical signals associated with particular emotions
- Identify the relationship between feelings and behavior
- Differentiate healthy and unhealthy ways to manage emotions

## **Mental Health**

### **1. Positive Self-Image**

1.1 personal assets and strengths

1.4 actions that show sense of power (empowerment)

### **2. Emotional Health**

2.1 how to express needs, wants, and feelings

2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness

2.3 ways to manage and reduce anger

2.4 ways to deal with frustration

2.6 how to identify stressors

2.7 ways to reduce stress

## **Lesson 4: *This is Your Captain Speaking* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define communication
- Identify the elements of communication, both verbal and nonverbal
- Differentiate assertive, aggressive, and passive speaking styles
- Identify active listening skills

## **Mental Health**

### **1. Positive Self-Image**

1.1 personal assets and strengths

1.4 actions that show sense of power (empowerment)

### **2. Emotional Health**

2.1 how to express needs, wants, and feelings

### **3. Interpersonal Relationships and Communication**

3.4 how to speak effectively

3.5 effective listening skills

3.6 characteristics of nonverbal communication



## Lesson 5: *My Flight Crew* – Bonding and Relationships

### Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy friendship qualities
- Understand how to be compassionate and empathetic toward others
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

### Mental Health

#### 1. Positive Self-Image

1.1 personal assets and strengths

1.2 characteristics of positive role models

1.3 actions that show sense of belonging (connectiveness)

1.4 actions that show sense of power (empowerment)

#### 3. Interpersonal Relationships and Communication

3.1 strategies to build and maintain healthy friendships

3.2 ways to communicate respect for diversity

## Lesson 6: *Mission Scrubbed* – Managing Mistakes

### Objectives

Following this lesson, the student will be able to:

- Identify negative reactions to personal mistakes and disappointments
- Differentiate positive and negative self-talk
- Discuss the effect of negative self-talk on feelings and actions
- Discuss the effect of positive self-talk on feelings and actions
- Use positive self-talk to manage and overcome mistakes

### Mental Health

#### 1. Positive Self-Image

1.1 personal assets and strengths

1.4 actions that show sense of power (empowerment)

#### 2. Emotional Health

2.1 how to express needs, wants, and feelings

2.2 positive ways to handle emotions, e.g., fear, anger, happiness, sadness

2.3 ways to manage and reduce anger

2.4 ways to deal with frustration

2.6 how to identify stressors

2.7 ways to reduce stress

## **Lesson 7: *Decompression* – Peer-Pressure Refusal**

### **Objectives**

Following this lesson, the student will be able to:

- Define peer pressure and peer influence
- Identify the effect of peer pressure on decision making and goals
- Identify and apply nine peer-pressure refusal strategies
- Identify how to be a positive peer influence

### **Mental Health**

#### **1. Positive Self-Image**

1.1 personal assets and strengths

1.2 characteristics of positive role models

1.3 actions that show sense of belonging (connectiveness)

1.4 actions that show sense of power (empowerment)

#### **2. Emotional Health**

2.1 how to express needs, wants, and feelings

2.5 ways to manage conflict

#### **3. Interpersonal Relationships and Communication**

3.1 strategies to build and maintain healthy friendships

3.2 ways to communicate respect for diversity

3.4 how to speak effectively

3.6 characteristics of nonverbal communication

## **Lesson 8: *System Malfunction* – The Effects of Alcohol Use**

### **Objectives**

Following this lesson, the student will be able to:

- List the harmful effects of alcohol on the developing brain and behavior
- Identify false expectations about the effects of alcohol
- Apply positive peer influence in situations involving alcohol
- Discuss the effect of alcohol use on the ability to reach one's goals

### **Alcohol and Other Drugs**

#### **2. Short-Term and Long-Term Effects of AOD Use**

- 2.1 differences between dependence and addiction
- 2.2 physical, social, and emotional effects
- 2.4 signs and behaviors of AOD use
- 2.5 benefits of not using AOD (physical, social, emotional, legal, financial)

### **3. Positive and Negative Influences on AOD Use**

- 3.1 pressures to use
- 3.2 internal influences
- 3.4 peer influences
- 3.6 legal factors
- 3.7 influences on different types of AOD use

### **4. Healthful Choices about AOD Use**

- 4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use
- 4.2 how to make a personal commitment not to use

### **5. Communicating Healthful Choices about AOD Use**

- 5.1 techniques to refuse AOD use
- 5.3 how to encourage others not to use

## **Lesson 9: *Smoke Screen* – The Effects of Tobacco Use**

### **Objectives**

Following this lesson, the student will be able to:

- Describe the long-term and short-term effects of using tobacco products
- Discuss the benefits of quitting tobacco use and being tobacco free
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

### **Tobacco**

#### **1. Tobacco Harms Health**

- 1.1 that nicotine is a drug
- 1.2 harmful effects of tobacco
- 1.3 risks of different types of tobacco
- 1.4 second-hand smoke risks

#### **2. Influences on Tobacco Use**

- 2.1 internal influences

2.3 peer influences

### **3. Choosing to Be Tobacco Free**

3.1 how to make a personal commitment not to use

3.2 ways to resist pressure to use

3.3 ways to encourage others not to use

3.4 that most people do not use tobacco

3.5 the difficulty of stopping tobacco use

### **4. Benefits of Being Tobacco Free**

4.1 long-term and short-term health benefits

4.2 social benefits

4.3 financial benefits

## **Lesson 10: *Way Off Course* – The Effects of Marijuana Use**

### **Objectives**

Following this lesson, the student will be able to:

- List the effects of marijuana use on the brain and body
- Discuss the effects of marijuana use on the ability to reach goals
- Recall and practice skills taught in TGF lessons 1-9

### **Alcohol and Other Drugs**

#### **2. Short-Term and Long-Term Effects of AOD Use**

2.2 physical, social, and emotional effects

2.4 signs and behaviors of AOD use

2.5 benefits of not using AOD (physical, social, emotional, legal, financial)

#### **3. Positive and Negative Influences on AOD Use**

3.1 pressures to use

3.2 internal influences

3.4 peer influences

3.6 legal factors

3.7 influences on different types of AOD use

#### **4. Healthful Choices about AOD Use**

4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use

4.2 how to make a personal commitment not to use

**5. Communicating Healthful Choices about AOD Use**

5.1 techniques to refuse AOD use

5.3 how to encourage others not to use

# Too Good for Drugs

## Grade 6 Revised Edition

Correlated with New Hampshire Middle School Health Education Curriculum Guidelines

### Lesson 1: *My Road Ahead* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify and apply the goal-naming criteria
- Identify and apply goal-setting steps to a personal goal
- Name someone to support him or her in working toward the goal

#### MENTAL HEALTH

##### 1. Positive Self-Image

Students need to know:

###### 1.1 personal assets and strengths

### Lesson 2: *Who's in the Driver's Seat?* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Define consequence
- Distinguish decisions with minor consequences from those with major consequences
- List the steps of the decision-making model
- Explain the importance of stopping to think about possible consequences before making major decisions
- Evaluate possible consequences of major decisions

#### ALCOHOL AND OTHER DRUGS

##### 4. Healthful Choices about AOD Use

Students need to know:

###### 4.1 how to accept personal responsibility for choices about AOD use

###### 4.2 how to make a personal commitment not to use

## Lesson 3: *Diagnostic Tune-Up* – Identifying and Managing Emotions

### Objectives

Following this lesson, the student will be able to:

- Recognize the physical signals associated with specific emotions
- Identify intense emotions
- Name a variety of emotions
- List positive ways to manage emotions
- Discuss the importance of managing emotions to prevent them from intensifying and leading to inappropriate actions

### FAMILY LIFE AND SEXUALITY

#### 2. Growth and Development

Students need to know:

##### 2.1 emotional Changes

### MENTAL HEALTH

#### 1. Positive Self-Image

Students need to know:

##### 1.4 how to develop and demonstrate a sense of power (empowerment)

#### 2. Emotional Health

Students need to know:

##### 2.1 how to express needs, wants, and feelings appropriately

##### 2.2 positive ways to handle/express emotions, e.g., mood swings, hurt feelings, loneliness, sadness

##### 2.3 ways to manage and reduce anger and conflict

##### 2.4 ways to deal with frustration

##### 2.5 how emotions and behaviors change during adolescence

## Lesson 4: *Express Yourself* – Effective Communication

### Objectives

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of communication, both verbal and non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Distinguish among assertive, aggressive, and passive communication styles

## **MENTAL HEALTH**

### **2. Emotional Health**

Students need to know:

2.1 how to express needs, wants, and feelings appropriately

### **3. Interpersonal Relationships and Communication**

Students need to know:

3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness

3.3 effective listening skills, e.g., reflective listening

3.4 characteristics of nonverbal communication

## **Lesson 5: *Peer Review* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Define peer pressure
- Identify nine effective peer-pressure refusal strategies
- Demonstrate effective peer-pressure refusal techniques in a variety of situations
- Evaluate assertiveness in peer-pressure refusal demonstrations
- Identify the benefits of associating with peers who make positive decisions
- Name ways to influence others positively

## **ALCOHOL AND OTHER DRUGS**

### **3. Positive and Negative Influences on AOD Use**

Students need to know:

3.1 pressures to use

3.2 internal influences

3.3 family influences

3.4 peer influences

### **4. Healthful Choices about AOD Use**

Students need to know:

4.2 how to make a personal commitment not to use

### **5. Communicating Healthful Choices about AOD Use**

Students need to know:



5.3 how to deal with pressure to use

5.4 how to encourage others not to use

## **TOBACCO**

### **3. Choosing to be Tobacco Free**

Students need to know:

3.1 how to make a personal commitment not to use

3.2 strategies to resist pressure to use

## **Lesson 6: A Closer Look – Alcohol**

### **Objectives**

Following this lesson, the student will be able to:

- Compare the alcohol content of one serving of beer, wine, and liquor
- Define “psychoactive”
- List the effects of alcohol on the brain and behavior
- Demonstrate effective peer-pressure refusal skills in situations involving alcohol
- Identify ways alcohol use can interfere with the ability to reach a goal
- Identify the various forms of media used to communicate to large populations
- Determine that all advertising media messages are created and constructed by people to sell a product, service, or idea

## **ALCOHOL AND OTHER DRUGS**

### **2. Short-Term and Long-Term Effects of AOD Use**

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.4 effects of binge drinking

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

### **3. Positive and Negative Influences on AOD Use**

Students need to know:

3.1 pressures to use

3.2 internal influences

3.3 family influences

3.4 peer influences

3.5 cultural influences

3.7 influences on different levels of AOD use

## **Lesson 7: A Dead End – Tobacco**

### **Objectives**

Following this lesson, the student will be able to:

- Distinguish between advertising claims and facts about the effects of using tobacco products.
- Describe the long-term and short-term effects of using tobacco products
- Contrast perceived norms with actual prevalence of smoking
- Identify ways tobacco use can interfere with the ability to reach a goal
- Demonstrate effective peer-pressure refusal techniques in situations involving tobacco products

### **TOBACCO**

#### **1. Short-Term and Long-Term Risks of Tobacco Use**

Students need to know:

1.1 addictive effects of nicotine

1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance

1.3 harmful effects of tobacco smoke

1.4 risks of different types of tobacco products

#### **2. Influences on Tobacco Use**

Students need to know:

2.1 internal influences

2.2 family influences

2.3 peer influences

2.4 advertising strategies

2.6 media influences

#### **3. Choosing to be Tobacco Free**

Students need to know:

3.1 how to make a personal commitment not to use

3.2 strategies to resist pressure to use

3.3 ways to communicate personal attitudes about tobacco use

3.5 ways to support others to be tobacco free

3.6 that most people do not use tobacco

3.7 healthful alternatives to tobacco use

4. Benefits of Being Tobacco Free

Students need to know:

4.1 long-term and short-term health benefits

## **Lesson 8: *Keep off the Grass!* – Marijuana**

### **Objectives**

Following this lesson, the student will be able to:

- Demonstrate effective peer pressure refusal techniques in situations involving alcohol
- List the effects of marijuana on the body and on behavior
- Determine the consequences of marijuana use on everyday activities
- Contrast perceived norms with actual prevalence of marijuana use
- Practice using peer-pressure refusal strategies in a variety of situations involving marijuana

## **ALCOHOL AND OTHER DRUGS**

2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.6 effects of marijuana use

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.4 peer influences

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

## **Lesson 9: *Calculate the Risk* – Inhalants and Street Drugs**

### **Objectives**

Following this lesson, the student will be able to:

- Discuss risk and the developmental aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Discuss the harmful effects of inhalants and street drugs

### **ALCOHOL AND OTHER DRUGS**

2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.5 effects of inhalant use

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.1 effects and consequences of other non-medicinal drug use

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

## **Lesson 10: *Prevention 500* – Course Review**

### **Objectives**

Following this lesson, the student will be able to:

- Recall skills taught in TGFD lessons 1-9
- Explain concepts taught in TGFD lesson 1-9
- State reasons not to use drugs

### **MENTAL HEALTH**

#### **1. Positive Self-Image**

Students need to know:

1.1 personal assets and strengths

### **ALCOHOL AND OTHER DRUGS**

#### **4. Healthful Choices about AOD Use**

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

# Too Good for Drugs

## Grade 7 Revised Edition

Correlated with New Hampshire Middle School Health Education Curriculum Guidelines

### Lesson 1: *Set to Win* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Differentiate short-term and long-term goals
- Identify and apply the criteria for naming a personal goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify available resources for support and assistance in working towards a goal

#### MENTAL HEALTH

##### 1. Positive Self-Image

Students need to know:

###### 1.1 personal assets and strengths

### Lesson 2: *The Decision is Yours* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Identify and apply the four steps in the decision-making model
- Define consequences and differentiate between positive and negative consequences
- Recognize the role of personal responsibility when reflecting on decisions and their potential outcomes

#### ALCOHOL AND OTHER DRUGS

##### 4. Healthful Choices about AOD Use

Students need to know:

###### 4.1 how to accept personal responsibility for choices about AOD use

###### 4.2 how to make a personal commitment not to use

## Lesson 3: *Understanding Me* – Identifying and Managing Emotions

### Objectives

Following this lesson, the student will be able to:

- Identify stressors that trigger emotions
- Recognize how emotions influence decisions
- Identify emotions and signs of stress
- Demonstrate healthy strategies to manage emotions and stress
- Identify and manage the emotions of others

### FAMILY LIFE AND SEXUALITY

#### 2. Growth and Development

Students need to know:

##### 2.1 emotional Changes

### MENTAL HEALTH

#### 1. Positive Self-Image

Students need to know:

##### 1.4 how to develop and demonstrate a sense of power (empowerment)

#### 2. Emotional Health

Students need to know:

##### 2.1 how to express needs, wants, and feelings appropriately

##### 2.2 positive ways to handle/express emotions, e.g., mood swings, hurt feelings, loneliness, sadness

##### 2.3 ways to manage and reduce anger and conflict

##### 2.4 ways to deal with frustration

##### 2.5 how emotions and behaviors change during adolescence

#### 4. Stress Management

Students need to know:

##### 4.1 how to analyze stressors, e.g., death, ending relationships, changing schools, rejection

##### 4.2 coping strategies to reduce stress

##### 4.3 ways to avoid stress

## **Lesson 4: *Say It With Style* – Effective Communication**

### **Objectives**

Following this lesson, the student will be able to:

- Define effective communication
- Identify the elements of effective communication, both verbal and non-verbal
- Recognize how tone of voice, facial expressions, and body language can affect meaning
- Demonstrate assertive speaking and active listening techniques

### **MENTAL HEALTH**

#### **2. Emotional Health**

Students need to know:

2.1 how to express needs, wants, and feelings appropriately

#### **3. Interpersonal Relationships and Communication**

Students need to know:

3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness

3.3 effective listening skills, e.g., reflective listening

3.4 characteristics of nonverbal communication

## **Lesson 5: *The Right Connection* – Bonding and Relationships**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate peer pressure and peer influence
- Identify the benefits of positive peer influence
- Articulate the benefits of associating with pro-social others
- Differentiate healthy friend qualities and unhealthy friend qualities
- Identify various peer pressure refusal strategies and the peer pressure situations to which they apply

### **ALCOHOL AND OTHER DRUGS**

#### **3. Positive and Negative Influences on AOD Use**

Students need to know:

3.1 pressures to use

3.2 internal influences

3.4 peer influences

#### **4. Healthful Choices about AOD Use**



Students need to know:

4.2 how to make a personal commitment not to use

### 5. Communicating Healthful Choices about AOD Use

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

## TOBACCO

### 3. Choosing to be Tobacco Free

Students need to know:

3.2 strategies to resist pressure to use

## MENTAL HEALTH

### 3. Interpersonal Relationships and Communication

Students need to know:

3.1 how to build and maintain healthy friendships

3.6 how to resist peer pressure

3.7 appropriate ways to end relationships

## Lesson 6: *Addiction Notice* - Addiction

### Objectives

Following this lesson, the student will be able to:

- Define and differentiate addiction and chemical dependency
- Discuss the stages of addiction
- Compare the stages of addiction and the associated behaviors
- Define tolerance and withdrawal and identify withdrawal symptoms
- Identify several reasons some teenagers consider drug use and list alternative solutions

## ALCOHOL AND OTHER DRUGS

### 1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

1.1 risks of dependence and addiction

## 2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.3 signs and behaviors of AOD use

3.7 influences on different levels of AOD use

### **TOBACCO**

#### 1. Short-Term and Long-Term Risks of Tobacco Use

Students need to know:

1.1 addictive effects of nicotine

## **Lesson 7: A Toxic Waste - Tobacco**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the various forms of tobacco products
- Identify the chemical makeup of tobacco products
- Analyze the social consequences of smoking
- Describe the harmful short-term and long-term effects of tobacco use, including second-hand smoke, on the body

### **TOBACCO**

#### 1. Short-Term and Long-Term Risks of Tobacco Use

Students need to know:

1.1 addictive effects of nicotine

1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance

1.3 harmful effects of tobacco smoke

1.4 risks of different types of tobacco products

#### 2. Influences on Tobacco Use

Students need to know:

2.4 advertising strategies

2.6 media influences

#### 3. Choosing to be Tobacco Free

Students need to know:

- 3.1 how to make a personal commitment not to use
- 3.2 strategies to resist pressure to use
- 3.3 ways to communicate personal attitudes about tobacco use
- 3.5 ways to support others to be tobacco free
- 3.6 that most people do not use tobacco
- 3.7 healthful alternatives to tobacco use

#### 4. Benefits of Being Tobacco Free

Students need to know:

- 4.1 long-term and short-term health benefits

## Lesson 8: *Al K Hol* - Alcohol

### Objectives

Following this lesson, the student will be able to:

- Describe the harmful short-term effects of under-age alcohol use
- Identify possible sources for the false expectations people have about alcohol
- Define media literacy and discuss its potential influence on teen behavior
- Differentiate the common misperceptions of alcohol as an energizing party drink and its actual effects as a depressant

## ALCOHOL AND OTHER DRUGS

### 2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

- 2.1 risks of dependence and addiction
- 2.2 physical, social, and emotional effects of AOD use
- 2.3 signs and behaviors of AOD use
- 2.4 effects of binge drinking
- 2.8 relationship between AOD use and transportation injuries
- 2.9 relationship between AOD use and other injuries
- 2.10 relationship between AOD use and sexual behavior
- 2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

### 3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.2 internal influences

3.3 family influences

3.4 peer influences

3.5 cultural influences

3.7 influences on different levels of AOD use

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

## **Lesson 9: *The Real Deal* – Marijuana**

### **Objectives**

Following this lesson, the student will be able to:

- Differentiate accurate and inaccurate sources of information about drugs
- Differentiate myth and reality regarding marijuana
- Identify the effects of marijuana on the body, particularly on brain function
- Describe the impact of marijuana use on reaching goals
- Describe the impact of marijuana use on everyday activities

### **ALCOHOL AND OTHER DRUGS**

2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.6 effects of marijuana use

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.4 peer influences

#### 4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

#### 5. Communicating Healthful Choices about AOD Use

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

### PHYSICAL ACTIVITY

#### 4. Effects of Drugs on Fitness

Students need to know:

4.1 effects of tobacco, alcohol, and other drugs on performance

## Lesson 10: *A Drug is a Drug* – Street, Prescription, and OTC Drugs

### Objectives

Following this lesson, the student will be able to:

- Identify the harmful effects of over-the-counter and prescription drug abuse on the human brain and body
- Differentiate the appropriate use and the abuse of prescription and over-the-counter drugs
- Compare the harmful effects of abusing prescription and over-the-counter drugs to those of street drugs
- Demonstrate a knowledge of facts regarding tobacco, alcohol, marijuana, street drugs, and prescription and over-the-counter medications

### ALCOHOL AND OTHER DRUGS

#### 1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

1.1 risks of dependence and addiction

1.2 physical, social, and emotional effects of AOD use

#### 2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

4. Healthful Choices about AOD Use

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

5. Communicating Healthful Choices about AOD Use

Students need to know:

5.1 effects and consequences of other non-medicinal drug use

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

# Too Good for Drugs

## Grade 8 Revised Edition

Correlated with New Hampshire Middle School Health Education Curriculum Guidelines

### Lesson 1: *The Architect* – Goal Setting

#### Objectives

Following this lesson, the student will be able to:

- Define a goal
- Identify and apply the steps for setting and reaching a personal goal
- Identify and apply the criteria for naming a reachable personal goal
- Name a personal goal using the goal-setting model
- Recognize and manage potential obstacles that can get in the way of reaching a goal

#### MENTAL HEALTH

##### 1. Positive Self-Image

Students need to know:

###### 1.1 personal assets and strengths

### Lesson 2: *iDecide* – Decision Making

#### Objectives

Following this lesson, the student will be able to:

- Define decision
- Demonstrate the ability to apply the steps in the Decision-Making Model
- Examine how goals, media, peers, and family influence decisions
- Demonstrate the effect decisions have on accomplishing goals
- Recognize that decisions are made every day
- Differentiate between impulsive behavior and thoughtful decisions
- Predict how decisions have consequences for self and others

#### ALCOHOL AND OTHER DRUGS

##### 4. Healthful Choices about AOD Use

Students need to know:

###### 4.1 how to accept personal responsibility for choices about AOD use

###### 4.2 how to make a personal commitment not to use

## Lesson 3: *Calibrating Sensors* – Identifying and Managing Emotions

### Objective:

Following this lesson, the student will be able to:

- Relate managing emotions to success in life
- Demonstrate strategies to manage emotions
- Analyze how emotions and self-awareness influence decision making
- Demonstrate healthy ways to express feelings
- Discern the emotions of others
- Demonstrate ways to communicate care, consideration, and respect of self and others

### FAMILY LIFE AND SEXUALITY

#### 1. Families and Relationships

Students need to know:

1.1 ways to communicate respect for self and others

#### 2. Growth and Development

Students need to know:

2.1 emotional Changes

### MENTAL HEALTH

#### 1. Positive Self-Image

Students need to know:

1.4 how to develop and demonstrate a sense of power (empowerment)

#### 2. Emotional Health

Students need to know:

2.1 how to express needs, wants, and feelings appropriately

2.2 positive ways to handle/express emotions, e.g., mood swings, hurt feelings, loneliness, sadness

2.3 ways to manage and reduce anger and conflict

2.4 ways to deal with frustration

2.5 how emotions and behaviors change during adolescence



## Lesson 4: *Press Send* – Effective Communication

### Objectives

Following this lesson, the student will be able to:

- Analyze the elements of interpersonal communication
- Distinguish assertive, aggressive, and passive communication styles
- Distinguish verbal and nonverbal communication
- Demonstrate assertive communication techniques
- Demonstrate active listening techniques to build and maintain healthy relationships
- Understand how perception and emotions can influence communication

### MENTAL HEALTH

#### 2. Emotional Health

Students need to know:

2.1 how to express needs, wants, and feelings appropriately

#### 3. Interpersonal Relationships and Communication

Students need to know:

3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness

3.3 effective listening skills, e.g., reflective listening

3.4 characteristics of nonverbal communication

## Lesson 5: *Friend Request* – Bonding and Relationships

### Objectives

Following this lesson, the student will be able to:

- Compare healthy and unhealthy relationships
- Recognize the effects of negative peer pressure and peer influence
- Employ strategies to resist negative peer pressure and peer influence
- Recognize the effects of positive peer pressure and peer influence
- Recognize the benefits of belonging to a positive peer group
- Identify and bond with a positive peer group

### ALCOHOL AND OTHER DRUGS

#### 3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.2 internal influences

3.4 peer influences

#### 4. Healthful Choices about AOD Use

Students need to know:

4.2 how to make a personal commitment not to use

#### 5. Communicating Healthful Choices about AOD Use

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

### **TOBACCO**

#### 3. Choosing to be Tobacco Free

Students need to know:

3.2 strategies to resist pressure to use

### **MENTAL HEALTH**

#### 3. Interpersonal Relationships and Communication

Students need to know:

3.1 how to build and maintain healthy friendships

3.6 how to resist peer pressure

3.7 appropriate ways to end relationships

## **Lesson 6: *Server Not Responding* - Alcohol**

### **Objectives**

Following this lesson, the student will be able to:

- Recognize the role expectations play in decision making
- Discuss the short-term and long-term effects of alcohol use on the teenage brain and body
- Evaluate the effects of alcohol use on reaching goals, decision making, managing emotions, communication, and relationships
- Predict consequences of underage alcohol use
- Discuss the benefits of positive health behaviors and their effect on preventing alcohol use

### **ALCOHOL AND OTHER DRUGS**

#### 2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.4 effects of binge drinking

2.8 relationship between AOD use and transportation injuries

2.9 relationship between AOD use and other injuries

2.10 relationship between AOD use and sexual behavior

2.11 relationship between AOD use and mental health

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

### 3. Positive and Negative Influences on AOD Use

Students need to know:

3.1 pressures to use

3.2 internal influences

3.3 family influences

3.4 peer influences

3.5 cultural influences

3.7 influences on different levels of AOD use

### 5. Communicating Healthful Choices about AOD Use

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

## **Lesson 7: *The Social Hacker* - Tobacco**

### **Objectives**

Following this lesson, the student will be able to:

- Identify the various forms of tobacco products
- Identify the short-term, long-term and social consequences of tobacco use
- Compare the glamorous image and the nasty reality of using tobacco products
- Discuss the impact of product placement in media on perceptions and attitudes about tobacco use
- Discuss the stages of addiction and the associated behaviors

## TOBACCO

### 1. Short-Term and Long-Term Risks of Tobacco Use

Students need to know:

- 1.1 addictive effects of nicotine
- 1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance
- 1.3 harmful effects of tobacco smoke
- 1.4 risks of different types of tobacco products

### 2. Influences on Tobacco Use

Students need to know:

- 2.4 advertising strategies
- 2.6 media influences

### 3. Choosing to be Tobacco Free

Students need to know:

- 3.1 how to make a personal commitment not to use
- 3.2 strategies to resist pressure to use
- 3.3 ways to communicate personal attitudes about tobacco use
- 3.5 ways to support others to be tobacco free
- 3.6 that most people do not use tobacco
- 3.7 healthful alternatives to tobacco use

### 4. Benefits of Being Tobacco Free

Students need to know:

- 4.1 long-term and short-term health benefits

## Lesson 8: *The Blunt Truth* - Marijuana

### Objectives

Following this lesson, the student will be able to:

- Examine the misperceptions of marijuana and its use
- Examine the effects of marijuana on the body, particularly on brain function
- Discuss the impact of marijuana use on reaching goals
- Discuss the psychological addiction aspects of marijuana use

## **ALCOHOL AND OTHER DRUGS**

### **2. Short-Term and Long-Term Effects of AOD Use**

Students need to know:

2.1 risks of dependence and addiction

2.2 physical, social, and emotional effects of AOD use

2.3 signs and behaviors of AOD use

2.6 effects of marijuana use

2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

### **3. Positive and Negative Influences on AOD Use**

Students need to know:

3.1 pressures to use

3.4 peer influences

### **4. Healthful Choices about AOD Use**

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

### **5. Communicating Healthful Choices about AOD Use**

Students need to know:

5.3 how to deal with pressure to use

5.4 how to encourage others not to use

## **PHYSICAL ACTIVITY**

### **4. Effects of Drugs on Fitness**

Students need to know:

4.1 effects of tobacco, alcohol, and other drugs on performance

## Lesson 9: *Not What the Doctor Ordered* – Prescription and OTC Drugs

### Objectives

Following this lesson, the student will be able to:

- Discuss risk and examine the developmental aspects of risk-taking
- Differentiate healthy and unhealthy risks and predict their outcomes
- Incorporate risk analysis into the Decision-Making Model
- Discuss the addictive and harmful effects of over-the-counter and prescription drug abuse
- Differentiate the appropriate use of, and the abuse of, prescription and over-the-counter drugs
- Discuss the physical, psychological, social, and emotional consequences of abusing prescription and over-the-counter drugs

### ALCOHOL AND OTHER DRUGS

#### 1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

- 1.1 risks of dependence and addiction
- 1.2 physical, social, and emotional effects of AOD use

#### 2. Short-Term and Long-Term Effects of AOD Use

Students need to know:

- 2.1 risks of dependence and addiction
- 2.2 physical, social, and emotional effects of AOD use
- 2.3 signs and behaviors of AOD use
- 2.12 benefits of not using AOD (physical, social, emotional, legal, financial)

#### 4. Healthful Choices about AOD Use

Students need to know:

- 4.1 how to accept personal responsibility for choices about AOD use
- 4.2 how to make a personal commitment not to use

#### 5. Communicating Healthful Choices about AOD Use

Students need to know:

- 5.1 effects and consequences of other non-medicinal drug use
- 5.3 how to deal with pressure to use

## **Lesson 10: *The Operating System* – Middle School Capstone**

### **Objectives**

Following this lesson, the student will be able to:

- Practice Goal Setting, Decision Making, Effective Communication, Managing Emotions and Relationship Management Skills
- Recall specific drug information and the effects of drug use on the body
- Identify the benefits of remaining healthy and drug-free
- Support and influence friends to remain healthy and drug-free

### **MENTAL HEALTH**

#### **1. Positive Self-Image**

Students need to know:

1.1 personal assets and strengths

### **ALCOHOL AND OTHER DRUGS**

#### **2. Short-Term and Long-Term Effects of AOD Use**

Students need to know:

2.2 physical, social, and emotional effects of AOD use

#### **4. Healthful Choices about AOD Use**

Students need to know:

4.1 how to accept personal responsibility for choices about AOD use

4.2 how to make a personal commitment not to use

#### **5. Communicating Healthful Choices about AOD Use**

Students need to know:

5.1 effects and consequences of other non-medicinal drug use

5.3 how to deal with pressure to use

### **TOBACCO**

#### **1. Short-Term and Long-Term Risks of Tobacco Use**

Students need to know:

1.1 addictive effects of nicotine

1.2 short-term effects of tobacco use, e.g., bad breath, heart rate, athletic performance

1.4 risks of different types of tobacco products

|||

### 3. Choosing to be Tobacco Free

Students need to know:

3.1 how to make a personal commitment not to use

3.2 strategies to resist pressure to use



## **Too Good For Drugs**

Priority: implementing an evidence-based substance misuse prevention curriculum.

Activity: Purchasing TooGood For Drugs curriculum bundles for K-8 to implement and teach this prevention curriculum to all Paul School Students. There is strong evidence supporting the use of TooGood programs. TooGood For Drugs is recognized as a model program by SAMHSA. Specific evidence located [here](#). Paul School does not currently have a specific substance misuse prevention curriculum, so this is a very high priority. We will be creating teaming structures and systems to strengthen substance misuse prevention and monitor the implementation of this program. This curriculum will be taught in conjunction with the health teacher and will take place during health education instruction periods.

Performance measurement: Embedded competency and skill assessments in the curriculum

Outcome: Help student develop skills for making healthy choices, building positive friendships, developing self-efficacy, communicating effectively, and resisting peer pressure and influence

Cost breakdown: Kx1=285.95 + 1stx1=295.95 + 2ndx1=325.95 3rdx1=325.95 4thx1=315.95 5thx1= 315.95 6thx1=315.95 7thx1=315.95 8thx1=315.95 TOTAL= \$2813.55

Kindergarten x1:

<https://toogoodprograms.org/collections/program-kits/products/too-good-for-drugs-kindergarten-2020-edition>

1st x1:

<https://toogoodprograms.org/collections/program-kits/products/too-good-for-drugs-grade-1-2020-edition>

2nd x1:

<https://toogoodprograms.org/collections/program-kits/products/copy-of-too-good-for-drugs-grade-2-2019-edition>

3rd x1:

<https://toogoodprograms.org/collections/program-kits/products/too-good-for-drugs-grade-3-2022-edition>

4th x1:

<https://toogoodprograms.org/collections/program-kits/products/too-good-for-drugs-grade-4-2020-edition-kit>

5th x1:

<https://toogoodprograms.org/collections/program-kits/products/too-good-for-drugs-grade-5-2024>

6th x1:

<https://toogoodprograms.org/collections/program-kits/products/too-good-for-drugs-grade-6-kit-2019-edition>

7th x1:

<https://toogoodprograms.org/collections/program-kits/products/too-good-for-drugs-grade-7-2019-edition>

8th x1:

<https://toogoodprograms.org/collections/program-kits/products/too-good-for-drugs-grade-8-kit-2019-edition>

### **Responsive Classroom- Supplies**

Elementary bundle x15:

<https://www.responsiveclassroom.org/product/elementary-essential-bundle/>

Middle school bundle x9

<https://www.responsiveclassroom.org/product/middle-school-essential-bundle/>

Priority: Expanding implementation of MTSS-B by bolstering universal tier one classroom management supports and tools.

Activity: Purchasing bundle kits of Responsive Classroom materials, one bundle per classroom, for twenty-four K-8 teachers. Each bundle includes multiple books, tools, and prompts for implementing Responsive Classroom strategies appropriately such as interactive modeling, importance of teacher language, and more. Responsive Classroom helps create a classroom environment that is engaging and uses SEL best practices. In a three-year randomized controlled study, Responsive Classroom was associated with positive outcomes such as improved student achievement, improved teacher-student interactions, and higher quality instruction in mathematics (Rimm-Kaufman, 2008-2011).

Rimm-Kaufman, S. (2008-2011). Responsive Classroom Efficacy Study. *University of Virginia, Curry School of Education*.

Cost breakdown: \$240.50/bundle x 24 bundles =\$5772

Performance measurement: A reduction in office-managed discipline referrals

Outcome: To increase effective classroom management strategies so behaviors can more often be managed within the classroom

### **Responsive Classroom- training**

Priority: expanding implementation of MTSS-B by bolstering universal tier one classroom management supports and tools

Activity: Professional development participation for two classroom teachers on implementing Responsive Classroom tools and strategies with fidelity. This is an online, four-day training that runs once per week for four weeks. To be completed **when would they sign up?** Responsive Classroom has been shown to positively impact students, teachers, and the overall classroom environment through building community, developing community skills, fostering relationships, and teaching goal-setting (Cline et al., 2022).

Cline, E., Lingle, L., Ippolito, M., Ksiazek, K., & Al-Bataineh, A. (2022). Responsive Classroom Curriculum and Its Impact on Student Behavior. *Turkish Online Journal of Educational Technology*. 43-58.

Performance measurement: Two trained staff members

Outcome: Train two teachers to implement Responsive Classroom core principles.

Cost breakdown:

### **Stipend- NASP's PREPaRE Model**

Priority: expanding implementation of MTSS-B by ensuring universal best practice incident response is in place. This includes specification/planning of tier one supports and advanced tier supports that may be needed should a crisis arise.

Activity: A stipend to pay two staff members to work outside of the school day to develop a comprehensive crisis response plan that aligns with the National Association of School Psychologist's (NASP) PREPaRE model. The staff who will be paid using this stipend have attended the in person training through NASP on what the PREPaRE model is and how to develop a proper plan with fidelity to the model. A link to see more about this is located [here](#). This will include finalizing the plan (to take place for four days throughout the months of January

and February) and spending a full day training the individuals who will be identified as members of the crisis response team. The NASP PREPaRE model incorporates multiple foundational documents provided by the U.S. Departments of Education (2013, 2019) and Homeland Security (2008). It also incorporates the U.S. Department of Education's Readiness and Emergency Management for Schools (REMS) guidance, and the Incident Command System (ICS) as delineated by the National Incident Management System (NIMS) from the Federal Emergency Management Agency (FEMA).

Performance measurement: A crisis response plan aligned with the NASP PREPaRE model.

Outcome: To implement best practices in crisis incident response.

**Outside consultant on trauma informed practices/restorative practices**

## Use of Automated External Defibrillator(s)

The Board authorizes the use of Automatic External Defibrillators (AED) in emergency situations. The use, administration, and maintenance of the AED is subject to the following conditions:

1. **Location of the AEDs:** The Superintendent, building principal and school nurse shall select and approve the locations for the AEDs. At least one AED shall be readily accessible in a well-marked and safe place for use in responding to cardiac emergencies, and shall not be located in an office or be stored in a location that is not easily and quickly accessible.
2. **Authorized Employees/Training of Users:** AEDs will be administered only by those employees designated by the principal, in consultation with the school nurse. Employees will be authorized after they have successfully received and completed appropriate training in cardiopulmonary resuscitation and AED use. Such training may be provided by the school nurse or from another source acceptable to the school nurse and principal.
3. **Maintenance:** AEDs will be maintained by the school nurse, or his/her designee. Maintenance shall be done according to the AED manufacturer's specifications. The school nurse will maintain a record of all maintenance that has been performed on the AEDs.
4. **Registration of AEDs:** In accordance with RSA 153-A:33, the school nurse or designee shall register the AEDs with the New Hampshire Department of Safety. Sample registration forms in Appendix KFD-R or at [www.state.nh.us/safety/ems/aed\\_public\\_registry\\_packet.pdf](http://www.state.nh.us/safety/ems/aed_public_registry_packet.pdf).
5. **Incident Reporting:** The school nurse or designee shall report all instances of AED use with the New Hampshire Department of Safety. See sample incident report forms in Appendix KFD-R or at [www.state.nh.us/safety/ems/aed\\_public\\_registry\\_packet.pdf](http://www.state.nh.us/safety/ems/aed_public_registry_packet.pdf).
6. **Liability Limited:** The District, and persons administering the AED(s), shall enjoy the limitations of liability as specified in RSA 153:A-31, as well as other sources of law.

Mr. Robert DeColfmacke, Chairman  
Mr. Bob Ouellette, Vice Chairman  
Mrs. Sandra Taliaferro  
Mrs. Brennan Peaslee  
Mrs. Mary Collins

Adopted by the Board:

All employees of the District are expected to comply with the administration of this policy. Any violation of this policy shall constitute grounds for disciplinary action, up to and including termination of employment.

Mr. Robert DeColfinacker, Chairman  
Mr. Bob Ouellette, Vice Chairman  
Mrs. Sandra Taliaferro  
Mrs. Brennan Peaslee  
Mrs. Mary Collins

Adopted by the Board:

## Emergency Plan for Sports Related Injuries and Additional Protocols for Athletics Participation

**A. Creation of Plan.** ~~No later than August 1, 2022,~~ Prior to the start of each school year the Superintendent or his/her designee in consultation with the Principal, the Athletic Director and School Nurse, shall establish **or review the existing** "Sports Injury Emergency Action Plan" (at times referred to in this policy as the "Plan") for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:

- a. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity
- b. List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;
- c. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
- d. Identify the activity location, address, or venue for the purpose of directing emergency personnel;
- e. Identify the equipment and supplies and location thereof needed to respond to the emergency;
- f. Identify the location (which shall be consistent with the provisions of GBGBA/JLCEA/KFD) of any automated external defibrillators ("AED"s) and personnel trained in the use of the AED;
- g. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers' Association; and
- h. Require that all school sponsored sports activities for any of grades 6-12 be supervised by a person trained in CPR.

**B. Dissemination of Sports Injury Emergency Action Plan.** The Sports Injury Emergency Action Plan shall be posted within each school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.

**C. Additional Written Protocols and Procedures Required.** ~~No later than August 1, 2022~~ Prior to the start of each school year, the Superintendent or his/her designee in consultation with the Principal, the Athletic Director and School Nurse, shall develop **or review existing** ~~written~~ procedures and protocols as described below:

Mr. Robert DeColfmacker, Chairman  
 Mr. Bob Ouellette, Vice Chairman  
 Mrs. Sandra Taliaferro  
 Mrs. Brennan Peaslee  
 Mrs. Mary Collins

Adopted by the Board:

1. Hydration, Heat Acclimatization and Wet Globe Temperature – protocols relating to hydration, heat acclimatization and wet bulb globe temperature as established by the American College of Sports Medicine and the National Athletic Trainers' Association;
2. Student Medical History – procedures for obtaining student-participant medical information for each student athlete prior to engaging in sports. Such information must include:
  - a. injury or illness related to or involving any head, face, or cervical spine;
  - b. cardiac injury or diagnosis;
  - c. exertional heat stroke;
  - d. sickle cell trait;
  - e. asthma;
  - f. allergies; or
  - g. diabetes.

Access, filing, and confidentiality of student-participant medical information shall be managed in accordance with the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA)

3. Student Return to Play - Procedures governing a student's to return to play after a sports or illness related injury pertaining to this policy are in addition to the return to play provisions specific to head injuries set forth in Board policy JLCJ, and copies of the procedures must be maintained at the SAU office and available to the Department of Education and public upon request.

**D. Annual Review and Update.** The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

**E. Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan.** The Sports Injury Emergency Action Plan shall be included with each school's annual Emergency Response Plan (see Board policy *EBCA*).

Mr. Robert DeColfmacker, Chairman  
 Mr. Bob Ouellette, Vice Chairman  
 Mrs. Sandra Taliaferro  
 Mrs. Brennan Peaslee  
 Mrs. Mary Collins

Adopted by the Board:



# Emergency Plan for Sports Related Injuries Paul School

2024-2025

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## Introduction

### Purpose of the Plan

In 2021, the New Hampshire state legislature passed SB 148-FN, to supplement RSA 200:40, requiring emergency action plans for schools in the case of sports injuries or emergencies. In compliance with the new legislation, the SAU 101 School Board adopted Policy JLCJA: Emergency Plan for Sports Related Injuries and Additional Protocols for Athletic Participation. Board policy stipulates the following:

### Creation of Plan

Prior to the start of each school year, the Superintendent or his/her designee (in consultation with building Principal, the Athletic Director, and school nurse[s]) shall establish a "Sports Injury Emergency Action Plan" (at times referred to in this policy as the "Plan") for responding to serious or potentially life-threatening injuries sustained from sports or other school sponsored athletic activities. The Sports Injury Emergency Action Plan shall:

1. Document the proper procedures to be followed when a student sustains a serious injury or illness while participating in school sponsored sports or other athletic activity;
2. List the employees, team coaches, and licensed athletic trainers in each school who are trained in first aid or cardiopulmonary resuscitation;
3. Identify the employees, team coaches, or licensed athletic trainers responsible for carrying out the emergency action plan;
4. Identify the activity location, address, or venue for the purpose of directing emergency personnel;
5. Identify the equipment and supplies and location thereof needed to respond to the emergency;
6. Identify the location of any automated external defibrillators and personnel trained in the use of the automated external defibrillator; and

7. Document policies related to cooling for an exertional heat stroke victim consistent with guidelines established by the American College of Sports Medicine and the National Athletic Trainers Association.

Dissemination of Sports Injury Emergency Action Plan

The Sports Injury Emergency Action Plan shall be posted within the school and disseminated to, and coordinated with, pertinent emergency medical services, fire department, and law enforcement.

Annual Review and Update

The Superintendent and/or designee shall assure that the Sports Injury Emergency Action Plan, and all procedures and protocols adopted pursuant to this policy are reviewed no less than annually and updated as necessary. Copies of the updated Plan and procedures should be provided to the Board no later than the start of each school year.

Inclusion of Sports Injury Emergency Action Plan with Emergency Response Plan

The Sports Injury Emergency Action Plan shall be included with each school’s annual Emergency Response Plan (see Board policy).

**Paul School Athletic Emergency Plan**

Paul School is committed to providing a safe environment to students, staff, faculty and visitors. The Athletic Department welcomes you to become a part of our athletic program. Listed below are all sports programs offered at Paul School. Please note that start dates may vary for different sports and seasons.

Boys & Girls Soccer	Boys Basketball	Girls Softball
	Girls Basketball	Boys Baseball

## **Benefits And Risks Of Sport Participation**

### **Benefits of Sport Participation**

Academic, social, career, and physical benefits are the four major benefits of competing in sports. According to the Office of Disease Prevention and Health Promotion, "athletes have higher grade point averages, higher standardized test scores, better attendance, lower dropout rates, and a better chance of going to college;...students who played sports were less likely to have smoked cigarettes or used drugs and were more likely to disapprove of others using them; ...the leadership skills and development of teamwork, hard work, and determination might help prepare students to be leaders at work and in their communities later in life; and most importantly lower rates of diabetes and high blood pressure, as well as improved cardiovascular and pulmonary function."

### **Assumption of Risk**

Student-athletes, coaches, and spectators knowingly accept the risk of injury and/or physical harm and/or property damage at practices and events. Per the Federal Rules of Civil Procedure, "Assumption of risk refers to a legal doctrine under which an individual is barred from recovering damages for an injury sustained when he or she voluntarily exposed him or herself to a known danger."

### **Athletic Health Care Team**

Paul School Director of Athletics: Brandon Balsler* Paul School Nurses: Jodi Dong* & Georgia Brunelle* Principal: Norma Dirocco* Administrative Assistant: Sara Borelli*
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\*CPR and First Aid Certified

### **Health Care Team Role Delineation**

- Coaches: Responsible for initial first aid and evaluation of injuries and the level of care required. Subsequent reporting to the remainder of the Health Care Team and parents/guardians.
- Health Office: The nursing staff is responsible for administering first aid care, following-up with submitted injury reports, keeping contact open with parents/guardians, and keeping a thorough

record of physical examinations. The health office is the first point of contact for student-athletes during the school day.

- Athletic Director: Responsible for the coordination of sporting events, approving eligibility for student-athletes, and handling any athletic issues that may arise throughout the school year.

### **Emergency Action Flow Chart**



### **Emergency Action Plan (EAP)**

#### Emergency Team Roles (School Administration, Coaches):

1. Acute care provided by the most qualified individual at the scene.
2. Emergency equipment retrieval.
3. Activation of EMS.
4. Meet and direct EMS to the scene (unlock all doors and gates).
5. Head Coaches must make sure there is at least one cell phone accessible at all times. Coaches must also have a two-way radio accessible for all practices and home games.

#### Emergency Phone Numbers

1. Emergency: 911
2. Principal: 603-619-8275
3. Wakefield Fire/Ambulance: 603-522-8336
4. Wakefield Police: 603- 679-3232
5. Athletic Director: 603-986-9289

*Additional emergency numbers, including personal cell phone numbers, are distributed to coaching staff annually*

### **Emergency Care of an Athlete**

- A. Head coach(es) is present at game or practice
- a. The coach will respond to the athlete and provide immediate life sustaining care
  - b. Emergency equipment is retrieved by coach or designated athlete
  - c. The Head Coach or a designated player will attempt to reach Administration via two-way radio.
  - d. Administration will contact EMS
    - i. If an Administrator is not present nor at Paul School, a responsible adult will activate EMS
  - e. Information provided to EMS
    - i. Name and phone number of caller
    - ii. Name, age, condition and number of athlete(s) in need of help
    - iii. Treatment given
    - iv. Specific directions to the scene of the injury
    - v. Any other information requested by the dispatcher
  - f. Coordinate EMS arrival
    - i. The Administrator will be responsible for meeting and directing EMS to the site of emergency and will provide direct access. This includes traffic coordination, and opening locked gates or doors.
- B. Immediately following the activation of EMS, Administration or coach will contact the athlete's parents using the phone number(s) provided on their emergency card.
- C. After the arrival of EMS, care of the injured athlete will be turned over to the qualified persons. At which time the coach or immediate care provider will inform EMS the details involved with the injury/incident.
- D. A parent/guardian or a member of the coaching staff should accompany the injured athlete(s) to the hospital.
- E. The athlete's emergency card should be sent with them to the hospital.

### **Medical Equipment Needs for Coaches**

- First Aid Kit - stocked regularly by Nurse
- Athlete Emergency Cards

### **AED Locations Paul School**

- Outside of gymnasium

### **Local Hospitals and Clinics**

- Huggins Hospital

- Frisbee Memorial Hospital
- Portsmouth Regional Hospital

### **Practice and Competition Fields/ Facilities**

All outdoor sports practice on the fields next to the school building. Indoor sports teams practice in the gymnasium. All outdoor meets are scheduled at other school facilities. All basketball games take place in our gymnasium.

### **Illness-Prevention Strategies**

#### **Pre-Participation Physical Examinations**

Wakefield School District Physical Examinations Of Students Policy: Students must present evidence of a physical exam from his or her own physician to be eligible for athletics for that school year. This must be done prior to playing or practicing a sport at Paul School. The exam may be valid for 12 months. Any injured students excused from athletic practice for two or more days while under a physician's care must provide written authorization from a physician to the school nurse to resume practice. Prior to the start of each season, the School Nurse will send out notifications to those who need an updated physical examination.

#### **NFHS Guidelines**

The National Federation of State High School Association states that "Proper precautions are needed to minimize the potential risk of the spread of communicable disease and skin infections during athletic competition. These conditions include skin infections that occur due to skin contact with competitors and equipment. The transmission of infections such as Methicillin-resistant Staphylococcus aureus (MRSA) and Herpes Gladiatorum, blood-borne pathogens such as HIV and Hepatitis B, and other infectious diseases such as Influenza can often be greatly reduced through proper hygiene."

Paul School encourages adherence to the guidelines outlined below to ensure that our athletes care for themselves and their teammates' overall health.

Universal Hygiene Protocol for All Sports:

- Shower immediately after every competition and practice.
- Wash all workout clothing after each practice.
- Wash personal gear (knee pads and braces) weekly.
- Do not share towels or personal hygiene products (razors) with others.

- Refrain from full body (chest, arms, abdomen) cosmetic shaving.

### Infectious Skin Diseases

Strategies for reducing the potential exposure to these infectious agents include:

- Athletes shall be required to notify a parent or guardian, and coach of any skin lesion prior to any competition or practice. An appropriate health-care professional should evaluate any skin lesion before returning to competition.
- If an outbreak occurs on a team, especially in a contact sport, all team members should be evaluated to help prevent the potential spread of the infection.
- Coaches, officials, and appropriate health-care professionals must follow NFHS or state/local guidelines on “time until return to competition.”

Participation with a covered lesion may be considered if in accordance with NFHS, state or local guidelines and the lesion is no longer contagious.

### Blood-borne Infectious Diseases

Strategies for reducing the potential exposure to these agents include following universal precautions such as:

- An athlete who is bleeding, has an open wound, has any amount of blood on his/her uniform, or has blood on his/her person, shall be directed to leave the activity (game or practice) until the bleeding is stopped, the wound is covered, the uniform and/or body is appropriately cleaned, and/or the uniform is changed before returning to activity.
- Coaches or other caregivers need to wear gloves and take other precautions to prevent blood or body fluid-splash from contaminating themselves or others.
- In the event of a blood or body fluid-splash, immediately wash contaminated skin or mucous membranes with soap and water.
- Clean all contaminated surfaces and equipment with disinfectant before returning to competition. Be sure to use gloves when cleaning.
- Any blood exposure or bites to the skin that break the surface must be reported and immediately evaluated by an appropriate health-care professional.

### Other Communicable Diseases

Means of reducing the potential exposure to these agents include: Appropriate vaccination of athletes, coaches and staff as recommended by the Centers for Disease Control (CDC). During times of outbreak, follow the guidelines set forth by the CDC as



well as State and local Health Departments. For more detailed information, refer to the "Infectious Disease and Blood-borne Pathogens" and "Skin Disorders" sections contained in the NFHS Sports Medicine Handbook.

**Environmental Conditions**

Lightning/Thunder According to the New Hampshire Sports Medicine By-Law Sect. 10 per NHIAA, "Lightning is the most consistent and significant weather hazard that may affect outdoor activities...The existence of blue sky and the absence of rain are not protection from lightning. See it, flee it. Hear it, clear it." In the event of impending weather, the following safety precautions shall be followed.

- All athletic department staff and game personnel are to monitor threatening weather. Administration, Athletic Director and coaches will monitor.
- If lightning is detected within a 10 mile radius, coaches will be notified of impending weather.
- The school building is our designated safe zone. In the event that an individual can not reach the school in time, they are to seek shelter in a nearby vehicle.
- Do not lie down. Do not stay in an open field. Do not stay in a standing pool of water or under a single tall tree.
- Officials and coaches must wait 30 minutes after the last observed lightning or thunder boom before being able to resume activity. A timer will be utilized by the coaches, Administration, Athletic Director, or Officials, who will in turn notify coaches about resuming activity.
- The Athletic Director or Administration has final say over the determination of game/practice play regarding weather conditions.

Heat

According to the NHIAA Sports Medicine By-Law Sect. 10, knowing both the temperature and humidity is important. The greater the humidity, the more difficult it is for the body to cool itself. Paul School's Athletic Director, Administration, or coaches will utilize the NHIAA chart that involves knowing the temperature and relative humidity. The chart, below, describes what humidity levels are dangerous and critical based on the concurrent temperature.

Cat 3	Cat 2	Cat 1	Activity Guidelines
<82.0 °F <27.8 °C	<79.7 °F <26.5 °C	<76.1 °F <24.5 °C	Normal activities- Provide at least three separate rest breaks each hour with a minimum duration of 3 min

			each during the workout
82.2-86.9 °F 30.6-32.2 °C	79.9-84.6 °F 26.6-29.2 °C	76.3-81.0 °F 24.6-27.2 °C	Use discretion for intense or prolonged exercise; Provide at least three separate rest breaks each hour with a minimum duration of 4 min each.
87.1-90.0 °F 30.6-32.2 °C	84.7-87.6 °F 29.3-30.9 °C	81.1-84.0 °F 27.3-28.9 °C	Maximum practice time is 2 h. <u>For Football:</u> players are restricted to helmet, shoulder pads, and shorts during practice. If the WBGT rises to this level during practice, players may continue to work out wearing football pants without changing to shorts. <u>For All Sports:</u> Provide at least four separate rest breaks each hour with a minimum duration of 4 min each.
90.1-91.8 °F 32.2-33.8 °C	87.0-89.0 °F 31.0-32.0 °C	84.2-86.0 °F 29.0-30.0 °C	Maximum practice time is 1 h. <u>For Football:</u> protective equipment may be worn during practice, and there may be no additional activities. <u>For All Sports:</u> There should be 20 min of rest breaks distributed throughout the hour of activity.
>92.1 °F >33.4 °C	>89.8 °F >32.1 °C	> 86.2 °F > 30.1 °C	No outdoor workouts. Delay practice until a cooler WBGT is reached.

\*Excerpt from the NHIAA Policy and Procedures manuals, 2021.

### Treatment of Exertional Heat Illnesses

Per the NATA, the goal for any exertional heat stroke victim is to lower core body temperature to less than 102.5°F within 30 minutes of collapse. Cold water immersion is the most effective way to treat a patient with exertional heat stroke. The water should be 35-59°F and continuously stirred to maximize cooling. An athlete suffering from exertional heat stroke should always be cooled first (via cold water immersion) before

being transported by EMS to an emergency facility. An athlete recovering from exertional heat stroke should be closely monitored by a physician or athletic trainer and return to gradual activity.

If immersion is not possible (no tub or no water supply), take the athlete to a shaded, cool area and use rotating cold, wet towels to cover as much of the body surface as possible. Maintain airway, breathing and circulation. After cooling has been initiated, activate EMS by calling 911.

### Heat Acclimatization

Heat acclimatization is a gradual increase in an athlete's exposure to the duration and intensity of physical activity in the heat and is necessary to minimize the risk of exertional heat-illness.

### Snow/Cold

To prevent cold related injuries, such as frostbite, hypothermia, chilblain, and trench foot, the Athletic Director, Administration and/or coaches will make decisions about practice and game participation due to cold, wet, and windy temperatures. They will access the temperature and wind chill through the Weather channel and/or WeatherBug applications. They will also check for wind chill advisories, wind chill warnings, and wind chill factor, which will be factored into the "real feel" temperature chart seen below. In the event of school closure, practice/game times are canceled as well.

From the NHIAA:

Cold Weather Policy: If the temperature is below -4 degrees F, for cross country, a competition will be modified, postponed or canceled by the Jury. With difficult weather conditions (e.g., strong wind, high air humidity, heavy snowfall, or high temperature) the Jury may, in consultation with the coaches of the participating teams, modify, postpone or cancel the competition.

### Injury Intervention

The coach is the first point of contact when an injury occurs. When an injury is reported or witnessed, the coach will evaluate the athlete, and document via injury report. If the parent/guardian is not present during the time of injury, they will be promptly notified. In the event that the athlete needs further medical attention, they must provide documentation from a physician before beginning return to play protocol. All coaches are required to report any injuries to the Administration and the school nurse, and to fill out an Athletic Injury Report.

## Concussion

Per Policy JLCJ, the following concussion protocols are in place. A concussion is an alteration in the brain and mental function that results from a traumatic head injury. Sign and symptoms of a concussion may include but are not limited to:

Headache, Noise Sensitivity, Fatigue, Difficulty Concentrating, Behavioral Changes, Anxiety, Difficulty Breathing, Dizziness, Nausea/Vomiting, Loss of Consciousness, Delayed Reaction Time, Irritability, Drowsiness, Sleeping longer than usual, Light-Sensitivity, Vision Abnormalities, Memory Loss, Altered Attention Span, Depression, Insomnia, Sleeping less than usual.

Concussion in sport can be a very serious injury and often requires a longer healing time.

At Paul School, in the event that a student-athlete is suspected to have sustained a concussion or head injury, the coach will immediately remove the athlete from all physical activity. If the school nurse is not available, the coach will evaluate the athlete for any signs or symptoms of a concussion. The Concussion Recognition Tool 5 (CRT5) is utilized to assist non-medically trained individuals to recognize the signs and symptoms of possible sport-related concussion and provides guidance for removing an athlete from play/sport and to seek medical attention, it does not diagnose a concussion. If a concussion is suspected, the student-athlete will not return to play, the parent/guardian will be notified and provided with educational material on concussion protocol.

A student-athlete who has been removed from play shall not return to play on the same day, nor until:

- (a) a Return to Learning Plan has been established consistent with paragraph A.3 of Policy JLCJ,
- (b) he/she is evaluated by a health care provider and receives medical clearance and written authorization from that health care provider stating the student athlete is symptom free and may return to play, and
- (c) the student-athlete's parent/guardian provides written permission for the student athlete to return to play.

The District shall limit a student-athlete's participation as determined by the student's treating health care provider, unless, based upon the judgment of the coach or school nurse, greater limitations are appropriate. If symptoms of a concussion recur, or if concussion signs and/or behaviors are observed at any time during the return-to-activity program, the coach must immediately remove the student-athlete from play. Depending on previous instructions, the athlete may need to be reevaluated by the healthcare provider or may have to return to the previous step of the return-to-activity program.

Stage	Aim	Activity	Goal of Each Step
1	Symptom-limited activity Light aerobic exercise	Daily activities that do not provoke symptoms. Walking or stationary cycling at a slow to medium pace. No resistance.	Gradual reintroduction of work/school activities. Light cardio activity.
2	Moderate aerobic exercise	Stationary cycling or jogging at a moderate pace, increased heart rate.	Increase heart rate to controlled limit.
3	Sport-specific exercise	Cycling at a pace to increase heart rate. Running or skating drills. No head impact activities.	Add movement. Increase heart rate.
4	Non-contact training drills	Harder training drills, may begin resistance training. No scrimmaging.	Exercise coordination and increased thinking.
5	Full contact practice	Participate in normal training activities.	Restore confidence and assess function skills by coaching staff.
6	Return to sport	Normal game play.	Have fun.

### **Counseling/Education**

Athletes, parents, and coaches are encouraged to reach out to the school nurse in regards to nutrition and mental health. Coaches are strongly encouraged to reach out to the school nurse if they would like to stage a discussion with their team regarding proper nutrition or mental health.

In the event that anyone sees, hears, or witnesses someone struggling with their overall health and nutrition, individuals are encouraged to reach out to the school's Health Office, or school administration. All information is kept confidential, unless deemed life threatening or dangerous to oneself or others.

The National Federation of High School Sports also offers courses and handouts for parents on both of these topics. Please go to <http://www.nhcaa.org/sports-medicine> for more information.

### **Closing**

Paul School views education-based athletics as an extension of the learning experience for student-athletes. The safety and well-being of our students, coaches, and community members is paramount at all our events.

We continue to work in conjunction with Administration, nursing staff, Athletic Director, the NHIAA, and local authorities to create safe and rewarding experiences for student-athletes.

The work to ensure the safety of our athletes is ongoing. As such, with the implementation of the Paul School EAP emergency drills will be formulated and implemented regularly to help coaches, school personnel, and students be prepared in the case of emergencies. The drills will cover the steps to be taken and the roles needed in an emergency situation.

**Appendices**

Athletic Injury Report

Concussion Recognition Tool

Pre-Participation Physical Exam Form

## Curriculum Committee

### Meeting Minutes

November 21, 2024 3:30-4:30

In attendance: Shannon Siegler, Kim Hurley, Lauree Royle, Laura Courts, Tracy Baussman, Ivy Leavitt-Carlson

Committee members continued working on our “I Can” statements for our power standards. We completed the first look of the writing standards and dove into Reading (both informational and literature)

Joint-Loss Management Committee  
10/24/24

Ivy Leavitt-Carlson  
Aaron Nason  
Brad Davis  
Georgia Brunelle  
Aisilyn Guivens

Agenda

1. Purpose of Joint Loss Committees and Review of confidentiality expectations - I. L.C.
2. Review from last year
3. Incident report review for the last quarter (this one will be big the first time around)
  - a. Discussion/clarification of number breakdown
  - b. Clarification of Incident Report - when/what to document
    - i. G. Brunelle - Touch base with Michele Lambert
  - c. Need for continued Para/1-1 training - CALM training/refresher
4. Building and grounds concerns - B. Davis
  - a. Address Outdoor Fire Alarm Issues
  - b. Vandalism Clean-up with PD
  - c. Winter weather concerns - parking lots/plowing regarding contract with First Student
5. Health office concerns
6. Staff Concerns
  - a. Present info on JLMC and how to report issues
  - b. A. Guivens = contact for staff for concerns
  - c. Inform staff on Incident Report procedure
  - d. Middle School Bathroom Behaviors
  - e. Refresh Lock Down procedures at next Staff Meeting
7. Recommendations/Action Items
  - a. Put meetings in Panther Press
    - i. Staff concerns brought to A. Guivens beforehand
8. Agenda for next meeting
  - a. Next Meeting January 16th



Certified Staff Nomination			
Name	Title	Effective Date	Salary

Staff New Hire FYI			
Name	Title	Effective Date	Salary
Maggie O'Blenes	Special Ed Para	12/23/2024	\$15.50 hourly
David Sampson	Special Ed Para	12/23/2024	\$20.78 hourly

Resignations			
Name	Title	Effective Date	Salary

Retirements			
Name	Title	Effective Date	Salary

Wakefield School District  
School Administrative Unit #101

Intent to Hire - Support Staff Hire

To: (Name) ADMINISTRATIVE ASSISTANT  
 From: (Name) Carol Keenan  
 Date: (Submitting) 12-10-24  
 \*Include Personal Action Form

Documents Required when submitting this form:	
Completed Application	✓
Resume	✓
Certs or Transcripts	—
Reference Sheet	—
Union Notification	by <u>Frank</u>

I wish to hire the following employee:

Employee's Name: Maggie O'Blenes Start Date: ASAP  
 Existing Employee (Yes or No): No Hours Per Day: 8  
 If existing, current position: — Days Per Week: M-F  
 Position being hired for: Sp Ed Para Days Per Year: 189  
 Replaces (Name): Briana Nettler (Salient)  
 Is this a NEW or EXISTING position? Existing  
 Budget Line: 12005/230

Non-Certified:    ID#    Expiration Date:     
 Certified:    ID#    Expiration Date:   

Hiring Manager Comments:

Excellent Interview  
+ References

Superintendent Comments:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

To be filled in by the Business Administrator

Step: 1<sup>non</sup> cert. Rate: \$16.50

B.A. Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Superintendent Signature: Anne L. Kibler Date: 12/11/2024

Wakefield School District  
School Administrative Unit #101

Intent to Hire - Support Staff Hire

To: (Name) ADMINISTRATIVE ASSISTANT  
 From: (Name) Carol Keenan  
 Date: (Submitting) 12-9-24  
 \*Include Personal Action Form

Documents Required when submitting this form:	
Completed Application	<input checked="" type="checkbox"/>
Resume	<input checked="" type="checkbox"/>
Certs or Transcripts	<input type="checkbox"/>
Reference Sheet	<input type="checkbox"/>
Union Notification	<input type="checkbox"/>

*by Frank*

I wish to hire the following employee:

Employee's Name: David Sampson  
 Existing Employee (Yes or No): no  
 If existing, current position: —  
 Position being hired for: Sp Ed Para  
 Replaces (Name): John Bruleau - Mece  
 Is this a NEW or EXISTING position? existing  
 Budget Line: 120051230

Start Date: ASAP  
 Hours Per Day: 8  
 Days Per Week: M-F  
 Days Per Year: 189

*→ will bring Para II cert. when meets with HR.*

Non-Certified: \_\_\_\_\_ ID# \_\_\_\_\_ Expiration Date: \_\_\_\_\_  
 Certified: \_\_\_\_\_ ID# \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Hiring Manager Comments:

8 years Para experience  
Excellent interview  
Excellent references

Superintendent Comments:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

To be filled in by the Business Administrator

Step: 9 <sup>PARA</sup> Cert Rate: \$20.78

B.A. Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Superintendent Signature: Anne L. Kibbe Date: 12/9/2024