

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	November 5, 2019
TIME:	7:30 P.M.
PLACE:	Lillis Administration Building – Room 2

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. Call to Order

2. Public Comment

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. Presentation

A. Social and Emotional Learning

4. Discussion and Possible Action

A. Western CT Coalition Mini Grant Survey Question and Review

B. Review and Approval of Curricula

- 1. K-2 Library Media
- 2. 3-5 Library Media
- 3. 6-8 Library Media
- 4. 9-12 Library Media
- 5. Science Fiction CP
- 6. Theater Workshop and Performance
- 7. Experiencing Poetry
- 8. Physics CP
- 9. Physics Honors
- 10. AP Microeconomics
- 11. Introduction to Business

RECEIVED
TOWN CLERK
2019 OCT 31 P 1:08

NEW MILFORD, CT

12. Grade 6 Art
13. Grade 7 Art
14. Grade 8 Art
15. Early Childhood
16. Statistics CP

5. Item of Information

- A. Budget Drivers

6. Public Comment

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

7. Adjourn

Sub-Committee Members: J.T. Schemm, Chairperson
Angela C. Chastain
Bill Dahl
Tammy McInerney

Alternates: Brian McCauley
Wendy Faulenbach

Courage in Everyday Life – The next few lessons in the Choose Love Program will focus on Courage, the first “ingredient” in the Choose Love Formula. We hope the following information can help you to support your child’s learning at home. Enjoy! Mrs. Bilko & Dr. T

Because your children may live safe and protected lives, you may think that they do not have the opportunity or the need to be courageous. But wait a minute! When you take a closer look at what courage actually is, you can see that it is an important aspect of each child’s character development. Being brave in the face of fear and doing what needs to be done even when it is really hard are both examples of courage.

What is courage?

Children need courage when they:

- **try new things even if they are scared**, like learning to ride a bike or entering a new social situation.
- **keep trying to master a new skill** even when they are frustrated or other children laugh at their attempts.
- **do the ‘right’ thing in difficult situations**, like standing up for another child who is being bullied.
- **admit to mistakes**, like owning up to breaking a neighbor’s window while playing ball and then apologizing and offering to help clean up and pay for the damage.

Having courage helps children to persevere against challenges, and in the process it raises their self-esteem. When children feel good about themselves and see that they have the personal power to make courageous choices, they are more likely to lead personally satisfying and successful lives.

How can parents help children to show courage?

Parents are their children’s first and most important teachers and, as such, have a powerful influence on their development. You can:

- **Make sure your children understand what courage is.**
Define it and point it out when you, they or someone else demonstrates it. Use news stories, television programs, movies, or books as learning tools.
- **Use everyday situations for your children to demonstrate courage.**
Encourage them to:
 - stand up to peer pressure,
 - refuse to go along with the crowd when the crowd is doing something wrong or dangerous,
 - participate in a new class,
 - master new skills and persist in the face of frustration.
- **Praise your children when they demonstrate courage.**
Highlight the positive!
- **Use mistakes as learning opportunities.**
Do not use them as a reason to punish. Create a positive atmosphere that will encourage them to face and admit their mistakes openly and honestly. Teach them what they can do differently and how they can make amends.
- **Be a source of support for your children.**
All people, and especially children, can better demonstrate courage when they know they are not alone and that someone “has their back.”
- **Teach your children that sometimes asking for help takes courage.**
Let them know that they don’t have to face all difficult situations by themselves and that it can be a sign of strength to ask for help.

Vaping/E-cigarette Use Survey

We are interested in understanding Youth attitudes about vaping and e-cigarette use. Your answers will help us provide information on ways we can support our communities. This survey is completely anonymous, so please be as honest and complete with your responses as possible. Thank you!

1. Please answer the following demographic questions:

- What is your gender? Male Female Transgender (M to F) Transgender (F to M)
 Transgender (Non-binary) Not sure Prefer not to answer

- What is your age? _____

2. How much do you think people your age risk harming themselves if they **vape/juul/use e-cigarettes** regularly?
(Circle one number)

No risk Moderate risk High risk
1 2 3 4 5

3. How much do you think people your age risk harming themselves if they smoke **regular cigarettes** regularly? (Circle one number)

No risk Moderate risk High risk
1 2 3 4 5

4. Have you ever vaped/juuled/used e-cigarettes? Yes No

If you answer no, please skip to question 12.

5. During **the past 30 days**, how often have you vaped/Juuled/used e-cigarettes?

- 1 to 3 days 4 to 6 days 6 to 9 10 to 19 20 to 29 30 days

6. You indicated that you have vaped in the past 30 days. What substances have you vaped? (Please check all that apply.)

- Liquid nicotine/tobacco Liquid flavor only (no nicotine or THC) Liquid THC (marijuana) Don't know

7. From what source(s) do you obtain the vaping devices including liquid cartridges, **nicotine/tobacco or flavored**?
(Check all that apply.)

- Online only
- Vape shop or kiosk only
- Online or vape shop/kiosk
- Gas station or convenience store
- Friend
- Family member
- Person other than friend or family member
- Other _____

8. In **past 30 days**, have you tried to quit vaping? Yes No

9. Did you start vaping because you wanted to quit smoking traditional cigarettes? Yes No

10. Were you previously a cigarette smoker?

- No, never smoked
- Social smoker only
- Yes, regular smoker
- Yes, heavy smoker

11. Have you now stopped smoking completely?

- Yes, I quit smoking regular cigarettes
- No, I still smoke
- No, I smoke and vape
- No, I smoke less and vape more

12. If you wanted to, how easy would it be for you to get an e-cigarette/vape-pen/juul or other vaping device?

Very easy Easy Very Hard
1 2 3 4 5

13. How wrong do your parents feel it would be for you to vape? (Circle One)

Not at all wrong Wrong Very wrong
1 2 3 4 5

14. How wrong do your friends feel it would be for you to vape? (Circle One)

Not at all wrong Wrong Very wrong
1 2 3 4 5

15. During the Past 12 months, have you talked with at least one of your parents about the dangers of vaping?

- Yes No

16. Do you agree or disagree with the following statements:

- Vaping/e-cigarette use should be banned from indoor public places. Agree Disagree
- Vaping/e-cigarette use is an effective method to quit smoking. Agree Disagree
- Vaping/e-cigarette use should be regulated by the Food and Drug Administration (FDA). Agree Disagree
- There should be further independent research on the health effects of vaping/e-cigarette use Agree Disagree

17. Do you believe schools should address vaping/e-cigarette? Yes No

If yes, how should schools address it? (Check all that apply)

- With rule infractions/punitive actions for vaping/e-cigarette use on school grounds (for example: suspension or detention).
- By providing vaping/e-cigarette support programs to help quit vaping/smoking
- By providing school assemblies/programs on the risks of vaping/e-cigarette use.
- Other _____

18. I know someone who has suffered health consequences as a result of vaping/e-cigarette use.

- Yes No Unknown

Thank you for your participation!

Vaping/E-cigarette Use Survey

We are interested in understanding **adults'** attitudes about vaping and e-cigarette use. Your answers will help us provide information on ways we can support our communities. This survey is completely anonymous, so please be as honest and complete with your responses as possible. Thank you!

1. Please answer the following demographic questions:

- In what town do you reside? _____
- What is your gender? Male Female Transgender (M to F) Transgender (F to M)
 Transgender (Non-binary) Not sure Prefer not to answer
- What is your age? _____

2. How much do you think people risk harming themselves if they **vape/use e-cigarettes** regularly? (Circle one number.)

No risk		Moderate risk		High risk
1	2	3	4	5

3. How much do you think people risk harming themselves if they smoke **regular cigarettes** regularly? (Circle one number.)

No risk		Moderate risk		High risk
1	2	3	4	5

4. Have you ever vaped/juuled/used e-cigarettes? Yes No

If you answer no, please skip to question 12.

5. During **the past 30 days**, how often have you vaped/Juuled/used e-cigarettes?

- 1 to 3 days 4 to 6 days 6 to 9 10 to 19 20 to 29 30 days

6. You indicated that you have vaped in the past 30 days. What substances have you vaped? (Please check all that apply.)

- Liquid nicotine/tobacco Liquid flavor only (no nicotine or THC) Liquid THC (marijuana) Don't know

7. From what source(s) do you obtain the liquid cartridges, **nicotine/tobacco or flavored**? (Check all that apply.)

- Online only
- Vape shop or kiosk only
- Online or vape shop/kiosk
- Gas station or convenience store
- Friend
- Family member
- Person other than friend or family member
- Other _____

8. In **past 30 days**, have you tried to quit vaping? Yes No

9. Did you start vaping because you wanted to quit smoking traditional cigarettes? Yes No

10. Were you previously a cigarette smoker?

- No, never smoked
- Social smoker only
- Yes, regular smoker
- Yes, heavy smoker

11. Have you now stopped smoking completely?

- Yes, I quit smoking regular cigarettes
- No, I still smoke
- No, I smoke and vape
- No, I smoke less and vape more

12. Do you agree or disagree with the following statements:

- Vaping/e-cigarette use should be banned from indoor public places. Agree Disagree
- Vaping/e-cigarette use is an effective method of smoking cessation. Agree Disagree
- Vaping/e-cigarette use should be regulated by the Food and Drug Administration (FDA). Agree Disagree
- There should be further independent research on the health effects of vaping/e-cigarette use Agree Disagree

13. If you are a parent, have you discussed vaping/e-cigarette use with your child/children?

- Yes
- No
- Not a parent

14. Do you believe schools should address vaping/e-cigarette?

- Yes
- No

If yes, how should schools address it? (Check all that apply.)

- With rule infractions/punitive actions for vaping/e-cigarette use on school grounds (for example, suspension or detention).
- By providing vaping/e-cigarette use cessation support programs.
- By providing school assemblies/programs on the risks of vaping/e-cigarette use.
- Other _____

15. Overall, what would you consider your **general level of awareness** about vaping/e-cigarette use to be?

No awareness	Moderate awareness	A great deal of awareness
1 2	3 4	5

16. Overall, what would you consider your **level of awareness of the health risks or harm** associated with vaping/e-cigarette use to be?

No awareness	Moderate awareness	A great deal of awareness
1 2	3 4	5

17. There exists a town ordinance where I live regarding vaping/e-cigarettes.

- Yes
- No
- Unknown

18. The number of retailers in my community is:

- Too few
- Just right
- Too many
- Unknown

19. My local officials have concerns about vaping/e-cigarettes.

- Yes
- No
- Unknown

20. I know someone who has suffered health consequences as a result of vaping/e-cigarette use.

- Yes
- No
- Unknown

Thank you for your participation!



Office of Central Administration
50 East Street
New Milford, Connecticut 06776

TO: Kerry Parker, Superintendent
FROM: Alisha DiCorpo, Assistant Superintendent
Date: November 1, 2019
RE: Budget Drivers – Committee on Learning

The listing below contains the draft **Committee on Learning** budget drivers for the 2020-2021 Budget. The purpose is to identify and outline potential projects that the Board of Education is likely to see as part of the 2020-2021 budget development process.

EL/Bilingual:

- 2 Bilingual Teachers per state mandate of 20 Spanish speakers. October 1st enrollment shows NES and HPS will be mandated to have a bilingual teacher in place.
- EL Coordinator-currently we have a part time coordinator/part time teacher at the high school level who is paid out of the Title III Immigration grant (coordinator portion only) this year. We do not qualify for the funding again. This is a major need for EL testing, data analysis and professional learning across district. There is a need for this position to be full time.

Portrait of the Graduate:

Implementation of program to address the community's aspirations for all students for future work in college or career. This will lead to a strategic operating plan which is the promise to our community that the collective vision from the Portrait of the Graduate work in schools is planned for and measured over time.

- STEM Coordinator: Programming, professional learning, community engagement, parent engagement opportunities and instructional support in the areas of Science, Technology, Engineering and Math.
- Humanities Coordinator: Programming, professional learning, community engagement, parent engagement opportunities and instructional support in the areas of Reading, Writing, Language Arts, Social Studies, Fine and Performing Arts and World Language.
- 6 Head Teachers for the K-2 level. These teachers will be leading the grade level team. These positions are currently in place at every level except the primary grades.