

NEW MILFORD BOARD OF EDUCATION
NEW MILFORD PUBLIC SCHOOLS
50 EAST ST.
NEW MILFORD, CT 06776

NEW MILFORD PUBLIC SCHOOLS
CLERK

2010 MAY 14 A 8:57

NEW MILFORD, CT

COMMITTEE ON LEARNING SUB-COMMITTEE
MEETING NOTICE

DATE:	May 18, 2010
TIME:	7:30 P.M.
PLACE:	Lillis Administration Building – Room 2

AGENDA

A. Call to Order

B. Public Comment

The Board welcomes public participation and asks that speakers please limit their comments to 3 minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Education's personnel and students, nor against any person connected with the New Milford Public School System.

C. Items for Discussion

1. New England Association of Schools and Colleges (NEASC)
2. Teacher Education and Mentoring Program (TEAM) - Update
3. Scientific Research-Based Intervention (SRBI) - Update
4. State Board of Education Resolution Regarding Tracking
5. State Board of Education Position Statements
 - Student Support Services
 - Nutrition and Physical Activity
6. Curriculum Mapping
 - K-8 Language Arts
 - 9-12 English
7. Aligning *Saxon* and *Everyday Math* with Grade Level Expectations
8. Professional Development Update

D. Adjourn

Sub-Committee Members:

Mrs. Alexandra Thomas, Chair
Mr. David A. Lawson
Mrs. Lynette Celli Rigdon
Mrs. Nancy C. Tarascio-Latour

Alternates:

Mr. Thomas McSherry
Mr. Rodney Weinberg



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COMMISSION ON PUBLIC SECONDARY SCHOOLS

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April 26, 2010

Greg P. Shugrue
Principal
New Milford High School
388 Danbury Road
New Milford, CT 06776

Dear Mr. Shugrue:

The Commission on Public Secondary Schools, at its March 28-29, 2010 meeting, voted to accept the Special Progress Report of New Milford High School and continued the school's accreditation.

While the report described many positive aspects of the school, the Commission was pleased to learn of the following:

- the professional development opportunities offered to teachers in the area of differentiated instruction
- the school-wide discussions initiated regarding leveling practices
- the visits to five neighboring schools, and the presentation to the staff by a local high school, to provide information and stimulate discussion and planning for an advisory program

The Commission has asked that school officials submit a Pre-Self-Study Report, due April 1, 2011, to document that New Milford High School is appropriately prepared for its upcoming self-study. The report should include detailed responses to each of the following recommendations:

- describe the process that has been used to review and, if appropriate, revise the school's core values, beliefs about learning, and 21st century learning expectations to ensure that they meet the new Standard on Core Values, Beliefs, and Learning Expectations

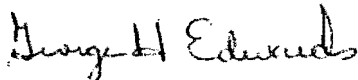
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NEW MILFORD SCHOOLS
SUPERINTENDENTS OFFICE

Greg P. Shugrue
April 26, 2010
Page Two

- submit the updated document
- based on a review of the Commission's new Standards, available at <http://cpss.neasc.org> by clicking on "Getting Started," identify specific indicators in the Standards on which the school needs to take action in preparation for the 2013 decennial evaluation
- report on the school's progress on the development of a formal ongoing program through which each student has a member of the school community to personalize the student's educational experience and assist the student in achieving the school's expectations
- provide an update on the examination of leveling practices and the progress toward greater heterogeneity

The school's accreditation status will be reviewed when the Commission considers the Pre-Self-Study Report. Consistent with the Commission's follow-up procedures, the Pre-Self-Study Report should include an electronic signature of the principal and chair of the Follow-Up Committee and be sent electronically to the Commission office at the following address: cpssreports@neasc.org. The Commission requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org

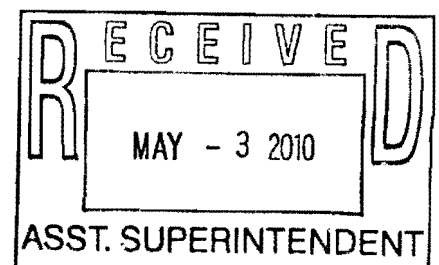
Sincerely,



George H. Edwards

GHE/mv
Enclosure

cc: Jean Ann Paddyfote, Superintendent, New Milford Public Schools
Wendy Faulenbach, Chair, New Milford Board of Education
Victor D. Mercurio, Chair, Commission on Public Secondary Schools





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COMMISSION ON PUBLIC SECONDARY SCHOOLS

SUBSTANTIVE CHANGE POLICY

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

(9/08)



STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



TO: Superintendents of Schools

FROM: Mark K. McQuillan, Commissioner of Education *Mark K. McQuillan*

DATE: February 1, 2010

SUBJECT: State Board of Education Resolution Regarding Tracking

The State Board of Education adopted the attached resolution to express its views, as well as its expectations of school districts, concerning the negative impact tracking has on student achievement – particularly for low-income and minority students.

The Board defines tracking as the practice of permanently assigning students for instructional purposes to an instructional group that denies voluntary association and instruction with higher achieving students, based on assessed or perceived readiness.

The statement supports the Board's priorities described in its Five-year Comprehensive Plan for Education: A Superior Education for Connecticut's 21st Century Learners (January 2007). The Plan states, in part,

High academic achievement will result only if *all* students are expected to achieve at high levels and have equal access to challenging curriculum and instruction, and adequate and equitable resources; and are taught by excellent educators who believe that all students, regardless of race, gender, ethnicity or socioeconomic status, can achieve at high levels.

Please share this document with your colleagues and your school board members as you develop policies and implement practices designed to ensure that all students are afforded a challenging educational program and are well-prepared for lifelong learning and careers in a competitive, global economy.

The Department will issue guidance to districts regarding follow-up activities to support the Board's direction.

Pvb/attachment

V.C. (substitute resolution)

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

TO BE PROPOSED:

January 6, 2010

WHEREAS, over the past several months, the State Board of Education (SBE) has received numerous presentations from superintendents and other school officials on plans to improve academic performance in their respective districts in accordance with the No Child Left Behind Act; and

WHEREAS, during these presentations the SBE has learned that some school districts engage in the practice of tracking students, and that there is a strong correlation between ethnicity, social class and track placement; and

WHEREAS, research has consistently shown that when schools track students, low- and limited-income, Black, and Hispanic students are disproportionately placed in low-track, non-college preparatory courses, which limits achievement and stifles expectation and opportunity for college and successful competition in the workplace; and

WHEREAS, the SBE believes that such a practice contributes to class- and race- linked differences in educational opportunities and performance, further widening an achievement gap in the state that is the largest in the nation; and

WHEREAS, the SBE disapproves of any policy or practice that permanently groups students for instruction that neither encourages nor even allows students to increase their level of academic challenge and performance; and

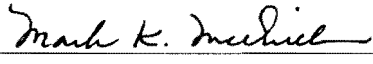
WHEREAS, the SBE believes that every student in the State of Connecticut has a right to be offered a high-quality education regardless of social class, race or ethnicity.

NOW, THEREFORE, BE IT

RESOLVED, that effective immediately, any school district that engages in the practice of permanently assigning students for instructional purposes to an instructional group that denies voluntary association and instruction with higher achieving students, based on assessed or perceived readiness, shall make full disclosure to parents or guardians of students whose level of course work would not allow them to enter credit-bearing courses at the Connecticut State University System; and

FURTHER RESOLVED, that any school district engaged in instructional placements that deny students assigned or voluntary access to instruction with higher performing peers shall: (1) make an annual filing to the State Department of Education, detailing such placements and the data and scientific research base that supports such placements; and (2) indicate the time period for which such access to assigned or requested instructional assignment with higher performing peers will be denied. Also, the local school district shall report the basis for determining students' placements, and the demographic characteristics of the students assigned to each placement, including the percentage of the various racial and ethnic groups, students eligible or not eligible for free and reduced price lunches, females and males.

Substitute Resolution, with friendly amendments, approved by a vote of 7:0 this sixth day of January, Two Thousand Ten.

Signed: 
Mark K. McQuillan, Secretary
State Board of Education

Connecticut State Board of Education
Hartford

Position Statement on Student Support Services

April 7, 2010

The Connecticut State Board of Education believes that implementation of a comprehensive program of school-based support services will help students to become self-sufficient, healthy and productive adults. Many students face challenges that place them at risk for educational failure, including poverty, family dysfunction, emotional trauma, linguistic differences and community violence. By adopting a preventive, whole-child perspective and providing a wide range of interventions, schools will be better equipped to reduce barriers to learning and enhance healthy development. Studies have shown that schools with a continuum of developmental, preventive, remedial and support services enhance the capacity of all students to achieve academic success and personal well-being.


Need for Student Support Services

Disciplines providing support services include school counseling, school nursing, school psychology, school social work, speech-language pathology and audiology. These services assist the student population, parents and the entire school community in establishing a full range of prevention and intervention systems that promote healthy development, provide early intervention to address problems as soon after onset as possible and assist with chronic and severe problems. To address students' emotional, behavioral, and mental and physical health needs, the Board recommends that every school district develop, adopt and implement a collaborative approach to service delivery that involves effective use of student support services personnel, parental involvement and community-based resources.

Benefit to Students

Student support services specialists: (1) help educators, administrators, other staff members and parents understand and respond effectively to the health and social factors that affect students' learning; (2) identify risk factors, such as physical deficiencies, speech pathologies or emotional challenges that impede learning; and (3) provide prevention and intervention strategies. Often, these interventions are described in students' individualized plans, such as their individualized health care plans, individualized education programs (IEPs) and student success plans. Districts must employ appropriately qualified student support services specialists to provide the requisite evaluations and interventions for students with special needs.

The Board believes that the use of scientific, research-based interventions benefits the entire student body by providing clear standards and replicable results. Therefore, it is critical that student support services staff members utilize approaches wherein data collection and analysis are important components in determining efficacy of support services. Offering a streamlined system for delivery of services requires student support services personnel to work within school teams (e.g., data, child study, student support) to examine health and behavioral health trends and respond by developing priorities and strategies to address the needs of students and families.


Benefit to Families and the Community

The Board recognizes that the home and community are critical environments that influence students' well-being and educational progress. The involvement of family members should be a primary component in the delivery of services. In partnership with teachers, administrators and other school staff, student support services specialists build connections between home and school, especially when parents need help in understanding their children's educational needs and their own role in encouraging learning. These professionals maintain open lines of communication while they interpret school requirements and assist families in expressing their concerns. Student support services specialists understand the community and its impact on the lives of students and families and can link the home and school to community resources, expedite appropriate referrals and facilitate communication among home, school and community services.

Guidance for school-based student support services that fosters prevention and intervention systems is outlined in the corresponding document.

Policy Guidance for Position Statement on Student Support Services

April 7, 2010

The Connecticut State Board of Education, in its 2010 *Position Statement on Student Support Services*, calls for every school district to develop a full range of school-based support services that foster prevention and intervention systems addressing health and social factors for student success. The Board offers the following guidance to support the implementation of Student Support Services.

State Department of Education Responsibilities

Provide leadership informed by science-based guidelines.

- Use data collection to increase the fidelity of interventions used by student support services staff to address existing and emerging needs among children and youth.
- Advocate on state and federal levels for expanded student support services addressing the physical, developmental, psychological and social-emotional needs of students.
- Promote best practices by issuing state summaries of district efforts resulting in significant or promising results.

Provide training, technical assistance and resources.

- Encourage professional development of student support services staff through discipline-specific training and technical assistance.
- Provide technical support and training to school district staff on data-driven decision making, recordkeeping and referral processes.
- Maintain and publish information related to the physical, communication, psychological and social-emotional development of children and youth.

Develop and maintain partnerships.

- Develop and strengthen relationships between student support services staff and community organizations to address preventive, whole-child directed activities.

School Districts' Responsibilities

Student support personnel frequently provide services in more than one school within a district. Consistent application of district-level policies across all schools will ensure uniform and equitable delivery of student support services.

Develop and implement policies and practices that consistently promote delivery of meaningful and responsive student support services.

- Implement prevention-oriented programs and services promoting a positive school climate in which individuals feel connected, safe and supported.
- Develop strategies effective in reducing the prevalence of risk behaviors such as alcohol, tobacco and other drug use, sexual activity, violence, truancy and school avoidance.
- Implement a comprehensive prekindergarten through Grade 12 life skills curriculum that delineates goals and competencies in the areas of personal, social, career and academic development, and prepares students for success in school, at work, in the community and in personal relationships.
- Support the implementation of integrated support services in all schools including student success plans addressing the academic, career, social-emotional, physical and communicative wellness and capacity of students.
- Implement special education related services consistent with each student's individualized education program.

- Utilize a continuum of interventions and strategies addressing the management of behavioral problems using the Connecticut State Department of Education (CSDE) *Guidelines for In-school and Out-of-school Suspensions*.
- Expand coordination and collaboration among staff providing regular education and special education services through scientific, research-based interventions and tiered supports addressing primary, secondary and tertiary efforts.

Provide ongoing professional development for staff.

- Provide for discipline-specific staff development that ensures ongoing skill development for student support services staff.
- Provide continuing education for all school professionals on collaborative models of service delivery to prepare them to recognize and appropriately support students at risk for educational or social failure.
- Provide and encourage use of culturally competent curricula and practices.
- Use student support services staff to provide staff training around issues of student development, typical developmental milestones, identifying at-risk characteristics and appropriate referral for student needs.

Regularly communicate with students, families, staff and community partners.

- Engage parents, youth and community members in identifying community-specific risk behaviors and supporting effective strategies to target such concerns.
- Develop whole-school and classroom-based positive behavioral supports that encourage appropriate role modeling among adults; responsibility, initiative and integrity among students; and an atmosphere of mutual respect and consideration for one another.
- Arrange home visits or alternate means of communicating with those families unable to meet at school.
- Use culturally responsive language that respects families, cultures, backgrounds and strengths.

Develop and maintain partnerships.

- Establish school-based and districtwide teams to assess the health and mental health needs of the school community and coordinate the delivery of an array of services that includes prevention, early intervention and crisis response. These teams should include student support specialists, school administrators and representatives of community agencies, e.g., police, Department of Children and Families, and health and mental health care providers. The CSDE *Guidelines for a Coordinated Approach to School Health, 2007*, provides recommendations to address the physical, social and emotional health needs of the school community.
- Use Memoranda of Understanding to establish agreements with community agencies that identify and streamline mechanisms for student referrals to external support services.

Regularly evaluate progress and revise policies and programs as needed.

- Adopt discipline-specific criteria for evaluating support services specialists, using the competencies and indicators developed by the CSDE.
- Evaluate current service models and specific interventions to standardize successful service delivery throughout the district.

Student Support Services Staff Responsibilities

Regularly evaluate progress and revise practices and interventions as needed.

- Develop recordkeeping that supports consistent service delivery and is compliant with federal, state, and district policies on records management.
- Maintain appropriate outcome-based data to support the effectiveness of interventions used with students.

- Use tiered approaches that increase the focus and intensity of interventions when a student fails to respond as needed.
- Engage in evidence-based prevention and intervention activities that can be generalized, as appropriate, to the whole student population.
- Analyze existing research to identify best practices in the provision of student support services and design evaluation studies to assess effectiveness of district programs and services.

Communicate positive and accurate messages to students and families that reinforce positive family engagement.

- Engage parents as partners in meeting the needs of individual students and the student body as a whole, e.g., demonstrate commitment to families and expect and support all staff in creating a respectful, inclusive and family-friendly environment.
- Avoid educational jargon when communicating with parents and provide opportunities for two-way communication focused on student learning and success.
- Engage students as partners in advocating for their own individual needs, including participation in the development of their academic, social-emotional, physical, communication and career goals.

Collaborate with professional colleagues in developing and implementing services.

- Participate in regular education intervention teams (e.g., early intervention team, student assistance team, school-based data team and school health team) providing professional consultation and support to both school staff and parents.
- Engage in ongoing supervision as one component of professional development.
- Provide classroom observation and consultation to school staff to facilitate delivery of appropriate supports in the students' school environment.

Provide appropriate role modeling for students.

- Model prosocial behaviors and provide daily reinforcement of classroom lessons and school climate priorities, e.g., encourage caring behavior toward others, allow for and encourage shared responsibility for tasks, and exhibit problem solving and conflict resolution skills.

Students' Responsibilities (as developmentally appropriate)

Take responsibility for personal growth and healthy decisions.

- Share goals, interests, concerns and fears with a trusted adult, e.g., student support services specialist, parent and teacher.
- Develop academic and adaptive skills to promote positive career and social-emotional development.
- Recognize and exercise student rights and responsibilities by engaging in activities that develop critical thinking, problem solving and conflict resolution skills.
- Participate in activities that promote positive youth development and schoolwide positive behavioral supports, e.g., engage in learning as a participant rather than a recipient, provide feedback to others in constructive ways, explore and reflect on personal values, interests and strengths, and develop and practice skills for success in academic and social achievements.
- Participate as a partner in personal academic, social-emotional, physical, communication and career goals.
- Ask questions, become familiar with the goals and objectives of the educational plan and read the student handbook on an annual basis.

Be respectful of the strengths and differences of others.

- Respect and appreciate diversity in others and model prosocial behaviors.
- Be aware of relevant policies addressing student responsibilities and behaviors.
- Become familiar with the school's culture and environment by participating in school functions and extracurricular activities of interest.

Use student support services appropriately.

- Learn how to access needed services and who the student support services staff members are in the school, e.g., school nurse, school psychologist, school social worker, school counselor and speech language pathologist.
- Practice lessons provided by teachers, student support services specialists and parents.

Families' Responsibilities

Create a home environment that supports all aspects of a student's education.

- Provide a positive home environment that facilitates optimal growth and development by modeling prosocial behaviors and providing support for learning at home and in the community.
- Talk to children about school and help them think about and plan for their future.

Build a relationship with teachers to support children's health and well-being.

- Share values and expectations for student achievement and school success through regular contact with the child's teachers and student support services personnel.
- Monitor children's academic and social-emotional progress through participation in multidisciplinary teams when appropriate, e.g., child study team, planning and placement team and student assistance team.
- Assist in developing children's educational plan, e.g., student success plan, individualized education program and transition plan, as appropriate.
- Become familiar with the school by participating as a partner in school committees, in the development of schoolwide positive behavior supports and school improvement planning.

Participate in school efforts supporting a safe, healthy and developmentally appropriate environment at school.

- Participate in school-sponsored learning opportunities and review school communications such as the school Web site and newsletters.
- Be aware of relevant policies addressing student responsibilities and behaviors.
- Participate in school functions and extracurricular activities.

Communities' Responsibilities

Work with school districts to support and promote students' social and emotional development.

- Use Memoranda of Understanding to establish agreements with local schools that identify and streamline the mechanisms for student referral to social service agencies.
- Develop and strengthen relationships between student support services staff and their counterparts in the community to address preventive, whole-child directed activities.
- Assemble, archive and broadly disseminate information related to the physical, psychological and social-emotional development of children and youth.
- Provide staff to attend and participate in interagency meetings to address local youth risk factors, strengths and needs, and develop systematic responses regarding these issues.
- Ensure that community agencies use evidence-based interventions to address current and emerging needs in the community.
- Invite appropriate school personnel to participate in staff development opportunities in the community.

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Position Statement on Nutrition and Physical Activity

April 7, 2010

Student health status and school achievement are directly connected. Healthy eating and regular physical activity are essential components of student health and academic achievement.

Research studies over the past decade, documented by organizations such as the Centers for Disease Control and Prevention and the Robert Wood Johnson Foundation, have consistently concluded that children who eat well and are physically active learn better. Conversely, poorly nourished, overweight, sedentary or hungry children tend to have weaker academic performance and score lower on standardized achievement tests. Participation in school breakfast programs is linked with increased academic test scores, improved daily attendance, better class participation and reduced tardiness. Regular physical activity supports better learning while decreasing physical education may undermine the goal of better academic performance. Student fitness levels have been correlated with academic achievement, including improved math, reading and writing scores.

The Connecticut State Board of Education is committed to promoting policies that support a learning environment conducive to healthy lifestyles and that ensure school practices consistently support student health and learning from prekindergarten through Grade 12. Key components include: teaching nutrition as part of comprehensive school health education; providing quality physical education and daily opportunities for physical activity; creating an environment that consistently supports healthy eating and physical activity practices; and supporting and engaging families in promoting healthy habits.

The Board strongly believes that schools must help students develop health literacy — the skills, knowledge, and confidence necessary to adopt and maintain healthy lifestyles. Students must be taught skills, such as critical thinking and decision making, for making healthy lifestyle choices not only in the school building, but also in their daily activities outside of school. Nutrition education should be taught as part of a planned, ongoing, systematic, sequential, standards-based comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. To encourage active lifestyles, schools must implement a standards-based, sequential, quality physical education program and provide opportunities for daily physical activity both during and after school.

Schools must create an environment that gives students consistent, accurate and culturally relevant health information and ample opportunity to use it. The classroom, cafeteria and school activities should provide clear and consistent messages that explain and reinforce healthy eating and physical activity. Health messages taught in the classroom should not be contradicted by unhealthy school practices such as food rewards, taking away recess as punishment, and selling unhealthy foods and beverages to raise funds. Foods and beverages available on school premises, including school meals, vending machines, school stores, fundraisers, classroom parties and other events, should meet state nutrition standards that are consistent with the Dietary Guidelines for Americans and national health recommendations. These standards focus on decreasing fat, sodium and added sugars, moderating portion sizes and emphasizing nutrient-dense choices such as fruits, vegetables, whole grains and low-fat dairy products.

The Board strongly recommends that district policies and practices promote healthy eating and physical activity throughout the entire school environment, as outlined in the Connecticut State Department of Education's *Action Guide for School Nutrition and Physical Activity Policies*. Programs and practices should also be integrated with the district's local school wellness policy and coordinated school health efforts. When the school environment consistently promotes well-planned and effectively implemented healthy nutrition and physical activity practices, demonstrated outcomes include improvements in students' overall health, behavior and academic achievement.

Guidelines to support nutrition and physical activity are outlined in the corresponding document.

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Policy Guidance for Position Statement on Nutrition and Physical Activity

April 7, 2010

The Connecticut State Board of Education, in its 2010 Position Statement on Nutrition and Physical Activity, calls for school districts to develop, implement, monitor and evaluate policies and practices to promote and support healthy eating and sufficient physical activity throughout the entire school environment. The Board offers the following guidelines to support the implementation of healthy eating and physical activity practices in schools.

State Department of Education Responsibilities

Provide leadership informed by science-based guidelines.

- Provide leadership in identifying and disseminating research and best practice related to nutrition, physical activity and school wellness programs.
- Develop new and use existing program guidelines, sample policies, resource lists, state and local student health data and other information useful for program planning and improvement.
- Align comprehensive school health education and physical education standards, assessments and instruction with the Connecticut State Department of Education's *Healthy and Balanced Living Curriculum Framework*.
- Develop and regularly revise state nutrition standards for all foods available at school based on current science and national health recommendations. These standards focus on decreasing fat, saturated fats, trans fats, sodium and added sugars, moderating portion sizes and increasing consumption of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

Provide training, technical assistance and resources.

- Provide outreach to increase district participation in all applicable U.S. Department of Agriculture Child Nutrition Programs (e.g., National School Lunch Program, School Breakfast Program, After-school Snack Program, Summer Food Service Program, Child and Adult Care Food Program and Special Milk Program).
- Provide training, technical assistance and resources to help districts implement, evaluate and revise local school wellness policies.
- Provide training, technical assistance and resources to districts, schools and community partners to enhance their ability to implement programs and practices to promote nutrition and physical activity throughout the school environment.

Develop and maintain partnerships.

- Strengthen and expand partnerships with state and local agencies and nongovernmental organizations to address nutrition and physical activity for all students.
- Build support among various stakeholders to leverage funding to sustain efforts at the state and local levels.
- Provide professional development opportunities for community partners regarding the implementation and promotion of healthy eating and physical activity practices.

Conduct regular evaluation.

- Evaluate progress made to improve the health and well-being of students at the school, district and state levels.
- Collaborate with state and federal partners to collect and analyze relevant data on student health outcomes.
- Recognize and promote districts and schools that are successfully implementing model nutrition and physical activity programs.

School Districts' Responsibilities

Develop and implement policies and practices that consistently promote a healthy school environment.

- Provide effective leadership for schools to create a culturally responsive climate that consistently promotes healthy eating and physical activity throughout the entire school environment.
- Develop and implement policies and procedures that assist all administrators and staff with eliminating practices that are counterproductive to students' health and learning or that contradict positive health messages, such as food rewards, taking away recess as punishment and selling unhealthy foods and beverages to raise funds.
- Establish or build upon an existing district-level school health or wellness council that includes a diverse representation of school staff, families, students and members of the community to develop, implement, monitor and evaluate nutrition and physical activity policies, programs and practices, and make recommendations to the local board of education.
- Utilize guidelines, frameworks and other publications developed by the Connecticut State Department of Education to build and strengthen nutrition and physical activity policies, programs and practices (e.g., *Action Guide for School Nutrition and Physical Activity Policies*, *Connecticut Nutrition Standards for Food in Schools*, *Guidelines for a Coordinated Approach to School Health* and *Healthy and Balanced Living Curriculum Framework*).
- Designate a district-level director to assist with implementing and evaluating the district's nutrition and physical activity programs.
- Ensure compliance with all state mandates related to school nutrition, physical education and physical activity (e.g., beverage requirements, competitive foods regulation, healthy food certification, time to eat, and physical education and physical activity requirements).
- Participate in all applicable U.S. Department of Agriculture Child Nutrition Programs (e.g., National School Lunch Program, School Breakfast Program, After-school Snack Program, Summer Food Service Program, Child and Adult Care Food Program and Special Milk Program).
- Participate in healthy food certification under section 10-215f of the Connecticut General Statutes.
- Use healthy eating goals and science-based nutrition standards, such as the Connecticut Nutrition Standards, to determine which foods and beverages are allowed for sale or distribution on school premises (e.g., cafeteria a la carte sales, vending machines, school stores, fundraisers, classroom parties, sporting events and other activities).
- Integrate nutrition and physical activity with the district's coordinated school health efforts.
- Require schools to allow sufficient time in the school day for nutrition education, physical education and physical activity and to incorporate these concepts throughout all subjects and connect to programs that extend beyond the school day.

Provide ongoing professional development for staff.

- Provide and support ongoing professional development for school staff regarding nutrition education, physical education and physical activity for all students.

Regularly communicate with students, families and staff.

- Communicate regularly to students, families and staff the district's commitment to healthy eating and physical activity (e.g., feature messages about healthy eating and physical activity in school media, work with school and student organizations to develop materials with nutrition and physical activity messages, and conduct special nutrition and physical activity events that involve the entire school community).
- Promote positive local media coverage of schools' efforts to improve the overall health of students and their families.

Develop and maintain partnerships.

- Collaborate with state and community agencies and organizations to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.
- Strengthen and expand partnerships with local agencies, businesses, health centers, families and schools to implement and promote good nutrition and sufficient physical activity for all students.

Regularly evaluate progress and revise policies and programs as needed.

- Conduct regular evaluation and reporting on the implementation of nutrition and physical activity policies and programs including the impact on student health and well-being.
- Collaborate with state and local partners to provide relevant data on student health outcomes.
- Regularly review and revise district policies, as needed, to respond to changes in student health data, research on health trends and effective programs, national and state standards and guidelines, and state and federal initiatives and legislation.

Schools' Responsibilities

Implement policies and practices that consistently promote a healthy school environment.

- Provide effective leadership to create a culturally responsive climate that supports the implementation of the district's wellness policy and promotes healthy eating and physical activity for all students and staff.
- Support the implementation of a coordinated and integrated approach to school health, and student success plans that address students' health and wellness.
- Organize building-level school health and wellness teams to provide the structure for coordinating nutrition and physical activity efforts. Teams should include a diverse representation of school staff, families, students and members of the community to oversee and evaluate nutrition and physical activity efforts.
- Provide only healthy choices wherever and whenever foods and beverages are available on school premises, including cafeteria meals and a la carte sales, vending machines, school stores, fundraisers, classroom parties, sporting events and other activities.
- Implement a high quality health promotion program for school staff, e.g., opportunities for daily physical activity, workshops on health and wellness and programs on stress management.
- Provide opportunities for daily physical activity breaks for students and staff.

Regularly communicate with students, families and staff.

- Provide ongoing communication to all staff regarding the goals and requirements of the district's school wellness policy.
- Support families' efforts to provide a healthy diet and daily physical activity for their children by providing education, resources and activities that help with positive role modeling.

Develop and maintain partnerships.

- Support and participate in district partnerships to promote healthy eating and physical activity.

Regularly evaluate progress and revise policies and programs as needed.

- Assign a staff member to assist with implementing and evaluating the school's nutrition and physical activity efforts.
- Conduct an assessment to determine what policies, services and programs are currently in place and what gaps exist in promoting healthy eating and physical activity throughout the entire school, using a tool such as the Centers for Disease Control and Prevention's *School Health Index*.

Teachers'/Staff Responsibilities

Teach standards-based comprehensive school health education and physical education.

- Utilize timely science-based resources to inform instruction, programs and services.
- Deliver high-quality comprehensive school health education and physical education instruction.
- Analyze student work to inform curriculum, instruction and assessment.
- Integrate positive nutrition and physical activity-related messages and actions into instruction and activities throughout the building.
- Participate in district professional development activities offered to promote nutrition, physical activity and wellness.
- Collaborate with peers to improve health outcomes for students.

Communicate positive and accurate health messages to students and families.

- Communicate with families about healthy eating and physical activity they can do at home with their children.
- Advocate for healthy eating behaviors and refrain from advocating dieting behaviors or any specific eating regimen to students, other staff or families.
- Increase awareness of and participate in the implementation of the district's school wellness policy.

Serve as role models for students.

- Participate in health-enhancing activities with students (e.g., daily physical activity and healthy snacks).
- Serve as role models for healthy eating and physical activity behaviors (e.g., enjoying healthy foods and participating in physical activity).

Families' Responsibilities

Create a home environment that supports children's health.

- Discuss nutrition topics at home with children and incorporate health and wellness activities into children's daily life.
- Reinforce messages about the importance of proper nutrition and physical activity and serve as role models for healthy living.
- Prepare nutritious meals and snacks and engage in regular physical activity with children.
- Involve children in preparing meals and snacks and encourage an interest in cooking.
- Encourage safe and positive physical activity every day.
- Encourage children to actively participate in school health and nutrition programs.

Build a relationship with teachers to support children's health.

- Work with teachers to support children's learning about nutrition and health-related issues and encourage safe and positive physical activity.
- Participate in learning activities at home and in the community, including interactive homework and other health-related activities, such as family physical activity and preparing healthy meals.
- Participate in educational open house opportunities and become familiar with the comprehensive school health education and physical education curriculums and school nutrition and physical activity programs.

Advocate for and support healthy changes at school.

- Support school policies designed to improve children's nutrition and physical activity habits, such as providing healthy foods and participating on school health and wellness committees.
- Advocate for a healthy and active school environment for children, including providing healthy foods for events and activities on school premises.
- Understand the value of and encourage children's participation in school meal programs.

Students' Responsibilities (as developmentally appropriate)

Take responsibility for learning and health.

- Examine personal health status, set personal goals for healthy eating and physical activity, and assume responsibility for personal nutrition and physical activity behaviors, such as choosing nutrient-dense foods and participating in regular physical activity.
- Make good decisions to enhance health and encourage and support others in making positive health choices.
- Take advantage of opportunities to learn about nutrition and physical activity and apply this knowledge by making healthy choices.
- Actively engage in comprehensive school health education and physical education and actively participate in a variety of physical activities.
- Use accurate health information to express opinions about health issues.
- Analyze how families, school communities, media and peers influence health-related decisions.
- Use resources and services from home, school and local communities that provide valid health information, products and services.

Get involved in school health and wellness initiatives and activities.

- Plan and engage in school-sponsored nutrition and physical activity, such as participating in health fairs and physical activity programs and serving on school health and wellness committees.
- Take an active role in advocating for healthy food choices at school, not only in the cafeteria, but in vending machines, school stores, fundraising activities and events on school premises.

Communicate the importance of healthy choices.

- Communicate with peers and family members regarding healthier lifestyles.
- Advocate for healthy meals and snacks and family physical activity at home.
- Serve as role models for younger children and family members by choosing healthy foods and participating in regular physical activity.

Communities' Responsibilities


Work with school districts to support and promote students' health and wellness.

- Work collaboratively with schools and families to support strategies that contribute to improved nutrition, increased physical activity and overall healthy lifestyles.
- Provide and seek funds needed to support the school district's healthy lifestyles initiatives.
- Develop and coordinate networks for communicating information and services that support nutrition and physical activity programs.
- Make facilities and programs available, accessible and affordable for the pursuit of individual as well as group physical activities and sports.
- Participate on school wellness and school health teams.

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**New Milford Board of Education
 Committee on Learning Meeting Minutes
 May 18, 2010
 Lillis Administration Building, Rm. 2**

GEORGE C. DICKREE
 TOWN CLERK

 2010 JULY 21 A 8:41

NEW MILFORD, CT

Present:	Mrs. Alexandra Thomas, Committee Chairperson Mr. David Lawson Mrs. Nancy Tarascio-Latour Mrs. Lynette Rigdon
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Also Present:	Dr. JeanAnn C. Paddyfote, Superintendent of Schools Dr. Maureen McLaughlin, Assistant Superintendent Mr. Greg Shugrue, Principal, New Milford High School
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A.	The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 PM.	Call to Order
B.	Public Comment There was none.	Public Comment
C.	<p>Items for Discussion</p> <p>1. New England Association of Schools and Colleges (NEASC)</p> <p>Mrs. Thomas opened the meeting referencing the NEASC letter of April 26, 2010, with the good news that our high school will continue to be accredited.</p> <p>Mr. Shugrue noted that last August the high school received a letter from NEASC asking the school to investigate implementing an advisory program and to evaluate our leveling practices. Meetings were held with the department chairs and teachers to discuss these topics. Approximately thirty teachers attended a meeting on advisory programs and visited schools including Danbury, Bethel, Brookfield, Masuk, and Oxford to look at their advisory programs. An advisory program plan has been put in place that will go into effect next year. Students will be assigned an advisor, so that there is more adult to student contact.</p> <p>On the tracking issue, Mr. Shugrue said the department heads read the book <u>Detracking with Excellence and Equity</u>. They looked at the number of students in general classes and realized there were not that many in some content areas; therefore, some</p>	Items for Discussion

general level courses have been eliminated for next year. Those students will be assimilated into the academic level courses. The honors and AP courses will not change. Next year the following general level courses have been eliminated: US history, English III, plant science, fall and spring ecology, vocational math, and conversational Spanish.

- Dr. McLaughlin noted that Ed Connection will be coming on June 3rd to talk to the high school department heads about tracking. NEASC wants the school to provide rigorous curriculum for all students.
- Mr. Lawson said with the changes made in the programming, he would have liked the Board to have been made aware of the scheduling changes. He said he misses the five-year curriculum plan, so he can see the big picture. Dr. McLaughlin will present a five-year plan in September as has been past practice.
- Several questioned if this meant that these courses would be eliminated all together, and Mr. Shugrue clarified that it was just the general levels of these courses.
- Mrs. Tarascio-Latour asked why a child would be in general level versus academic level courses. Mr. Shugrue said it is based on ability and not on grades. He said the general level students would have a harder time being eligible for college, and the mission statement of the school talks of getting kids to “aspire” to higher things.
- Dr. McLaughlin said K-12 curriculum mapping in language arts will begin this June.
- Next year’s professional development will focus on SRBI.
- Dr. McLaughlin noted with SRBI there are different tiers of intervention for students who are struggling. Mrs. Rigdon said pushing a child academically is good and that being in a class with kids that are pushing them along will be good as well.

- Mr. Shugrue said tracking is a self-fulfilling prophecy. If you tell a child s/he cannot learn, then they probably will not learn.
- Mr. Lawson asked if the curriculum in place would be used, and Mr. Shugrue said that was correct.
- Mr. Lawson asked if there were support services proposed under SRBI, and Dr. McLaughlin said the specifics of intervention have not been worked out, but the supports will be there.
- Mr. Lawson said he was not happy that conversational Spanish was being eliminated and said there are so few electives as it is.
- Mrs. Thomas asked Mr. Shugrue what he was most proud of, and Mr. Shugrue said he was proud of the work of the teachers and the administrative team. He said the tracking issue has challenged some philosophical beliefs, and the candid dialogue has been good. This is a multi-year plan which is being done with quite a bit of thought, and the students will be better off as a result.

2. Teacher Education and Mentoring Program (TEAM) - Update

Dr. McLaughlin said a draft plan of TEAM has been written. TEAM is the Teacher Education and Mentoring Program which replaces BEST. The mentoring program takes beginning teachers (BT) from their initial certification to their provisional certification with an experienced teacher as mentor. The plan will be submitted to the state after the core team has had a chance to review it.

- Mrs. Thomas said this program allows for on-the-job training stretched over two years.
- Dr. McLaughlin said there are five modules to be completed in the TEAM approach: two in the first year and three in the second. Each teacher can only mentor two BT's a year. The state will give \$250 per year/per teacher

	<p>to be a mentor.</p> <ul style="list-style-type: none">• Mrs. Tarascio-Latour said people don't realize the cost of training that goes into a teacher, so if one is laid off, there is an associated cost.• Mr. Lawson said that was a good point. In New Milford, if a teacher is laid off there, has been time invested in BEST, SRBI, the strategic plan, NEASC, etc. <p>3. Scientific Research Based Intervention (SRBI) - Update</p> <p>Dr. McLaughlin said that every other week, she meets with the six principals to discuss SRBI initiatives. They are working on a draft of the SRBI plan having collected plans from other districts. They are discussing the types of interventions that will be offered in the different tiers.</p> <ul style="list-style-type: none">• Mrs. Rigdon asked what tier a student with an IEP would be in. Dr. McLaughlin said the SRBI approach is for the general education program, and the purpose of SRBI is to try all methods of interventions before recommending special education. <p>4. State Board of Education Resolution Regarding Tracking</p> <ul style="list-style-type: none">• Mr. Lawson said he felt tracking is okay because New Milford has honors, AP, and academic levels. He said the key part is not to make the track permanent. He noted, however, that a parent always has the option of advancing his/her child in the classes.• Dr. Paddyfote said the tracking issue has arisen out of the No Child Left Behind legislation where it was determined that students with disabilities and those economically disadvantaged did not achieve as well as their white counterparts. In addition, many of those parents do not know	
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how to use the system to benefit their child, so they are at a disadvantage.

5. State Board of Education Position Statements

- **Student Support Services**
- **Nutrition and Physical Activity**

Dr. McLaughlin said the student support services suggest looking at the whole child and using outcome-based data to communicate to the schools, parents, and community. She also noted that the Wellness Committee already is working on the nutrition and physical activity area.

6. Curriculum Mapping

- **K-8 Language Arts**
- **9-12 English**

Dr. McLaughlin said she is planning to work with the high school English department in July on 9-12 curricula. Work on the language arts curriculum in grades K-6 will begin in June. Both groups will begin with curriculum maps that will lay out for every grade what will be taught. The CSDE grade level expectations will drive their decisions.

7. Aligning *Saxon* and *Everyday Math* with Grade Level Expectations

Dr. McLaughlin said she went back to the Committee on Learning minutes of April 2006 to learn the original intent of using the two math programs. Somewhere along the way, there was a shift, so that students were placed into either program based on ability, which is not how the two programs were designed to be used. For 2010-2011, K-2 will use Saxon. Beginning in grade three, math will be taught using both programs. Which program to be used will be determined by which one best addresses the GLE's for that particular lesson. The GLE's are new since 2006. Teachers will begin to review the math GLE's in grades K-6 this summer to collect this data. Pacing guides in grades 4-6 have been drafted and

	<p>will be revised this summer to guide the teachers on how much time to spend on each lesson.</p> <ul style="list-style-type: none"> • Mr. Lawson said the math program was a huge investment, and he was instrumental in bringing Saxon to the district. He said he was not pleased with how it has been implemented, but is pleased to see that it is being looked at again. He said training costs money, but when this plan was first instituted, math scores did go up. • Dr. McLaughlin said she has contacted <i>Everyday Math</i> for training and will contact <i>Saxon</i>. <p>8. Professional Development Update</p> <p>Dr. McLaughlin said she is working with Ed Connection for plans for next year with a focus on SRBI. She said everyone will hear from day one the same message – SRBI is not going away, and it will help students to be more successful.</p> <ul style="list-style-type: none"> • Mrs. Rigdon asked if there was any feedback from this year’s professional development day. Dr. McLaughlin said for the most part the feedback was very positive; however, she said that some felt that the presenter for differentiation focused too much on math. 	
<p>D.</p>	<p>Adjourn</p> <p>Mr. Lawson moved to adjourn the meeting at 8:34 PM, seconded by Mrs. Rigdon, and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and approved to adjourn the meeting at 8:34 PM</p>

Respectfully submitted,



Alexandra Thomas, Chairperson
 Committee on Learning



New Milford Public Schools

50 East Street New Milford, CT 06776



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Today's
Date is
May 21, 2010



Committee on Learning

Alexandra Thomas, Chairman
David A. Lawson
Lynette Celli Rigdon
Nancy C. Tarascio-Latour

Alternates:
Thomas McSherry
Rodney Weinberg

2009-2010 Meeting Dates

*The committee meets monthly on the third Tuesday of the month.
Meetings are at 7:30PM in Lillis Bldg, Rm 2*

DATE	AGENDA - MINUTES
September 15, 2009	Agenda/Minutes
October 20, 2009	Agenda/Minutes
November 17, 2009	Agenda/Minutes
December 2009	NO MEETING
January 2010	NO MEETING
February 18, 2010 Special Meeting	Agenda/Minutes
March 16, 2010	Agenda/Minutes
April 2010	NO MEETING
May 18, 2010	Agenda/Minutes
June 2010	NO MEETING

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