

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

**COMMITTEE ON LEARNING
MEETING NOTICE**

DATE:	May 15, 2012
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

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 Educations personnel and students, nor against any person connected with the New Milford Public School System.

3. DISCUSSION AND POSSIBLE ACTION

A. Review and approval of curriculum:

1. Algebra II
2. Architectural Drafting
3. Geometry
4. Intermediate Algebra II
5. Project Lead the Way
6. Spanish I
7. Spanish II

Mr. Ryan Fitzsimmons
Mr. Joseph Neff
Mr. Ryan Fitzsimmons
Ms. Linda Scoralick
Mrs. Eileen Reed / Mr. J. T. Schemm
Dr. Maureen McLaughlin
Dr. Maureen McLaughlin

4. ITEMS OF INFORMATION

- A. Full-Day Kindergarten
- B. NEASC Evaluation Schedule

Dr. Maureen McLaughlin
Dr. Maureen McLaughlin

5. ADJOURN

Sub-Committee Members: **Mr. David Lawson, Chairperson**
 Mr. Thomas Brant
 Mr. David Shaffer
 Mrs. Daniele Shook

Alternates: **Mrs. Lynette Celli Rigdon**
 Mr. William Wellman

GEORGE C. BUCKLEY
TOWN CLERK

2012 MAY 10 P 4: 04

NEW MILFORD, CT

Full-Day Kindergarten Parent Surveys

April 2012

Hill & Plain Elementary
(33 responses received)

1. Do you think a full-day of school has been beneficial for your child?

Yes – 33

2. Have you had another child who attended the half-day kindergarten program in New Milford

Yes – 13

No – 20

If yes, do you see a difference in what your children learned in the two programs?

- Our son is definitely doing a lot more reading with the Superkids program.
- My children are only a year apart so both used the Superkids program.
- The full-day program has allowed for much more growth and time to focus on each lesson.
- The growth she has shown compared to my son is amazing and wasn't pushed.
- Absolutely, she is where her sibling was in mid-first grade. Very important to continue full-day.
- My younger son is more engaged and enthusiastic about learning. He is reading earlier than his older brother. He wants to learn and is eager to go to school every day.
- This program has taught far more reading and writing skills than the half-day program.
- I believe it allowed better time for the child and teacher to build a relationship.
- I see a difference in how much they learn compared to the half-day program.
- My child who is in the full-day program has developed a lot more academically than my child who only experienced the half-day program. They are more tired/hungry at the end of the day.
- Reading a lot earlier.
- Allows more reinforcement of lessons. At this point, I feel full-day prepares the children for first grade.
- Gave my second child more time to play with friends and not be rushed through class work.
- I think our current kindergarten is reading and doing math at a higher level than our older child.
- More time for free play, very important to me. More time spent in areas my daughter was having trouble in (handwriting). My daughter is less overwhelmed.
- Our daughter is reading already whereas our son wasn't until first grade.

3. What do you think is an advantage to having a full-day kindergarten program?

- Full preparation for first grade. Reading and math foundation is established.
- My son has learned so much during the last year. His math skills alone have improved so much. I think the children need the stimulation.
- The kids learn more.
- Full-day of learning gets them ready for first grade.

- Provides a strong foundation in all academic as well as social skills. If we want our children to succeed in school we must provide the opportunities that a full-day program supplies.
- They get used to the full-day so it is not such a shock for first grade. The longer day gives them the opportunity to perfect the skills learned and more time to socialize with their peers.
- Learning is not rushed. My son is excited each day to start class and learn to read with the Superkids.
- They learn more, great adjustment to a regular school day.
- Full-day supports our children in preparing for first grade. It provides more time for social and emotional adjustment. Leaves time for academic skills so that children can start first grade well adjusted.
- It helps with daycare expenses.
- At first, I was against it. Now after my child has been attending, I realized how beneficial it has been. My child loves school and we are very happy with the full-day program.
- The expectation of academic success seems to be increasing. Full-day kindergarten has allowed my son the chance to strengthen his foundation of knowledge.
- More education and continuity.
- More time for comprehensive learning and allows New Milford students to keep up with other children.
- Students have more time to learn curriculum and practice skills while still being able to enjoy recess and special classes, etc. Students of working parents can spend their days in one place rather than school and childcare.
- My son has learned so much this year from never having daycare.
- It gives the children an opportunity to fully understand and apply the skills and lessons they are being taught. There's immediate reinforcement within the classroom setting and throughout the time spent there.
- It keeps my son's mind on important things like reading, writing, and interacting with other kids his age. At home, he likes to do other things that are not as beneficial to his learning. I feel like he has gotten so much out of the full-day kindergarten program.
- My child is able to learn so much in full-day kindergarten. Half-day would limit what she would learn in a full-day of school.
- The chief advantage is obviously academics – but how much lower are we going to keep pushing academics?
- All day allows them the ability to feel like part of the school, they are not missing assemblies and parades and they get more one-on-one attention because there is more time for teaching.
- Reading skills.
- Children can focus more on the learning material and have more class time to learn and practice what they are learning.
- More time to fit everything in.
- More time to learn.
- I think it allows them to get better acquainted with a schedule. It allows them to get a head start for first grade.
- More structured time in school and time to develop social skills better. More practice time reading and writing.
- Social interaction, rules and guidelines, not rushed. You can also get that full or half-day.

- Preparation for full-day first grade. Integration into full-day school.
- More time to socialize with other children.
- More time to teach basic skills like reading, math, and writing.
- To have a slowly introduced curriculum rather than rushing to get lessons accomplished in a half-day.

4. What do you think is a drawback to having a full-day kindergarten program?

- They are very tired afterwards.
- I see no drawback, I see it as a completely normal timeframe
- None (cost to the district?)
- There may be some children that are not able to handle the full-day as well and they might need to wait a year.
- I honestly don't see one!
- They are much more tired/hungry, some days overwhelmed. Overall, it has been a plus other than I miss them being gone all day. It was nice having them go half-day and to be home to rest and be little.
- Less time at home with parents.
- None, it cuts the cost of childcare after school and it extends the learning time. New York has been doing it for years.
- He is very tired by 3 pm.
- Higher taxes or are teachers being cut in other places?
- May be hard for some children who had not been exposed to an environment like school to adjust.
- It was an adjustment for our child to be away from home so many hours in the beginning of the school year. Riding the bus with older kids to and from school was an adjustment also.
- I don't see any drawbacks; I only see it as beneficial.
- The drawback is not letting a five-year old be a five-year old. No trips to the park, library, or grocery store with mom. No time during the week for a play date or a lazy afternoon of stories or crafts, all of which our two other children had enjoyed and were as valuable as lessons learned in school. I think this survey would have very beneficial last year-before putting full-day kindergarten into place. I wish the district would have listed parental input before making the decision to go ahead with this program. It's a very good program, but I don't think its right for every child.
- I honestly don't see one!
- The only drawback is that I found my daughter to be exhausted and therefore grumpy. We have worked through it and as the year progressed she has adapted better.
- For those kids that can stay home and be little kids, now they have to go to school. Time is so precious and time at home is just as important.
- We don't see any significant downside to full-day kindergarten.
- Some kids may not be ready for such a long day. My daughter is a November baby, I had my reservations about all day but she adjusted quickly.

5. Do you wish to see the full-day kindergarten program continue?

33-Yes

- Absolutely! All kids would benefit.
- Yes, my daughter is now in Excel and I would love to see the all day program continue.

- Yes, I think it is a great program.
- Yes, I wish see the full-day program continues. I think it is positive for the children and helps them transition.
- I do not have more children entering New Milford schools. It would be a shame that any district in the United States would not offer full-day school for kindergarten.
- I completely believe all day should be continued, it only benefits the learning experience of the children.
- I think it is a very good program in many ways but do think a modified program would have been great.
- Absolutely, there would be no reason not to continue the program.
- I think it would be beneficial in the future to continue this program. Children today seem to be learning faster and they need to have the skills earlier than we did.

6. Did your child adjust easily to the full-day Kindergarten schedule?

Yes – 32

No – 1

- The first couple of weeks were tough.
- He was in daycare so it wasn't much of an adjustment.
- The first few weeks were difficult but as weeks went on it got better.
- There was some transition but I don't think it would have been different if kindergarten was a half-day.
- Yes, but he often came home tired or cranky. Maybe adding a nap or rest time after recess would help.
- Yes, my son loves kindergarten. He looks forward to going to school.
- My child adjusted well, was already in a full-day preschool program.
- My daughter loves school. She never went to preschool and I feel she has done quite well with full-day.
- Yes, but my child went to daycare and preschool prior. It may have been more difficult for the children who were at home until they began kindergarten.
- My child attended Head Start (half-day program) so the full-day was an easy transition.
- The first week was the only time he was afraid to stay in class and take the bus but once he felt comfortable it went smooth. I think it would be helpful in the future if a parent volunteer rode the bus for the first few days to ease the children into the school bus routine.
- Absolutely, she attended a formal preschool program at three and four years old.
- Coming from no daycare or preschool, my daughter easily adjusted to full-day. She felt completely comfortable going all day and loves the big bus ride.
- No, it took several months to adjust to full-day kindergarten. There were lots of days of "I don't want to go to school, it is too long."
- My son loves it and actually dislikes half-days.
- My child adjusted very easily. He was already in preschool and extended daycare, so I know that make a difference.
- Yes and he loves it!
- After a few weeks my child adjusted and she has enjoyed school very much this year.
- She did, even better than her brother in first grade.

Full-Day Kindergarten Parent Surveys

April 2012

John Pettibone Elementary
(40 responses received)

1. Do you think a full-day of school has been beneficial for your child?

Yes – 40

2. Have you had another child who attended the half-day kindergarten program in New Milford

Yes – 15

No – 25

If yes, do you see a difference in what your children learned in the two programs?

- Full-day has given my child much more experience and time to practice writing. There is a considerable difference in my daughter's confidence with writing. She is better prepared for first grade.
- Socially adjusted much easier going to full-day. Seems to help their attention span (learn to pay attention for longer periods at a time) More reinforcement with reading and sight words.
- My son's reading and writing skills have developed at a faster pace than his sister. In half-day kindergarten, the school day always felt rushed. Not enough time during the day for the teacher's to adequately present the subjects.
- Reading and writing are much more advanced in all day vs. half-day. I feel they learned more in the all day program.
- Absolutely, the reading was a big difference.
- More time to learn and socialize.
- The amount of learning is not rushed and crammed in a few hours. The increased information being taught and readiness for the next grade.
- Reading and writing.
- Big difference in reading and understanding.
- Earlier reading and writing.
- After preschool, they are ready for full-day. My older son went half-day and actually went backwards and had to rebuild his skills. Half-day kindergarten was a complete waste.
- I don't see that much of a difference, but hard to compare two very different children.
- I felt that nothing has been rushed. Extra specials went over well.
- My second child has learned things quicker since he has more time in school.

3. What do you think is an advantage to having a full-day kindergarten program?

- Full-day is not rushed. It is nice to see the teachers able to take time with subjects. They have ample time to revisit the important concept to ensure mastery. It is also nice to know the kids don't feel as though they have to rush through their work. Half-day seemed to instill a "need to rush."
- More time to learn. My child loves full-day. On the days they have early dismissal; she complains how bored she is and cannot wait for school the next day.

- Socialize longer with other children. Have the children get used to full-day school when they start to attend first grade.
- More prepared for first grade and what they need to know entering first grade.
- The time the children have to learn and think has made a tremendous difference in his reading. He is enjoying his time in kindergarten.
- The children are able to learn more and enjoy the specials such as music and art.
- My son's reading and writing skills are developing at a faster pace than his sister. The half-day program always felt rushed. There wasn't enough time during the day for the teacher's to adequately present the subjects.
- More time to learn and interact with other kids. It helps to improve social skills.
- Learning more.
- Everything isn't a big rush.
- I think they are more ready for first grade. Gives them an advantage.
- More time to play, have lunch, and recess.
- More instructional time, allows for specials, and prepares for first grade.
- More time to learn.
- They really get into the routine that the rest of the school follows.
- Half-day was too short.
- All day learning, prepares them for first grade.
- More time for teachers to explain different learning segments one-on-one.
- More time spent for kids and less television or video games.
- Children are integrated into the school system earlier and they do not feel different from the rest of the children in school. A longer school day enables them to learn more and give them a wider variety of activities.
- Longer amount of time for learning, better prepared for first grade.
- To get all the programs in on a full-day.
- Structure early on and a full-day of learning.
- The day and learning schedules have not been rushed as it would have been with partial day.
- Consistency. Better at letters and numbers, better skill set.
- More learning and more play. Depends on the child, my child was very ready.
- They have more time for activities and there is not a push to disrupt in the middle of the day.
- More social time with peers. More time to grasp concepts.
- More time to focus on the skill building. Half-day does not provide enough time. Just as the teacher gets started, it's time for them to leave for the day. Full-days provide more opportunity to learn and grow.
- More learning time and time for specials.
- Better developed and more curriculum. More balance between learning/fun.
- More time to spend on all areas of development-including play both inside and out.
- More school time to learn what is being taught that day.
- Can learn at a slower pace. More time for specials.
- More material can be covered without it feeling overwhelming.
- Extra time for learning and socializing.
- Learning at a slow and steady pace.
- More learning and socialization for busy five-year old minds.
- It teaches them the structure of the day and how it's going to be the whole way through high school.
- More time with the teacher.

4. What do you think is a drawback to having a full-day kindergarten program?

- Fatigue. I do believe a lot of kids are too young to be “on” for a full-day program (at least for a good part of the beginning of the year). It does require a lot of the children and I notice a lot of time seems to be spent redirecting kids who are not focused...even now in April.
- I believe it is very beneficial.
- All districts should have full-day kindergarten.
- Tired after school.
- Children are so tired; especially the ones who are starting at age four.
- Kids are tired when they get home.
- Tired, my child sometimes falls asleep on the bus.
- In the beginning, my son was very tired.
- None, if they have attended preschool. The first week is an adjustment to full-days but beyond that it is great.
- My child is very hungry when he comes home and is also very tired some days.
- They are too young to be out all day. Tired, eye-strain, crankiness are all symptoms of a long day.
- Adjustment at the beginning of the year.

5. Do you wish to see the full-day kindergarten program continue?

39-Yes

1-No

- It only benefits the children.
- Children at this age are sponges and are eager to learn. Full-day kindergarten is a great way to get through to the student.
- Half-day should not even be an option.
- Yes, my four-year old son is next.
- No, would rather a modified day, 9-1.

6. Did your child adjust easily to the full-day Kindergarten schedule?

Yes – 38

No – 2

- It definitely took a while for my daughter to adjust to the demanding schedule, plus a long bus ride both ways make her day 8 am – 4 pm, very long. Never having gone to preschool or daycare was a huge shock to her system. Even though I see so many benefits of full-day, I can't help but feel it leaves little time for her to be a kid.
- Yes, after the first week of getting the routine down.
- Yes, liked the challenge.

Full-Day Kindergarten Parent Surveys

April 2012

Northville Elementary
(51 responses received)

1. Do you think a full day of school has been beneficial for your child?

Yes – 51

2. Have you had another child who attended the half-day kindergarten program in New Milford?

Yes – 35%

No – 65%

If you had another child who attended the half-day kindergarten program in New Milford, do you see a difference between what your children learned in the two programs?

- All day is less rushed. Half day kindergarten kids come home stressed and overwhelmed.
- The new reading program that is phonics based seems like a better foundation for readers.
- The full day has allowed for more advancement in reading and writing.
- No, both children have learned at the same speed and with similar materials and both will leave kindergarten able to read and write.
- There is more time to achieve the academic goals and, as a result, also more time to play so important.
- Absolutely, the biggest thing that stands out for our family is that my now kindergartener is less rushed and more relaxed.
- Completely different children.
- I don't really see a difference but all my children have attended preschool/EXCEL so maybe this would be better answered by a parent of non preschool.
- Absolutely! Our son is much further along and definitely more confident in the curriculum. It's also nice that he hasn't missed as much school. Our daughter missed many days due to snow. Those days weren't made up.
- I have definitely noticed a difference in my son's reading, writing, and math skills as a result of full-day. He is reading at the same (or higher!) level now (March) than my daughter after the whole year of half day kindergarten.
- I see them approaching first grade knowing a lot more – better prepared.
- Yes, Superkids is much more structured. It has pluses and minuses. But, overall a great program.
- I believe the full day program provided more time for concepts to be presented, and this child learned things earlier.
- I see a difference in the quality of the work, more in depth projects and definitely a greater love for school in general.
- Absolutely. I am amazed at the level of the current kindergarten students compared to both of my older kids who did half day. They (the K's) are reading at levels 8+ already.
- It is obvious that the longer program has benefited my daughter. I had two boys go through the half day program!!
- Absolutely—my kindergartener is presently reading at the level my first grader was reading at this point in her first grade year!

- Yes, (our daughter) is reading already whereas (our son) didn't until first grade.

3. What do you think is an advantage to having a full-day kindergarten program?

- More learning!
- The atmosphere is more relaxed and there is more time for learning and playing.
- More time to accomplish the large curriculum.
- Learning is spread out through the day with plenty of time for play and rest. I also think the teachers are more relaxed and not rushed.
- Advancement in math and reading.
- More time and less pressure to meet goals.
- Activities are not rushed so the children have more time to focus and absorb the information. Teachers can give more individual attention to each child.
- They get to experience lunch time and recess – something every school age kid loves.
- I think having a full day kindergarten program is great because they are learning so much more in one day.
- More time!! To work on everything and still have time to enjoy (play) as a child.
- There is more time to achieve the academic goals and, as a result, also more time to play which is so important.
- A lot more one on one time.
- The children get more accomplished and a better understanding of the materials.
- More time to learn in a less rushed atmosphere.
- They get to learn more and they're not as rushed through the day. Our child is reading, adding, and writing, etc. which is great for kindergarten.
- More time to socialize and recess!
- More time for reading, writing, art and specials.
- Learning is spread out through the day with plenty of time for play and rest. I also think the teachers are more relaxed and not rushed.
- More time for the lessons.
- Learning curve when it comes to the advances in technology and the amount they learn.
- It's an advantage for both the kids and the parents.
- It gave my child a well structured day. Most kids these days go to some form of preschool/childcare so I feel that it was an easy adjustment.
- I think that the kids have more time to learn the things they need to learn for first grade also, they won't be tired for the long day in first grade.
- More time for teachers to teach the material, less rushed, teachers really get to know the students and their needs. (More time to address those needs)
- Many parents are choosing to hold their children "back" until they are a little older to start kindergarten. These kids may naturally be more ready for full day. Also, many kids with two working parents are already accustomed to full day daycare making for an easy transition to full day kindergarten.
- Ample time for learning reading and math skills. The full day schedule isn't as jammed, allowing for the necessary time for learning and playing.
- They are not rushed trying to fit everything in. There is more time for free play, etc. in addition to the curriculum.
- I see them approaching first grade knowing a lot more – better prepared.
- More time and consistency. Now have school even when there is a delay.
- The time factor, and also the fact that activities in the classroom did not have to be interrupted as frequently.

- More time for children to get acclimated and learn. More time for teacher to meet needs. More learning time and more time for children to be with other children to be exposed to language and socialize.
- It prepares the students for first grade.
- The advantage to having a full day kindergarten program involves academics and social/behavioral skills. Academically, a full day program allows teachers to fully address the necessary Language Arts and mathematics skills in the kindergarten curriculum. In addition, the longer day helps teachers to get to all areas of the curriculum, while allowing extra time for activities such as centers, lunch, recess, specials, etc. These extra activities help children to further develop their social skills with age appropriate peers.
- It prepares the students for first grade.
- More time in each subject for the students to learn.
- More consistency, more structure in the day. Helps build confidence in the kids as they become more responsible. Teacher has time to “teach” as opposed to covering the material and focus on kids that don’t learn as fast as others.
- More learning time.
- Allows them to adjust too full day schedule, more time for learning and fun.
- Has a chance to make friends. Learn through play, loves specials and has really connected to her teacher and class.
- More time in school! I think that is best for learning!
- It prepares them for the long road ahead, mentally and physically.
- Much more time for creative play, more instruction time, more time to give 1-on-1 help.
- There are many advantages to a full day program. There is much more academics that can get accomplished in a day. Also, the full day helps prepare them for a first grade classroom.
- Attending school for a longer period of time helps children learn more and it helps them get accustomed to regular routine that will help them in their future classes. The longer you are doing something the faster you will learn it.
- More school time to learn, prepare for first grade.
- Puts them in a more level playing field.
- It gives them more time to learn and they’re not rushed.
- More time not rushed.
- Yes, I was most worried about her adjustment but she did great!
- Getting discipline earlier, getting on a full day schedule the year earlier, (when the academic learning is a little less critical), more advanced reading and free-writing, maturing early.
- The teachers have more time for instructions.
- More opportunities for growth, learning, instructions, socializing, and becoming independent individuals.

4. What do you think is a drawback to having a full-day kindergarten program?

- I do not think there is any drawback. I don’t see a reason for half day kindergarten, they just have to readjust for first grade and that makes more stress.
- Children who did not attend full time day care may struggle with the long day.
- None! Excellent program.
- The only thing I can think is that it might be harder on those children who never been in a preschool or daycare to adjust being away from their family for that long.

- It is a long day even with the scheduled “rest time” my daughter comes home exhausted.
- My child is used to it now but in the beginning he was coming home very tired.
- I don't see any negatives.
- I miss my child. I was hoping to have her with me more.
- The first two months our child was tired but then got use to the program and loves it.
- It leaves little time for other activities we'd like to pursue.
- Tired after school, not enough playtime after school.
- Too much in one day sometimes, and it can be a bit overwhelming for both child and parent.
- I do not think it's a drawback at all.
- Nothing, I think it's great.
- None! I'm a huge fan!
- The kids can get very tired, especially by Friday afternoon.
- They are more likely to be tired.
- Long days, may not be developmentally appropriate for all.
- None, for my child.
- I don't believe there are any drawbacks. Children will also have an easier transition to first grade because they will be prepared for the full day and will be ready for increased demands in reading, writing, and math.
- It is a long day for a five year old.
- For kids who are young it's a very long time.
- Apart from making sure the kids have time to “play” and “socialize”, I would hate to think that all the extra time would be focused on academics...they are young and need play and socialize time.
- Maybe, some kids are not ready, but they will adjust and be ready by the end of the year.
- None, other than the cost.
- They don't learn as much as they would during a full day. It will be harder for them to get used to the future class routine.
- Huge adjustment for a five year old.
- I see no drawback!
- Just getting used to being tired but not a big deal.
- The only thing I can say may be a possible drawback is for the extremely active kids....like my son, not sure he would have done as well but who knows—it worked great for (my daughter)!!
- Nothing! Other than exposure to language and other things on the bus, this would have happened the next year, anyway.
- None-I see no drawbacks in this program.
- There is no drawback in our opinion.

5. Please add any other comments you may have.

- It is obvious that my child retains many school lessons because he practices them outside of school.
- As parents we were ecstatic that New Milford went to full day kindergarten. More time is given for the children to adjust, learn and grow!
- I feel they do not have enough time at lunch-being they are so young they eat slowly. My daughter's lunch box comes home and her food is half eaten. When I ask her about it she always has the same response, “I didn't have enough time.”

- I know all four grades need to use the lunch room and each has a certain amount of time, but it would be great if the kindergarten classes had a little extra time.
- My child is learning at a little slower pace than some of his classmates. If he was in the half day program I feel he would significantly be behind because he would not be able to keep up.
 - I was worried that with only a half day that my child would be behind kids in other towns with full day, so I was happy we moved to full day.
 - Full day Kindergarten has helped my kindergartener socially; academically in ways I would have never thought possible.
 - Thank you it helps with our day care after school because we both work. We like the full day program.
 - It's been a very good year for our daughter. We're thrilled with what she's learned and with her developing independence and self confidence.
 - It is obvious that my child retains many school lessons because he practices them when he is out of school.
 - I know I couldn't read in kindergarten. I went full day in New York.
 - I think it would be a huge mistake not to continue all day kindergarten after the grant.
 - If you continue your full day again, increase lunch times to 45 minutes maybe even have teachers stay with students for the first 15 minutes to get them set up. Many times my child was unable to eat entire lunch.
 - I have been thrilled with the full day kindergarten program at Northville School. My daughter had a wonderful first experience in school and I feel this is a positive step for the school district.
 - The best thing that ever happened to the New Milford School system. The Board of Ed should see a positive "Trickle down/up" effect in the higher grades e.g. less demand for extra help and resources.
 - We love full day kindergarten, Northville School and (teacher). Thank You!!
 - The best place for these kids to be is in school, and the teachers do a great job!!
 - I am very pleased with the system in place for the kids and the teachers are great!!
 - I was skeptical at first but it has made a huge difference for my child. The half day program just isn't long enough to fulfill the expectations that the state has the first grade teachers had way too much catching up to do. We love the full day program.
 - Having a full day helps the children to adjust easier to the new routines of an elementary school. (Teacher) has provided an amazing K experience for our child this year!
 - I thought I was going to dislike it but it has been great! I feel very lucky to have had (teacher) that helps a lot.
 - I love full day kindergarten! This has been a wonderful experience for my son—both academically and socially.
 - As parents, we are very happy with the quality of education at Northville Elementary. Our daughter has learned and will continue to learn so much. Having all day kindergarten has been instrumental in this.



NEW MILFORD HIGH SCHOOL

388 Danbury Road, New Milford, CT 06776
(860) 350-6647 Fax (860) 210-2256
web address: www.newmilfordps.org/nhs/

Greg P. Shugrue, *Principal*
Suzi Greene, *Assistant Principal*
Maryann Ness, *Supervisor of Special Education*

Elizabeth Curtis, *Assistant Principal*
Donna Luzzi, *Assistant Principal*
Lance Pliego, *Interim Athletic Director*

March 29, 2012

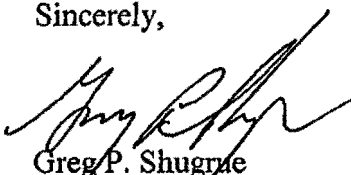
Ms. Janet D. Allison, Director of the Commission
New England Association of Schools and Colleges
Commission on Public Secondary Schools
209 Burlington Rd.
Bedford, MA 01730-1433


Dear Ms. Allison:

This letter is in reference to two phone conversations I have had in the past month with Mr. George Edwards, Associate Director of the Commission, on the possibility of moving New Milford High School's self study visit from the spring of 2014 to the spring of 2015. Mr. Edwards explained to me that in order to better facilitate visits, the Commission was seeking schools scheduled in 2014 to voluntarily move their visit to 2015.

After conferring with Mr. Edwards, my leadership team, and Dr. JeanAnn C. Paddyfote, our Superintendent of Schools, we respectfully accept the Commission's offer to move our self study date from the spring of 2014 to the spring of 2015.

Sincerely,


Greg P. Shugrue
Principal


JeanAnn C. Paddyfote, Ph.D.
Superintendent of Schools

New Milford 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.



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MAY 01 2012

NEW MILFORD SCHOOLS
SUPERINTENDENTS OFFICE

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS
COMMITTEE ON PUBLIC SECONDARY SCHOOLS

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jallison@neasc.org

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egallagher@neasc.org

April 25, 2012

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

Dear Mr. Shugrue:

The Committee on Public Secondary Schools has granted your request for a postponement of the scheduled evaluation of New Milford High School from 2014 to the calendar year 2015. This represents a permanent change in the school's subsequent decennial evaluations.

In the spring of 2013 New Milford High School will be invited to attend a Self-Study Seminar where Commission staff will provide a comprehensive review of the Standards for Accreditation, an update on the requirements of the self-study process, and changes in the visit protocol. We urge you to attend.

Further, if your school does not have a current statement of core values and beliefs with 21st century learning expectations in academic, civic and social areas, the Commission strongly recommends that you undertake a thorough review of your stated beliefs, values, and learning expectations well in advance of beginning a self-study to ensure that the school's written document reflects the 2011 Standards for Accreditation.

The document *Guideline to Developing and Implementing Core Values and Beliefs about Learning*, which can be accessed at the Association's website, <http://cpss.neasc.org>, may help inform your review process. Should you have any questions, as always you are welcome to call me directly.

Sincerely,

Janet D. Allison

JDA/dsw

cc: Jean Ann Paddyfote, Superintendent, New Milford Public Schools

**New Milford Board of Education
Committee on Learning Minutes
May 15, 2012
Lillis Administration Building, Room 2**

GEORGE C. BUCKBEE
TOWN CLERK *gk*

2012 MAY 18 P 1:14

NEW MILFORD, CT

Present: Mr. David A. Lawson, Chairperson
Mr. Tom Brant
Mrs. Wendy Faulenbach
Mr. David R. Shaffer

Also Present: Dr. JeanAnn C. Paddyfote, Superintendent of Schools
Dr. Maureen McLaughlin, Assistant Superintendent of Schools
Mrs. Paula Kelleher, Principal, John Pettibone Elementary School
Mrs. Susan Murray, Principal, Northville Elementary School
Mr. Greg Shugrue, Principal New Milford High School
Mrs. Anne Bilko, Assistant Principal, Hill and Plain Elementary School
Mr. Ryan Fitzsimmons, Teacher
Mrs. Janet Hahn, Teacher
Mr. Joseph Neff, Teacher
Mrs. Eileen Reed, Teacher
Mr. JT Schemm, Teacher
Ms. Linda Scoralick, Teacher
Mrs. Christina Sprindis, Teacher

1.	Call to Order The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 p.m. by Mr. Lawson. <ul style="list-style-type: none"> Mrs. Wendy Faulenbach was seated for Mrs. Daniele Shook. 	Call to Order
2.	Public Comment <ul style="list-style-type: none"> None 	Public Comment
3.	Discussion and Possible Action	Discussion and Possible Action
A.	Review and Approval of curriculum: <ol style="list-style-type: none"> Algebra II Architectural Drafting Geometry Intermediate Algebra II Project Lead the Way Spanish I Spanish II With no objections from the committee, Mr. Lawson allowed presenters to choose their order and invited them to share highlights of the revised curriculum.	Review and Approval of curriculum: <ol style="list-style-type: none"> Algebra II Architectural Drafting Geometry Intermediate Algebra II Project Lead the Way Spanish I Spanish II

<p>Intermediate Algebra II</p> <ul style="list-style-type: none"> • Ms. Linda Scoralick presented this curriculum which she said balanced a review of Algebra I with an introduction to Algebra II. It is designed to solidify the foundation for the Algebra II class. • Mr. Lawson asked if this course was part of a sequence, and Ms. Scoralick said it was but that students could arrive at the class by two different paths, either from Elementary Algebra or Academic Algebra I. • Mr. Shaffer noted that he wrote the original curriculum for this course and that Ms. Scoralick had done a great job with the revision. 	<p>Intermediate Algebra II</p>
<p>Algebra II and Geometry</p> <ul style="list-style-type: none"> • Mr. Ryan Fitzsimmons presented for both Algebra II and Geometry. He stated that the Algebra II guide was written by Mrs. Cheryl Reiner and Mrs. Janice McNamara who worked in collaboration with Ms. Linda Scoralick who revised the Intermediate Algebra II guide. Many of the revisions were due to changes in the Common Core Math Standards. The Geometry revision is also due to the changes in the Common Core Standards. There are also a few topic changes. • Mr. Shaffer noted that these guides are not officially labeled academic where the Spanish guides that will be discussed later are. • Dr. McLaughlin explained that the course names are derived from the high school's Program of Studies. • Mr. Lawson referred the matter to the high school principal and Assistant Superintendent. 	<p>Algebra II and Geometry</p>
<p>Architectural Drafting</p> <ul style="list-style-type: none"> • Mr. Joseph Neff presented this full year course guide. He stated that Architectural Drafting is a very popular course which focuses on hand drawn and computer aided house designs. 	<p>Architectural Drafting</p>

Project Lead the Way	Project Lead the Way
<ul style="list-style-type: none"> • Mrs. Eileen Reed and Mr. JT Schemm thanked the Board for approving this new course. The curriculum is different in format from others in that it is guided by the PLTW (Project Lead the Way) group. Two teachers are registered for summer training, and four physics teachers are using a professional development day to observe PLTW classes in Ridgefield. The curriculum provided with the program has been adjusted to accommodate New Milford High School's block schedule. They will also be "flipping" some lessons, where students will listen to a podcast for material outside of school and follow up with hands-on in class. No textbook is being used for the class, but the curriculum provides a variety of resources. • Mr. Shaffer asked if PLTW provides assessments. Mrs. Reed said there is one mandated on-line final exam, but the rest of the assessments are teacher-driven. The last several weeks of the course are intended for student projects. • Mr. Shaffer asked if all material in year one must be covered prior to year two, and Mrs. Reed said yes but that there is some flexibility in that the two foundational courses required can switch independently. • Mr. Shaffer asked about student sign up. Mrs. Reed said 58 students are signed up for next year of which all but 12 are freshmen. 	
Spanish I and II	Spanish I and II
<ul style="list-style-type: none"> • Dr. McLaughlin presented Spanish I and II stating that they are straightforward and similar in format. • Mr. Brant pointed out that Spanish II was missing the rubrics at the end. Dr. McLaughlin said they both should be the same and will follow-up with the three authors. • Mr. Shaffer asked if this was the same course that SMS takes two years to complete and, if so, could one guide be developed that covers both levels. Dr. McLaughlin said the pacing 	

	<p>guides would vary but that both schools should be similar.</p> <p>Mrs. Faulenbach moved to bring the following curricula to the full Board for approval: Algebra II, Architectural Drafting, Geometry, Intermediate Algebra II, Project Lead the Way, Spanish I, and Spanish II, seconded by Mr. Brant and passed unanimously.</p>	<p>Motion made and passed unanimously to bring the following curricula to the full Board for approval: Algebra II, Architectural Drafting, Geometry, Intermediate Algebra II, Project Lead the Way, Spanish I, and Spanish II.</p>
4.	Items of Information	Items of Information
A.	<p>Full-Day Kindergarten</p> <ul style="list-style-type: none"> • Dr. McLaughlin introduced the faculty members in the audience who would speak about full-day kindergarten and its overwhelmingly positive results. • Kindergarten teacher Mrs. Christina Sprindis from Northville Elementary School stated that while the data to be presented is impressive, the most impressive results cannot be measured: the confidence she sees in this year's kindergartners and the skills they have developed carry across the curriculum. She stated that full-day kindergarten was all she had hoped for her students and more. • Kindergarten teacher Janet Hahn from Hill and Plain Elementary School spoke about how good full-day kindergarten has been for learning, creativity, and social skills. • Mrs. Kelleher focused on the time that full-day kindergarten provides beyond learning for SRBI, developmental guidance, social group development, and other programs to come into the classroom. She is sure next year's first grade teachers will see the readiness and self-confidence the children have developed. • Mrs. Murray concurred, saying that these future first graders will hit the ground running. • Mrs. Bilko stated that the academic data shows great progress. Low levels on assessments have been eliminated with the time allowed for early intervention. DRA results show a high jump in students at level three. Last year the percentage was 18% at level three, this year it 	<p>A. Full-Day Kindergarten</p>

	<p>is 44%. The state expects students to be a level four by the end of kindergarten. The level of struggling readers, last year at 12.5%, has been virtually eliminated with only one student at that level this year presently. All data shows improvement with students reaching levels that they never have before.</p> <ul style="list-style-type: none"> • Mrs. Murray handed out writing samples for the committee members that showed the great strides the kindergartners are making in that area compared to another CT district. • The Committee thanked everyone for all their efforts. 	
B.	<p>NEASC Evaluation Schedule</p> <ul style="list-style-type: none"> • Mr. Shugrue explained the change in the scheduled visit. A NEASC representative had contacted him in March to see if there was interest in pushing back the accreditation visit one year. Mr. Shugrue consulted with Dr. Paddyfote about the pros and cons and then spoke to NEASC again. It was agreed that postponing the visit would allow the high school to develop “deeper roots” with the good improvements they are currently making. The high school faculty is starting to form a Leadership Committee and committees for the seven standards prior to the visit. They will also focus some, but not all, professional development next year on NEASC preparation. • Mr. Shugrue stated that he would be happy to do a presentation regarding the NEASC visitation for the committee or for the full Board at a later date if they wish. Mr. Lawson said that would be welcome. • Mr. Shaffer asked if NEASC had given any guarantees that the standards would not change drastically during 2014/2015. Mr. Shugrue stated that all indications were that they would not change as NEASC did a major overhaul in 2011. 	<p>B. NEASC Evaluation Schedule</p>

5.	Adjourn Mrs. Faulenbach moved to adjourn the meeting at 8:17 p.m. seconded by Mr. Brant and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 8:17 p.m.
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Respectfully submitted:



David Lawson, Chairperson
Committee on Learning