

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

COMMITTEE ON LEARNING
MEETING NOTICE

DATE: December 5, 2017
TIME: 7:30 P.M.
PLACE: Lillis Administration Building – Room 2

RECEIVED
TOWN CLERK

2017 DEC - 1 P 12: 56

NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

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

1. Call to Order

2. Public Comment

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

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

3. Presentation

A. Social Emotional Learning

4. Discussion and Possible Action

A. Review and Approval of Curriculum

- 1. Health K-2
- 2. Health 7 & 8

B. Request for New Program or Course

- 1. Digital Photography
- 2. AP Computer Science Principles
- 3. Word Processing and Google Apps

5. Items of Information

A. NMHS Proposed Art Department Course Changes

B. Possible Budget Drivers

6. Public Comment

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7. Adjourn

Sub-Committee Members: Tammy McInerney, Chairperson

Bill Dahl

J.T. Schemm

Alternates: Brian McCauley

Angela C. Chastain

REQUEST FOR A NEW PROGRAM OR COURSE: Digital Photography Course

Signature of Principal: _____

Signature of Department Chair: _____ (if applicable)

Date: 11/28

Person(s) Submitting Proposal: Alicia Daley

Curriculum Area: Art

Number of Credits/Level (if applicable): 0.5

Prerequisite Courses (if applicable): N/A

Grade(s): 9-12

1. Description of Program/Course: What is it the course/program addresses? How does it relate to the Common Core State Standards? What other pertinent information about the proposal do you wish to share (use attachment if more space is needed)?

This will be a digital photography course where students can use either a digital camera or smartphone with a camera built in it. Students will learn the fundamental terms, techniques & practices of photography using their smart phones / cameras and how to manipulate photographs in Photoshop. Many students have expressed interest in a Digital Photography course and even started a petition to get one at NMHS. There is a New Photography Club that takes place during Activity Period at NMHS this year and 36 students attended the first meeting. Students are extremely interested in taking a Photography Course ASAP.

This course will fulfill ALL of the CT Common Core Standards. These standards are:

#1. Generate and conceptualize artistic ideas and work.

#2. Organize and develop artistic ideas and work.

#3. Refine and complete artistic work.

#4. Analyze, interpret, and select artistic work for presentation.

#5. Develop and refine artistic work for presentation.

#6. Convey meaning through the presentation of artistic work.

#7. Perceive and analyze artistic work.

#8. Interpret intent and meaning in artistic work.

#9. Apply criteria to evaluate artistic work.

#10. Synthesize and relate knowledge and personal experiences to make art.

#11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

REQUEST FOR A NEW PROGRAM OR COURSE: Digital Photography Course

2. Describe the Current Situation and why the new proposal is needed. Describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

NMHS used to have a photography course as part of the Science Department (due to the chemicals needed for the dark room). Photoshop used to be only available on expensive Macintosh computers making it difficult to access. Now, as darkrooms are no longer used, chemicals are no longer needed and smart phones make taking photographs accessible to everyone. Photoshop and the other Adobe Creative Suite programs are now available for PC's making it more accessible and more affordable for schools and the general public.

3. Forecasted Impact of Change (use attachment if more space is needed)

A. Describe the likely impact of change on the students intended to be directly served by the program/course.

Students in the Art Department will learn how to properly photograph their artwork for juried shows, college applications, AP testing and job interviews. Digital media & design is a new career & digital portfolios & photo manipulation is an essential part of that. The Art students will learn skills that will open up this new career path and utilize their fine art skills while combining them with twenty-first century work place skills.

B. Will it have impact on other students? If so, how?

This class is open to all students of NMHS, whether they are Fine Art students or not. This offers a new elective to all students in grades 9-12 without a pre-requisite. No new equipment is necessary for students to enroll.

C. How will it affect students currently being served and possibly caught in a transition process (if applicable)?

As previously indicated, there is no pre-requisite to take this course, so transitions should be smooth. Current students will have this elective available in addition to Design Foundations 1, Ceramics 1 & Crafts. This addition will free up the fine art room, making scheduling easier.

D. What is the impact of this proposal on staffing?

No new staff is required as the Graphic Design teacher will teach this course. Cut, Paste & Copy will be reduced to 1 credit since we are no longer able to offer the vocational aspect of the course. Digital photography will be offered once each semester making the staffing requirement stay at the current level.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No, there are no scheduling implications. There is no pre-requisite & the course can be taken in any year, any semester. This is a great opportunity for all students at NMHS.

F. Are there space implications associated with the program/course?

The digital photography course would be offered in the art computer lab that already has 15 computers with Photoshop.

G. How might this impact other programs (e.g., Is a new elective likely to affect enrollment in other departments)?

We have been told that more electives are needed as many students are currently in study halls. This new course is an additional elective that any student in any grade can take, having a positive impact on scheduling

REQUEST FOR A NEW PROGRAM OR COURSE: Digital Photography Course

and enrollment. This will also alleviate the need for all freshmen to take Design Foundations, Ceramics 1 or Crafts.

4. Resources Required for the Program

A. Is there a need for new technology? If so, explain.

No, there is no need for new technology. The art computer lab already has 15 computers with Photoshop on them. These are the same computers that are being currently used by Cut, Paste & Copy and Advertising Art. However, as with all technology, the software and equipment are continuously updated as they improve.

B. What current materials will need replacement?

Currently all materials are in good condition. There are several older laptops that will need to be replaced in a few years. When the budget allows, the purchase of new laptops will benefit the Digital Photography course, Cut, Paste & Copy, Advertising Art & the students enrolled in the other art courses. The department currently has 2 digital cameras that will be available for students who do not have access to their own camera or smartphone. These could be signed out for student use. Per budget explanation new cameras will be purchased when the budget allows.

C. Are there staffing needs required because of the resources?

No new staff is required. The graphic design teacher will teach this course.

D. Would there be specific needs for materials for SPED or for ELL?

None

E. Is specialized training required for staff?

The current art staff is qualified ot teach this course.

5. Name Curriculum Writing Participants and when will it occur?

Alicia Daley & Kristi Soucie will work together to write this curriculum during the summer.

6. Develop a Projected Budget of Impact Costs for Three Years:

Description	Year 1	Year 2	Year 3	Total
Cost of Text	N/A	N/A	N/A	N/A
Supplies	Ink & paper 1500	Ink & paper 1500	Ink & paper 1000	\$4000
Professional Development	N/A	N/A	N/A	N/A
Curriculum Writing	New course \$745	N/A	N/A	\$745
Staffing	Current staff	Current staff	Current staff	Current staff
Other (identify)	Cameras, Adaptors & cables	Cameras \$200	Adaptors & cables	\$1000

REQUEST FOR A NEW PROGRAM OR COURSE: Digital Photography Course

	\$500		\$300	
Total	\$2745	\$1700	\$1300	\$5745

Request for a New Program or Course

Signature of Principal:

Signature of Department Chair:

(if applicable)

Date: 11/28

Title of Proposal: AP Computer Science Principles

Person submitting Proposal: Shana Bergonzelli-Graham

Curriculum Area: Business/Practical Arts

Number of Credits/Level (if applicable): 1.0

Prerequisite Courses (if applicable): Introduction to Programming

Grade(s): 10-12

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

The College Board has launched a new Advanced Placement course and corresponding exam named AP Computer Science Principles. The content of this course is rigorous, college-level and incorporates high-level thinking skills. This intent of this course is to engage everyday students in all aspects of computing relevant to today's society. Many skills in the curriculum align with Common Core Math Standards or practices, such as quantitative reasoning (N-Q), writing expressions (A-SSE), abstractive reasoning and problem solving (Math Practices). This course would use the Mobile-csp online curriculum.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

Given the changing educational needs of students, computer science in the 21st century must build beyond the programming-centric orientation that was prevalent during the discipline's infancy. This new course aims to make the world of computing more relevant to today's student. Some topics are creativity and a "maker ethos" in the realm of technology, data and information collection, compilation and abstraction as well as creation of algorithms in computing and everyday life. This course will also explore digital literacy and the global impact of the internet. There will be a programming component, but it will not comprise the bulk of the course. This new course will also broaden the opportunity for New Milford students to take a college-level course and will add more options to New Milford's Advanced Placement program in the 2018-2019 school year and beyond.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program

The students would need to ensure that they have room in their schedule for a yearlong elective. Those students who intend to take this course in addition to other courses may need to plan their schedules in advance to accommodate all the courses they wish to take. They should also be realistic about the amount of work they are willing to take on at one time.

B. Will it have impact on other students, if so how?

No impact anticipated

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

No foreseeable impact at this time.

D. What is the impact of this proposal on staffing?

No foreseeable impact at this time.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

It is a yearlong elective for 1 credit. Students interested in the course would need to ensure that they have room in their schedules for a yearlong elective.

F. Are there space implications associated with the program/course?

The computer requirement necessitates that each class can only accommodate at most 22 students.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

The new elective may impact students who would otherwise choose to take another Advanced Placement course or advanced course in math or science. There is a small chance these courses would experience lower enrollment. The new elective creates a new pathway that did not previously exist between Intro to Programming and AP Computer Science opening up an elective for students in 10th grade. This may in turn affect the number of students who may have previously taken Web Design, or Web Design II.

4. What resources are required for the program?

A. Is there a need for new technology? If so, please explain.

There will be a need for Android tablets to assist with mobile development. 1 for every 2 students. All software needed for this class will be free.

B. What current materials will need replacement?

N/A

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

For SPED students, the curriculum could be modified to use more hands-on resources for the programming component. The classroom reading material and questions can be modified to accommodate all levels of students.

E. Is specialized training required for staff?

Training for staff was completed in the summer of 2017

5. Who will be involved in curriculum writing and when does one envision it will occur?

The course would be written by the teacher trained in teaching the course (Bergonzelli) and would be completed before the 2018-19 school year.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	Click or tap here to enter text.	0	0	0
Supplies	\$1430	0	0	\$1430
Professional Development	0	0	0	0
Curriculum Writing	\$1210	0	0	\$1210

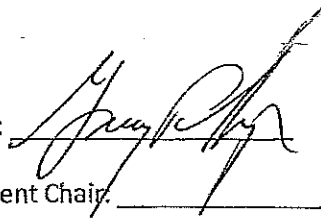
Staffing	0	0	0	0
Other (identify)	0	0	0	0
Total		0	0	0

*All costs associated will be requested through the Perkins Grant.

Additional explanation of budget impact (if needed):

Request for a New Program or Course

Signature of Principal:



Signature of Department Chair:

(if applicable)

Date: 11/28

Title of Proposal: Word Processing and Google Apps

Person submitting Proposal: Eric Williams

Curriculum Area: Practical Arts/Business

Number of Credits/Level (if applicable): .5

Prerequisite Courses (if applicable): None

Grade(s): 9-12

1. **Description of Program/Course** (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This course will address the shift that has occurred at the high school over the past several years in which classroom teachers regularly use a variety of Google Apps that are available to students (Classroom, Docs, Sheets, Slides). Each student also has their own Google email account which would also be worked into the class. This course would address the need for improved proficiency by students in using the different Google Apps made available to them. This addresses a variety of CCSS that are tied to collaboration with peers ([CCSS.ELA-LITERACY.SL.9-10.1](#)), and the presentation of information using a variety of digital media ([CCSS.ELA-LITERACY.SL.9-10.5](#))

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

See answers to questions #1-#2

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program

This course was requested due to numerous discussions between business teachers about the need for more proficiency in the use of Google Apps as opposed to an entire course focusing on keyboarding. While a small part of the course will still address the fundamentals of word processing, the focus will be on student proficiency in the use of Google Apps. Due to the collaborative nature of the Google Apps these are widely used in the school for the purpose of individual and group assignments. Students taking this course would gain more proficiency in the use of Google Apps which would better prepare them for other classes that utilize them for a variety of reasons that include: using Google Classroom, writing and sharing written papers, responding to feedback from teachers, presentations, completing group work outside of school/classroom).

- B. Will it have impact on other students, if so how?
None foreseen
- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?
No issues foreseen as it will be taking the place of Keyboarding.
- D. What is the impact of this proposal on staffing?
No impact on staffing as current business teachers will teach the course.
- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.
No scheduling impact foreseen as this takes the place of Keyboarding.
- F. Are there space implications associated with the program/course?
The only space implications are due to the number of computer rooms available in the business wing. Although this is not seen as a problem because the same rooms used for Keyboarding will be used for this new class.
- G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)
Impact should be minimal as this is taking the place of Keyboarding.

4. What resources are required for the program?

- A. Is there a need for new technology? If so, please explain.

No new technology needed.

- B. What current materials will need replacement?

None needed.

- C. Are there staffing needs required because of the resources?

No change in staffing.

- D. Would there be specific needs for materials for SPED or ELL?

All materials could be modified without the need for buying materials. Accommodations currently used in the Keyboarding class could be utilized in this new course.

- E. Is specialized training required for staff?

No specialized training is required, but curriculum writers will look into the impact and necessity of teachers gaining Google certification. Level 1 certification costs \$10 per teacher to take the exam. Level 2 certification would cost \$25 per teacher to take the exam.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Business teachers who have taught Keyboarding or BCA will be those asked to take part in the curriculum writing. This will occur when all other curriculum writing occurs at the end of this current school year.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$2500	\$0	\$0	\$2500
Supplies	\$0	\$0	\$0	\$0
Professional Development	\$50	\$100	\$0	\$150
Curriculum Writing	\$1210	\$0	\$0	\$1210
Staffing	\$0	\$0	\$0	\$0
Other (identify)	\$0	\$0	\$0	\$0
Total	\$3760	\$100	\$0	\$3860

*All costs for this course will be requested through the Perkins Grant

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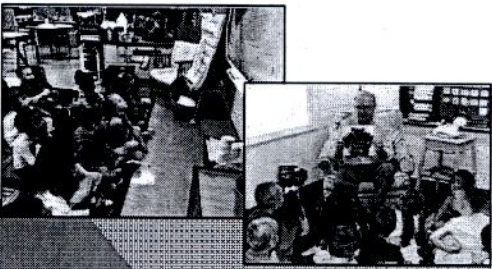
Additional explanation of budget impact (if needed):

SOCIAL EMOTIONAL LEARNING

HILL & PLAIN ELEMENTARY SCHOOL
NORTHVILLE ELEMENTARY SCHOOL

TARGET AUDIENCES

Students	Teachers
Administration	Parents



**SUPPORTING TEACHERS
THROUGH PROFESSIONAL DEVELOPMENT**

Book study groups meet monthly



- Same grade levels/mixed grade levels
- Includes Unified Arts staff & other support staff

Book format- theory/application

Topics studied

- Your Brain is a Muscle
- Growth Mindset...the power of YET!
- The Magic of Mistakes
- "Constellation of Stances"

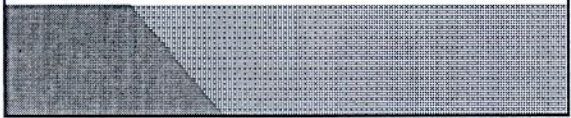
Optimism, Persistence, Flexibility, Resilience and Empathy



SUPPORTING TEACHERS THROUGH PROFESSIONAL DEVELOPMENT

2 Formal Sessions...October/November

- Goal: To increase teachers' awareness of SEL competencies
- Self-awareness*...knowing yourself
- Self-management*...knowing how to control your behaviors & moods
...setting & working toward goals
- Social awareness*...understanding & respecting the perspectives of others
- Relationship skills*...knowing how to build and keep rewarding & positive relationships with friends, family and others
- Responsible decision-making*...knowing the impact of your choices on yourself and others
- Goal: To inform teachers of age-appropriate teaching resources
- Goal: To clearly identify my role



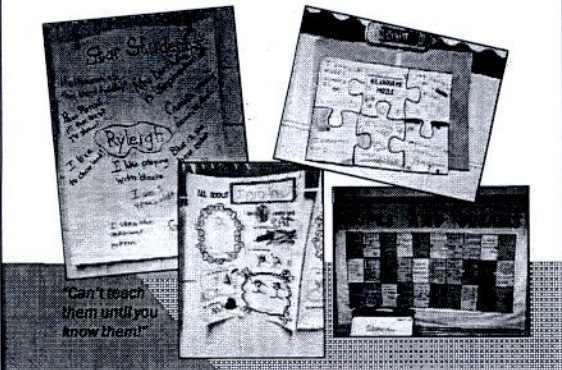
SUPPORTING TEACHERS THROUGH PROFESSIONAL DEVELOPMENT

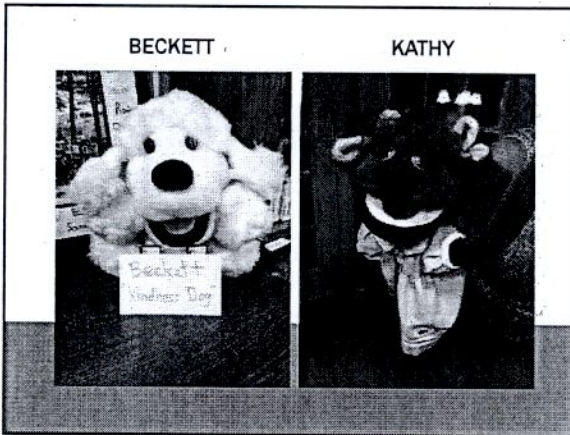
- Created database of resources for students, teachers and parents
- Distributed lists of resources to teachers
 - Children's books
 - Videos for teachers and parents
- Completed teachers' self-assessment of CASEL competencies
- How well do you know your students?
- Teachers shared effective strategies to address SEL competencies
- Viewed videos related to student self-regulation

In addition: "The Learning Never Ends"
 Articles shared with UA teachers
 Model lessons
 Consult with individual teachers
 Conversations with teams
 Collaborate with Counselors,
 Social Workers & Librarians




RELATIONSHIPS FIRST



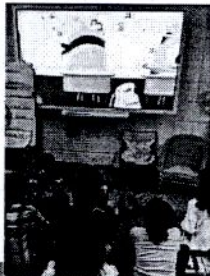



SEL LESSONS

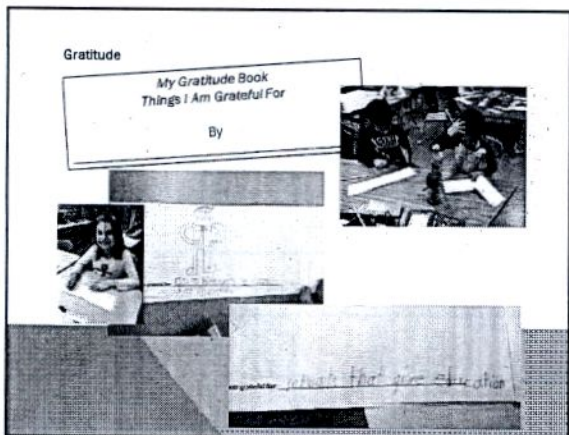
Coping Skills	I-Statements
Mindful Body	Solving Problems Peacefully
Mindful Breathing	Lizard-wizard Brain
Feelings	Gratitude
Stretch & Grow Your Brain	Growth Mindset Setting Goals
Kindness & Compassion	Smart Choices
Positive & Negative Self-Talk	Active/Whole body Listening
Cooperation	Celebrating Differences Recognizing
Bullying	
Mindful Friendships	

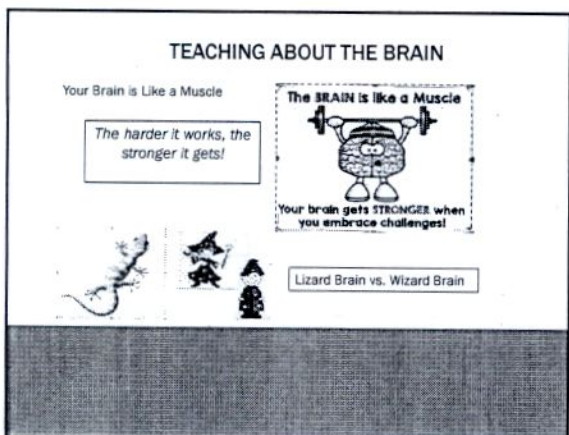


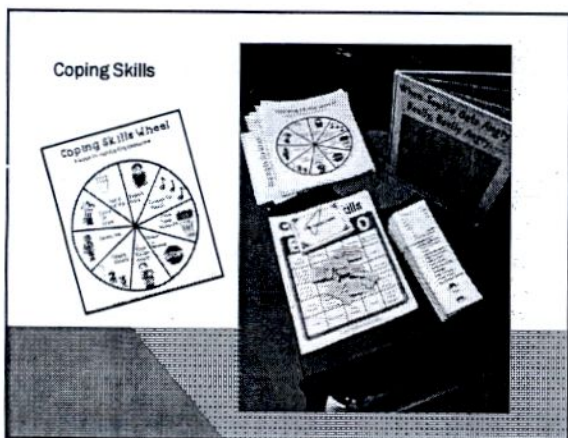
WORK WITH STUDENTS

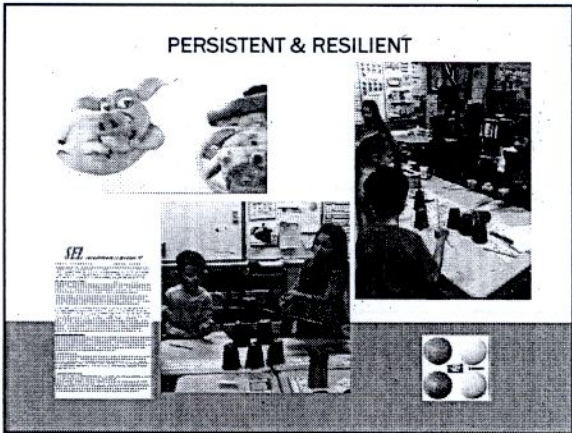


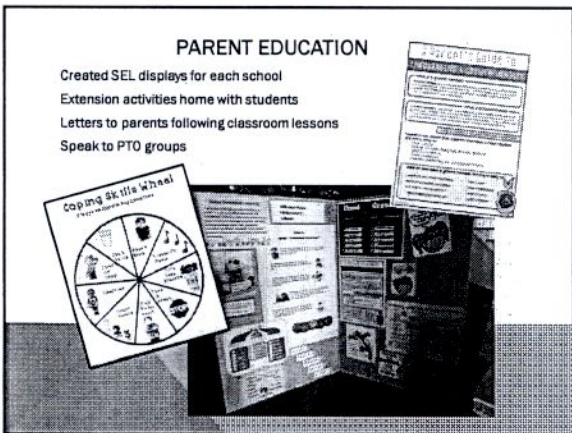
Identifying Emotions Class Dojo lesson

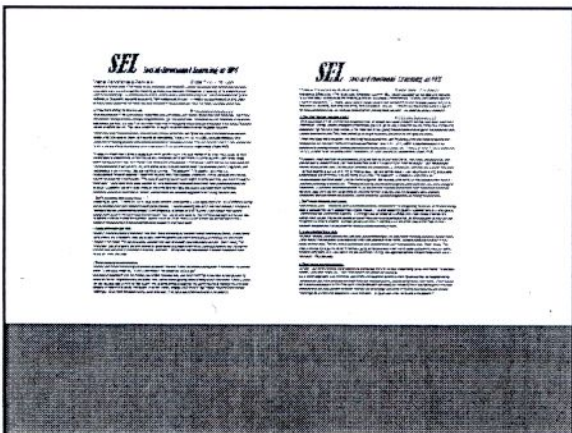




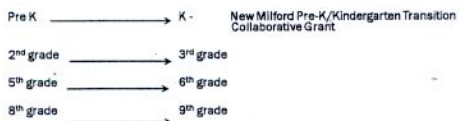






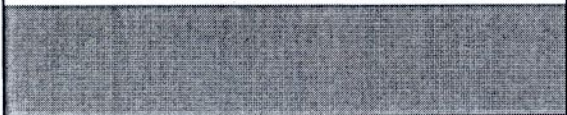


TRANSITIONS



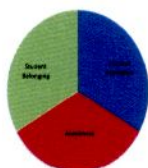
Process

- meet with each school's leadership team
- record transition process used currently
- discuss possible changes with leadership teams

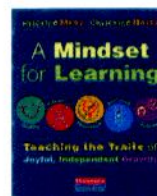




Social Emotional Learning
New Milford Public Schools



Elementary Social Emotional Work



- Consultant shares Growth Mindset lessons with students in classrooms using Class Dojo (K-2):
 - Chapter 1: Your Brain is a Muscle-Introduces students to the idea of a Growth Mindset. The simple idea that your brain is a muscle is proven to have a profound impact on learning!
 - Chapter 2: The Magic of Mistakes
 - Chapter 3: The Incredible Power of Yet
 - The Mysterious World of Neurons

Some lessons completed in class have take-home questions, for parents to complete with their child at home which act as an extension of what's learned in class.

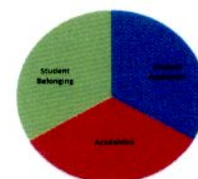
- Parents receive a newsletter sent via the principal regarding classroom happenings with outreach activities that complement class lessons on social emotional learning.
- NES and HPS Faculty Book Study: A Mindset For Learning-Focus on Optimism, Persistence, Flexibility, Resilience and Empathy.
- Consultant visits K-2 classrooms and observes/integrates teaching of stances (below) as kids need support.
- Mindset work continues at SNIS-topic of focus for last two years-work done with staff and consultant during after school meetings.

<u>Stance</u>	<u>Definition</u>	<u>Beginning Definition for Students</u>
Optimism	Feeling hopeful that risks are worth taking and that problems will work themselves out.	When you do something new, you think, "I can try," and give it your best shot because that's how you grow.
Persistence	Sticking with something even when it is challenging.	Having persistence means you try and try again even when it feels hard.
Flexibility	Seeing and trying many possible actions within a task.	When one thing doesn't work, you try a different way.

Resilience	Bouncing back and recovering from setbacks or failures.	When you have trouble, you bounce back and try again.
Empathy	Feeling how another person is feeling and imagining what it would be like to be in another's position.	You have empathy when you feel someone's feelings in your own heart.

Chart taken from A Mindset for Learning by Kristine Mraz and Christine Hertz

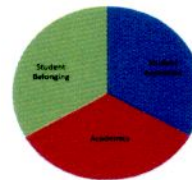
- Guidance Lessons support Social Emotional Learning using the Nurtured Heart approach (K-5) <https://childrensuccessfoundation.com/about-nurtured-heart-approach/> that classroom teachers use as well as lessons from the Jesse Lewis "Choose Love" website: <http://www.jesselewischooselove.org/> (K-2).
- Health and PE classes teach a variety of grade level appropriate Wellness topics such as self care, self awareness, self-management, social awareness, relationship skills, responsible decision-making. (K-5)
- Positive Behavior Interventions and Supports (K-5):<https://www.pbis.org/>
 - PBIS is about building capacity for implementing a multi-tiered approach to social, emotional and behavior support. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. (PBIS.org)
- Certified Behavior Analyst hired full-time in 2017 to support students
- Inclusion Specialist helps to support children struggling with behavior, etc.
- Social workers support family outreach
- Social Workers and Guidance staff collaborate with outside agencies
- Ed Gerety-Spoke to Staff on District-wide PD day in October <http://edgerety.com/>



Middle School Social Emotional Work

- Health and PE classes teach a variety of grade level appropriate Wellness topics such as self care, self awareness, self-management, social awareness, relationship skills, responsible decision-making.
- Nurtured Heart approach utilized in classrooms and with guidance grades 6-8 <https://childrensuccessfoundation.com/about-nurtured-heart-approach/>
- Positive Behavior Interventions and Supports:<https://www.pbis.org/>
 - PBIS is about building capacity for implementing a multi-tiered approach to social, emotional and behavior support. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups. (PBIS.org)
- Team building field trips
- Full time Certified Behavior Analyst hired in 2017 to support students

- Inclusion Specialist helps to support children struggling with behavior, etc.
- John Halligan presentation on bullying and suicide prevention.
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0ahUKEwjO_Zqgl4fXAhUrilQKHbrrCssQFgglMAA&url=http%3A%2F%2Fwww.ryanpatrickhalligan.org%2F&usq=AOvVaw0lvUWgUGB0iNzKM5QVEsMT
- Transition support for students entering grade from grades six and nine.
- Social workers support family outreach
- Ed Gerety-Spoke to Staff on District-wide PD day in October <http://edgerety.com/>

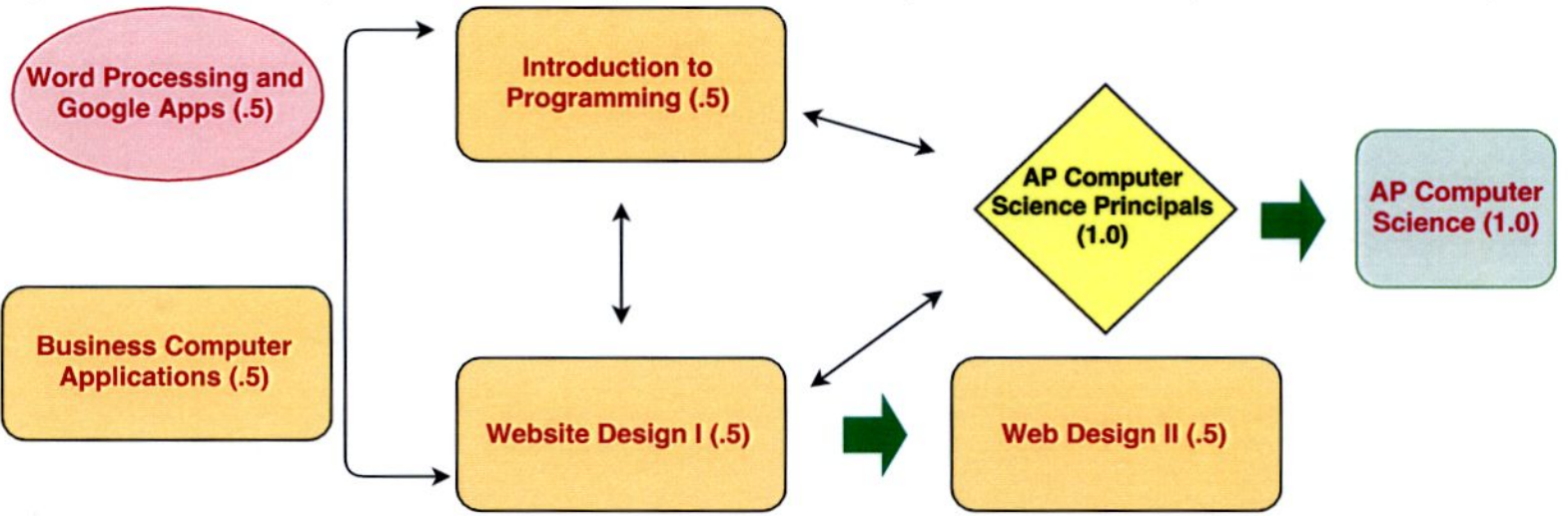
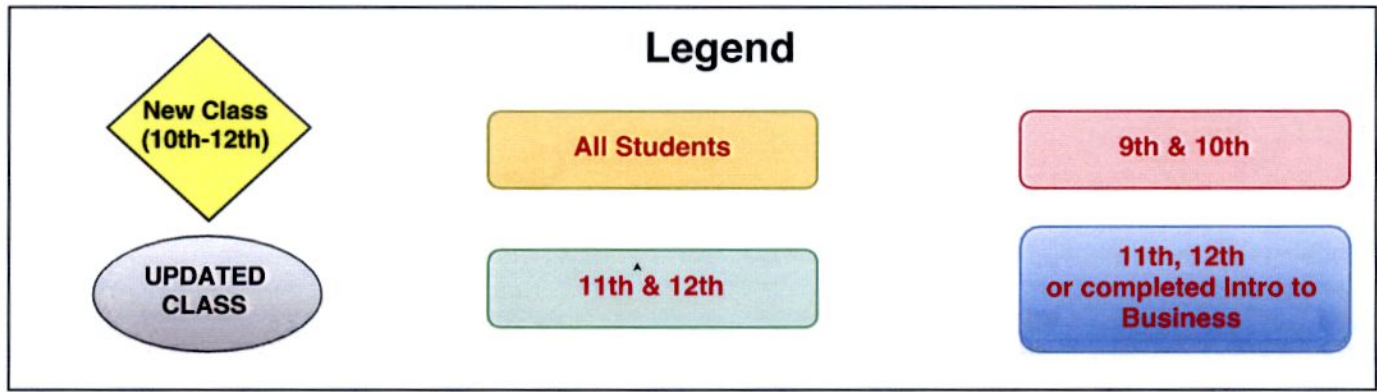


High School Social Emotional Work

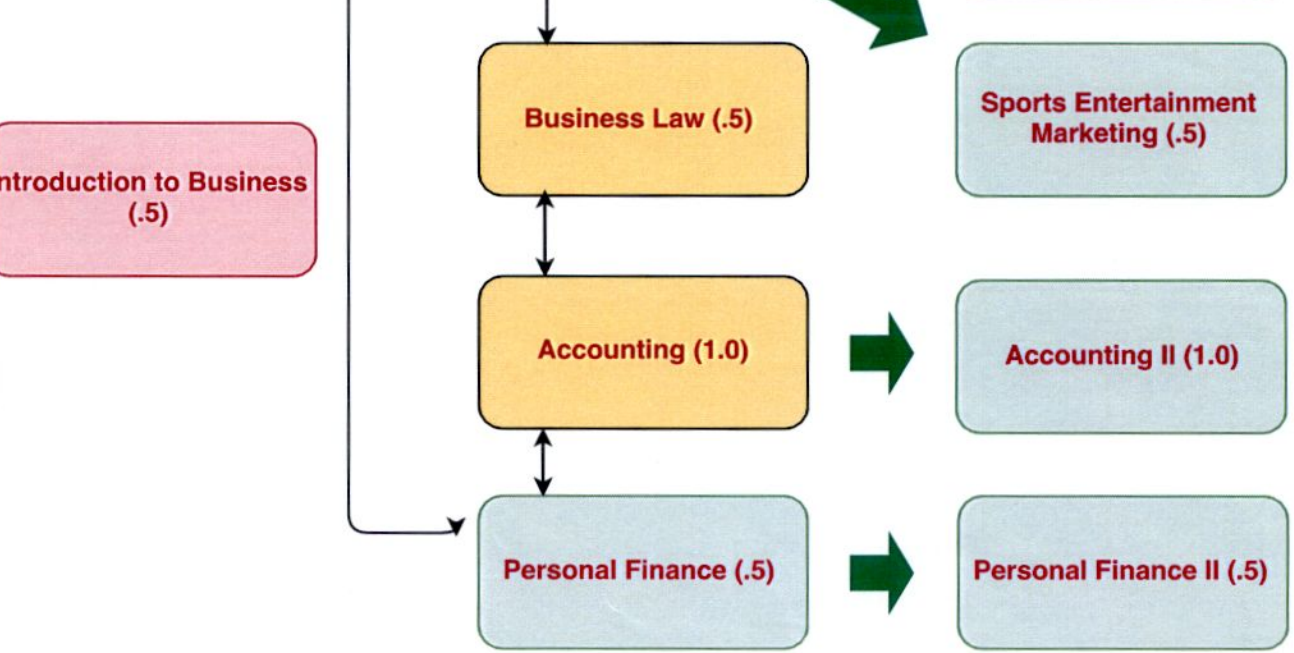
- “Names Can Really Hurt Us” Anti-Bullying Assembly-Anti-Defamation League Grade 10 November
- Climate and Culture Committee
- Health and PE classes teach a variety of grade level appropriate Wellness topics such as self care, self awareness, self-management, social awareness, relationship skills, responsible decision-making.
- Effective School Solutions Program (ESS) for general ed and special ed students
- Full time Student Assistance Counselor
- Social Workers support family outreach
- New Milford Substance Abuse Council-results of survey led to training Youth Mental Health First Aid Training for 22 students.
- The Truth About Hate assembly Grade 11 Anti-Defamation League
- Sexual and Unlawful Harassment assembly Danbury Women’s Center (Grades 9-12)
- Ed Gerety-Spoke to Staff on District-wide PD day in October <http://edgerety.com/>
- Social Media with the CCSU Assistant AD Grades 9-12
- “I Am Dirt” Assembly <https://www.johnmorello.com/the-shows>
- Advisory groups and Purple day

District-Wide

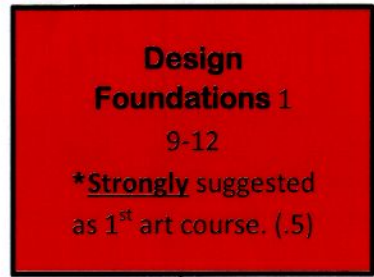
- Mental Health Forum: Monthly workshops for district related services staff (social workers, psychologists, guidance) Topics this year include: school anxiety, depression, trends in drug use, social media, gender issues, and grief counseling support.
- Regional Crisis Team: district social workers participate in a monthly workshop to build collaboration and resources with other school districts in our region. The meetings include workshops and speakers on a variety of topical concerns and issues facing our youth.
- All administrators take part in monthly meetings where topics on responding to hate and bias are discussed and brought back to each school for further discussion.



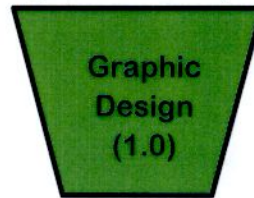
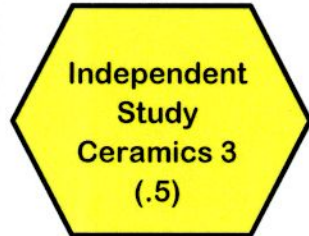
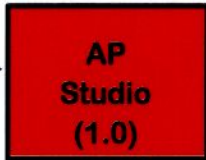
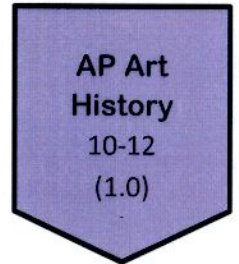
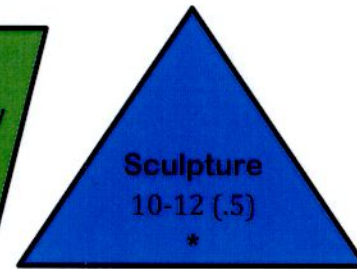
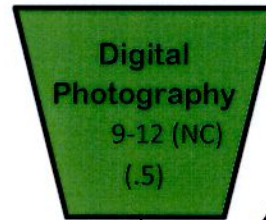
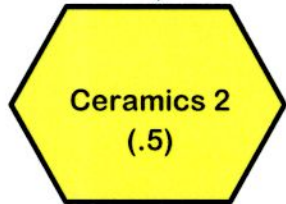
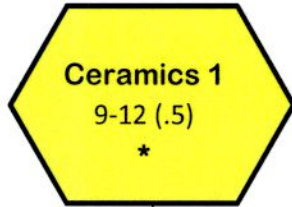
Business Department Course Pathway Proposal



NMHS Art Course Flowchart



*It is **strongly suggested** that Design Foundation 1 be taken prior to all other art courses at NMHS.



NMHS Art Course Flowchart

Proposed New Course

Digital Photography:

- ½ year course that would feed into Cut, Paste, Copy.
- Alicia Daley taught a Digital Photography II course at her previous school, and said that could be an option.
- Alicia and Alessandro will be meeting in the near future to discuss possible collaboration between their classes if Digital Photography is created.

Proposed NMHS Art Department Course changes In 2018-2019 school year

Graphic Design (formerly Cut, Paste, and Copy)

- Course would need curriculum revision (currently on 5 yr. curriculum plan)
- CPC goes from 2 credit course down to 1 credit course
- CPC loses vocational credit as colleges no longer accept it from NMHS
- Difficult to go outside the school on a regular basis for Vocational training
- Art credit remains at 1 credit, but curriculum will need to be rewritten.

Advertising Art

- Course would need curriculum revision (currently on 5 yr. curriculum plan)
- Ad Art becomes prerequisite for CPC
- Curriculum needs to be rewritten to become prerequisite incorporate some things that will be lost in current CPC course due to time being cut in half.
- Current curriculum based around magazines and is outdated
- Needs to be rewritten to include more digital/online sources of advertising art

Proposed Digital Photography Course

- Half year course
- Multiple sections can be added
- Taught by CPC teacher
- Any grade 9-12 can take photography
- Students petitioned for a course
- New Photo activity club had 36 students on first activity day this year with only 2 days of promoting it.
- 2 sections of Photography = 1 credit & replaces the CPC vocational credit that will be lost.