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

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	**February 4, 2020**
TIME:	**7:30 P.M.**
PLACE:	**Lillis Administration Building – Room 2**

AGENDA

New Milford Public Schools Mission Statement

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

1. **Call to Order**
2. **Public Comment**
   An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:
   A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
   B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.
3. **Presentation**
   A. Coaching Boys into Men
4. **Discussion and Possible Action**
   A. Request for New Program or Course
      1. Computer Science SMS
5. **Public Comment**
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shall not respond to or otherwise discuss any comments that might be made pertaining to students.

6. Adjourn

Sub-Committee Members: **Joseph Failla, Chairperson**
Brian McCauley
Tammy McInerney
Cynthia Nabozny

Alternates: **Angela C. Chastain**
Wendy Faulenbach

Coaching Boys into Men

Coaching Boys into Men ©

Coaching Boys into Men (CBIM) is a violence prevention program for athletic **coaches** to inspire them to teach their **young male** athletes about the importance of respect for themselves, others, and particularly women and girls.

CBIM is coaching social and emotional intelligence skills in boy's sports.

Coaching Boys
INTO MEN

Coaching Boys into Men [©]

- All about fostering healthy relationships among athletes and their peers
  - Builds trust and sets expectations for acceptable behavior
  - Defines abusive behaviors and teaches healthy relationship skills
  - Explains why the behavior shift should occur
  - Leverages coaches' influence as role models to their athletes

- Fits into the sports season
  - 12 "mini-training" lessons 15 min. per week

Coaching Boys INTO MEN [®]

CBIM Card Series

Prep Cards (5)

Help you prepare for CBIM during the season

Training Cards (12)

Outline the delivery of weekly discussions

Halftime & Overtime Cards (3)

Strategies to engage your school and community in CBIM

CBIM Training Topics

1. Pre-Season Speech
2. Personal Responsibility
3. Insulting Language
4. Disrespectful Behavior Towards Women & Girls
5. Digital Disrespect
6. Understanding Consent
7. Bragging About Sexual Reputation
8. When Aggression Crosses the Line
9. There's No Excuse for Relationship Abuse
10. Communicating Boundaries
11. Modeling Respect and Promoting Equality
12. The CBIM Pledge

PERSONAL RESPONSIBILITY

This training will help athletes:

1. Recognize the consequences of their behavior and how their language and conduct reflect on themselves, the team, and others.

2. Accept responsibility and hold themselves accountable for their actions.

3. Recognize they have a responsibility to listen and believe the experiences of women and girls.

Warm Up

"Last week we went over some of the things I expect you guys to be responsible for, such as getting to practice on time, working hard, and respecting each other. I also want you guys to be accountable for your actions. You are the person responsible and accountable for everything you say and do – in sports and in your everyday life."

Ask the Players

1. What does it mean to be responsible for your actions on the field?

2. How do your actions off the field represent the team, your school, and your community?

3. How do you hold yourself accountable off the field?

4. How might we help each other be more accountable?

5. What does it mean to listen and believe what women and girls say?

Discussion Points & Wrap Up

• Be a team player. This means respecting your teammates, displaying good sportsmanship, and being in control of your own actions.

• You reflect our team, our school, the community, and your family and friends

• Accountability means holding yourself responsible – and that is something that you, and only you, can do.

• One thing we're going to focus on this season is that there are real consequences for yourself and others when you don't treat people with respect.

• As males, we must also acknowledge females' experience - even when we might not agree or think it's right. We have a responsibility to talk through their concerns with respect.

Coaching Boys
INTO MEN

Coaching Boys into Men WORKS!

- Ending in 2012, CBIM underwent a rigorous three-year evaluation in Sacramento, California funded by the **Centers for Disease Control** (CDC) and conducted by Dr. Elizabeth Miller, now of the **University of Pittsburgh**.

- CBIM has been proven to positively affect male athletes' bystander behaviors and to reduce abuse perpetration among athletes who receive the program, supporting the effectiveness of a school athletics-based approach as one strategy to prevent dating violence among teens.

- CBIM meets the CT SDE frameworks for health and physical education.

Coaching Boys into Men WORKS!

Methodology

- Sixteen high schools and over 2,000 athletes participated in the randomized-controlled trial.
- Athletic coaches from eight of the sixteen schools received training and implemented the program.
- The remaining eight schools were "control" schools, meaning that they did not participate in CBIM until after the evaluation was complete
- Coaches participating in CBIM completed a 60-minute training session to prepare them for the program. Athletes were assessed before the season began, 3 months after the program ended and 12 months later

Coaching Boys
INTO MEN

Coaching Boys into Men WORKS!

Results

- At 3 month follow-up athletes who participated in CBIM were significantly more likely to report intentions to intervene (e.g., telling an adult, talking to the people involved, etc.), and when witnessing abusive or disrespectful behaviors among their peers, they were actually more likely to intervene than those not in the program

- One year later, compared to athletes who did not receive the program, athletes who participated in CBIM were more likely to report less abuse perpetration and less negative bystander behavior (e.g., not saying anything, or laughing) when witnessing abusive or disrespectful behavior among their peers.

Coaching Boys INTO MEN ®

cca|DV

Becoming a CBIM Coach

PRE-SEASON

- Attend Coaches Training
- Identify a day & time for weekly lessons
- Pre-season Survey for Athletes

DURING SEASON

- Facilitate weekly Trainings (10-15 min.)
- Communication with CBIM Staff

POST-SEASON

- Post-Season Survey for athletes and coaches
- Attend brief wrap-up meeting with CBIM Staff

Who's Using CBIM in Connecticut

Middle School

- Woodrow Wilson Middle School in Middletown

High School

- Norwich Free Academy (Basketball)
- Berlin High School (Football)
- Enfield High School (Football)
- Suffield High School (Basketball)
- Hartford Public High (Football)
- Kingswood Oxford School (Soccer)
- CREC Schools (Basketball)
- Maloney High School in Meriden (Basketball)

Other

- Bloomfield Youth Services

Coaching Boys INTO MEN ®

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Who's Committed to Using CBIM

High School
- Rockville High School (Spring Sports 2020)
- Glastonbury (Football 2020)
- Capital Prep Magnet School (All sports)

College
- Wesleyan University (All sports)
- Southern CT State University (all sports)

Other Prospects
- Wilton School Systems
- Wethersfield High School
- Rocky Hill High School
- Sacred Heart High School

Coaching Boys INTO MEN ®

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Training and On-Going Support

- Youth Agency to hold initial training with coaches
- As program grows, Youth Agency will be the facility for all training
- Ongoing training allows more coaches to get involved over time

Coaching Boys
INTO MEN

Coaching Girls to Leaders

12 Session curriculum designed
For girls that addresses:

1. Pre-Season Speech
2. Personal Responsibility
3. Safe Supportive Culture
4. Confidence
5. Communicating Boundaries
6. Assertion vs. Aggression
7. Cultivating Positive Friendships
8. Digital Disrespect
9. Understanding Consent
10. Developing Resilience
11. Modeling Respect
12. Wrap Up and Pledge

COACHING GIRLS
TO LEADERS

CARD SERIES

Coaching Girls to Leaders

Session 2: Personal Responsibility

This session will help females athletes:

1. Recognize the consequences of their behavior and how their language and conduct reflects on the themselves, the team and others.
2. Accept responsibility and hold themselves accountable for their actions.

WARM UP

" Last week we went over some of the things I expect you to be responsible for, such as getting to practice on time, working hard and respecting one another. I also want you to be accountable for your actions. You are the person responsible and accountable for everything you say and do-in sports and in your everyday life."

Coaching Girls to Leaders

cca|DV

QUESTIONS?

Coaching Boys INTO MEN

Coaching Boys into Men Overview

Coaching Boys into Men (CBIM) is a violence prevention program for athletic coaches to inspire them to teach their young male athletes about the importance of respect for themselves, others, and particularly women and

Coaching Boys into Men

Many people judge athletic accomplishments by counting wins and losses, but some coaches will tell you that their legacy is much more personal. Everyday millions of lives are devastated by violence in the home. Teenagers, like adults, sometimes experience violence and abuse in their young relationships as well.

Coaching Boys into Men® (CBIM) is a program that helps build healthy relationships and prevent violence – stopping it before it even starts. Over the course of a season, CBIM coaches lead their players through brief weekly activities that address themes such as personal responsibility, respectful behavior, and relationship abuse through the use of 12 specially designed play cards.

For more info contact:
Linda Blozie/Dylan Figueiredo
CCADV
860.282.7899
cbim@ctcadv.org

training 1

This training will help athletes:

1. Understand your expectations and ground rules for the upcoming season, such as arriving on time, respectful behavior, etc.

2. Anticipate upcoming CBIM program trainings focusing on building healthy relationships and respect for women and girls.

Warm Up

❝ Since this is the start of the season, I want to talk about your responsibilities on this team and my expectations of you. This season we'll not only be focusing on your development as athletes, but also on your development as young men. This includes how you carry yourself and how you treat others, particularly people you may be dating or hooking up with. Each week, I want to talk to you guys about some of these things. Starting today, we will focus on how we can better show respect for ourselves, your teammates, and others. ❞

Coaching Boys INTO MEN ®

Respect.
Integrity.
Nonviolence.

Dear Parent/Guardian,

Over the course of the season, your child has the opportunity to be involved in an exciting program called Coaching Boys into Men (CBIM). CBIM is a program that helps build healthy relationships and prevent violence before it starts. CBIM uses coaches to mentor young athletes about responsibility and respect for others, especially towards women and girls. This national, research-based program discusses twelve topics such as personal responsibility, insulting language, disrespectful behavior towards women and girls, when aggression crosses the line, and digital disrespect.

Participation in program discussions includes a pre and post survey that will be used to measure learning outcomes and program effectiveness. The survey is completely confidential and will not require or include any identifiable information. If you do not wish to have your child participate in CBIM team discussions, please sign below and have your child return this form to me. Participation is voluntary and non-participation will not have any bearing on your child's involvement in team activities.

On the other side of this form is a CBIM information sheet. If you have any questions or concerns, please feel free to contact me at. I believe CBIM will be a beneficial learning experience for the whole team. Thank you.

I do not wish to have my child participate in CBIM discussions and surveys:

Parent Signature_____

Athletes Name_____

Date_____

Coaching Boys INTO MEN

PRE-SEASON ASSESSMENT FOR ATHLETES

IN THE PAST THREE MONTHS HAVE ANY OF YOUR COACHES TALKED TO YOU ABOUT:

1.1 Being respectful toward women and girls?

____ I wasn't on a team in the past 3 months
____ Yes, my coached talked to us.
____ No, my coach didn't talk to us.

1.2 Stopping kids from doing harmful or violent things towards a girl or girls?

____ I wasn't on a team in the past 3 months
____ Yes, my coached talked to us.
____ No, my coach didn't talk to us.

| 1 | NOT ABUSIVE | 2 | A LITTLE ABUSIVE | 3 | SOMEWHAT ABUSIVE | 4 | VERY ABUSIVE | 5 | EXTREMELY ABUSIVE |

2. THIS IS A LIST OF THINGS SOME PEOPLE DO OR SAY TO SOMEONE THEY DATE. PLEASE RATE EACH OF THE FOLLOWING ACTIONS.

1 2 3 4 5   1. Name calling or insulting them.

1 2 3 4 5   2. Telling them they're ugly or stupid.

1 2 3 4 5   3. Making fun of them in front of other people

1 2 3 4 5   4. Telling them what to do all the time.

1 2 3 4 5   5. Telling them which friends they can and cannot talk to or see.

1 2 3 4 5   6. Pressuring them not to break up.

1 2 3 4 5   7. Not listening to what they have to say.

1 2 3 4 5   8. Trying to convince them to have sex.

1 2 3 4 5   9. Preventing them from leaving a room.

1 2 3 4 5   10. Keeping tabs on them or spying on them.

1 2 3 4 5   11. Being physically/sexually intimate with someone without asking.

1 2 3 4 5   12. Constantly contacting them via phone, text or social media to find out who they are with , where they are and what they're doing.

1 2 3 4 5   13. Threatening to hit them.

1 2 3 4 5   14. Forcing them to have sex.

1 VERY UNLIKELY	**2** SOMEWHAT UNLIKELY	**3** UNCERTAIN LIKELY	**4** SOMEWHAT LIKELY	**5** VERY LIKELY

3. **HOW LIKELY ARE YOU TO DO SOMETHING TO TRY AND STOP WHAT'S HAPPENING IF A TEAMMATE OR FRIEND OF YOURS IS:**

1   2   3   4   5   1. Making rude or disrespectful comments about a girl's body, clothing or make-up?

1   2   3   4   5   2. Spreading rumors about a girl's sexual reputation, like saying she's easy?

1   2   3   4   5   3. Fighting with a girl where he's starting to cuss or threaten her?

1   2   3   4   5   4. Doing unwelcome or uninvited things toward a girl or group of girls such as howling, whistling, or making sexual gestures?

1   2   3   4   5   5. Shoving, grabbing or physically hurting a girl?

1   2   3   4   5   6. Showing other people sexual messages or naked/sexual pictures on a cell phone or the Internet?

1   2   3   4   5   7. Telling sexual jokes that disrespect women and girls?

1   2   3   4   5   8. Taking sexual advantage of a girl who is drunk or high from drugs? (like touching, kissing, having sex with her)?

1   2   3   4   5   9. Pressuring a girl to be physically or sexually intimate without asking whether she wants to?

4.1 WHAT GRADE ARE YOU IN?

____ 9th Grade

____ 10th Grade

____ 11th Grade

____ 12th Grade

____ Other: Please specify

_____

4.3 HOW DO YOU DESCRIBE YOURSELF?

____ Male

____ Female

____ Other: Please specify

_____

4.2 HOW DO YOU IDENTIFY YOUR RACE/ETHNICITY?

____ American Indian/Alaska Native

____ Asian

____ Black or African American

____ Hispanic or Latino

____ White or Caucasian

____ Multi-racial (More than one race)

____ I don't know

____ Other: Please specify

_____

Coaching Boys INTO MEN

POST-SEASON ASSESSMENT FOR ATHLETES

IN THE PAST THREE MONTHS HAVE ANY OF YOUR COACHES TALKED TO YOU ABOUT:

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____ Yes, my coached talked to us.
____ No, my coach didn't talk to us.

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| 1 | VERY UNLIKELY | 2 | SOMEWHAT UNLIKELY | 3 | UNCERTAIN LIKELY | 4 | SOMEWHAT LIKELY | 5 | VERY LIKELY |

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1   2   3   4   5   9. Pressuring a girl to be physically or sexually intimate without asking whether she wants to?

4.1 WHAT GRADE ARE YOU IN?

___ 9th Grade

___ 10th Grade

___ 11th Grade

___ 12th Grade

___ Other: Please specify

_____

4.3 HOW DO YOU DESCRIBE YOURSELF?

___ Male

___ Female

___ Other: Please specify

_____

4.2 HOW DO YOU IDENTIFY YOUR RACE/ETHNICITY?

___ American Indian/Alaska Native

___ Asian

___ Black or African American

___ Hispanic or Latino

___ White or Caucasian

___ Multi-racial (More than one race)

___ I don't know

___ Other: Please specify

_____

Introducing a New Program or Course

At times, a need for a new program or an opportunity for a new course presents itself. Decisions to make these changes, while always encouraged, need to be made carefully and only after thoughtful planning.

The form that follows this page is designed to help encourage thoughtful planning and careful decision-making and is to be used when proposing a new program or course. It is important to note that requests should be made in a timely fashion so that it may be adequately budgeted and staffed. Therefore, it is requested that a proposal for any new course that is planned to be offered in the next budget year be submitted to the office of the Assistant Superintendent no later than September 30th in the academic year proceeding its initial offering.
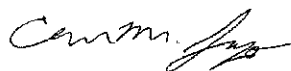
Requests for a new program or course must have the principal's prior approval. In the case of high school/middle school, it must also have the department chair's prior endorsement (where applicable) as well.

Once a proposal is received by the Assistant Superintendent, it will be reviewed and, if approved, brought to the Committee on Learning for endorsement, then to the full Board of Education for approval, allowing program development to move forward (i.e. curriculum writing).

Once the curriculum is written, it will come back to the Committee on Learning for endorsement and, if so endorsed, sent to the Board of Education for formal adoption.

Request for a New Program or Course

Signature of Principal: *[signature]*   Date: 11/26/19

Signature of Dept. Chair (if applicable):   Date: _____

Title of Proposal: | Computer Science |

Person submitting Proposal: | Jennifer Morrison |

Curriculum Area: | Technology |

Number of Credits/Level (if applicable): | |

Prerequisite Courses (if applicable): | NA |

Grade(s): | 6,7,8 |

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?)

> Computer Science is the study of computers and algorithmic processes, principles, designs, and their impact on society. This is separate from and builds on computer literacy and digital citizenship.
>
> Computer Science is not specifically part of the Common Core but Connecticut has adopted the Computer Science Teachers Association Standards to guide computer science education in the state.
>
> Additionally, Connecticut has added Computer Science to the list of curriculum to be offered Grades K-12.

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).

> The Computer Technology Curriculum at Schaghticoke is over 5 years old, for a field that is constantly changing this is a long time. The current curriculum focuses mainly on digital citizenship and computer literacy but does include a few aspects of computer science. While we considered re-writing the current curriculum (and that may still be necessary), we felt that offering Computer Science as an option while continuing to offer the current curriculum would allow students to focus on the area that best met their interests/needs.

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/course.

   > It is hoped that students who opt for Computer Science will be more likely to take Computer Science classes in high school. Offering students a choice between the 2 Tech classes will hopefully increase student engagement.

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

   > None is anticipated.

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

   > None anticipated, the curriculum will be designed to minimize prerequisite skills. Students who choose Computer Science in later grades (not having chosen it in 6th but starting in 7th) should not find the transition difficult.

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

   > Depending on scheduling constraints, this should have no impact on staffing.

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

   > Arranging one teacher's schedule to accommodate teaching 6, 7, and 8th grades in our current 2X/6 day schedule will present some challenges.

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

   > This class should be able to be taught in an existing computer classroom.

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

   > This will not affect other Unified Arts classes, it will add a choice within the existing Computer Technology classes.

4. **What resources are required for the program?**

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

> Depending on the specific curriculum there may be a need for software/website access although we hope to use sites that are free. There may be a need for a few class tablets for modeling apps if that becomes a part of the curriculum.

    B. What current materials will need replacement?

> None at this time.

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

> At this time, no. We are looking to rearrange schedules of staff to incorporate this course. As students become more interested in future years, this may change. We will reevaluate at that time.

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

> No. If there is any need, the Special Education department will help to support that need.

    E. Is specialized training required for staff?

> Yes. Teachers have attended training in this area and have the knowledge base and expertise to teach this course if approved after curriculum writing.

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

> We hope to have technology staff at SMS write the curriculum.
>
> In terms of timing, as soon as possible.

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	$0.00	$0.00	$0.00	$0.00
Supplies				
Professional Development	$2,000			
Curriculum Writing			$0.00	$0.00
Staffing	$0.00	$0.00	$50,000	$0.00
Other (identify)				
Total	$2,000		$50,000	$52,000

Additional explanation of budget impact (if needed):

If we adapt the Code.org curriculum (we cannot teach this curriculum fully due to our schedule, it is designed for a full year meeting everyday), then few additional tools or texts would be needed. The final unit in that curriculum calls for Adafruit Playground Express units - a classroom pack of 15 (sufficient for paired programming, 2 kits would be needed if programming was individual) costs $350.00.

There are many options that could be combined using free software and tools we currently own - for example, Carnegie Mellon has an excellent Python curriculum that would fit into 1 semester for the 8th grade. Much depends on the direction the district wants the class to take.