



Supporting Our Students' Success

Committee on Learning
April 2024

*Ensuring Coherent Programming through Collaboration,
Communication and Careful Planning*

Guiding Our Work

Tonight's conversation emphasizes the district's priorities:

- Student Support
- High Quality Teaching and Learning
- Future-Focused Programming

Tonight's Topics

For Your Information:

- High School Alternate Programming Pilot
- Social Studies - Grades 6-8
- Naviance Update - Grades 6-12
- Course Proposal Process



NMH

Alternate Programming Pilot

**Innovative High
School
Programming:
Access &
Opportunity**

3/11/24

Focus



Collaboration



Creativity

Heart



VISION OF A GRADUATE

LIFE, LEARNING, AND CAREERS BEYOND

Communication

Recognizing audience. Actively listens. Advocates for themselves. Allowing productive discourse

Critical Thinking

The ability to use information in original and creative ways to solve problems

Problem Solving

The ability to define a problem, evaluate options, and persevere through to find a solution



Growth Mindset

The ability to set goals, develop an action plan and seeks opportunities for personal growth

Personal Relationships & Social Awareness

The ability to demonstrate an understanding, acceptance, and respect of others' differences

Self-management

The ability to set and pursue personal and professional goals through self-advocacy, time-management, preparation, and organization.

LEADING WITH

FOCUS | HEART | COMMUNICATION | CREATIVITY

The Mission of NMPS

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***.

Purpose of an alternative high school

- [CSDE PA 15-133](#) defines **alternative education** as “a school or program maintained and operated by a local or regional board of education that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students.”
- Students enrolled in alternative education benefit from the same academic standards for all students in Connecticut, within a different or unique setting, which addresses barriers found in traditional settings.
- Alternative education can support student graduation by building positive relationships, focusing on students’ individual strengths, talents, social/emotional/behavioral needs and providing academic rigor and cultural relevancy of instruction.
- Alternative education settings may be responsive to student needs by providing unique programming, nontraditional hours, or hybrid experiences for students.
- Students enrolled may include those whose academic, social/emotional and/or behavioral needs are not being met by the traditional program or school.

Grounding Alternative Philosophy

Two core philosophical foundations found in high quality alternative education settings:

- Alternative education is a student focused perspective based on a respect for who students are and the belief that all students can learn given the right environment
- Participation in an alternative setting is an informed choice made by students and their families.

Identifying needs for an alternative experience

- Suggested best practices ([CSDE](#))
- Instructional materials (textbooks and manipulatives)
- Instructional (disposable) resources
- Staffing
- Location
- Partnerships

Factors contributing to Alternative option

- Attendance...
- Number of Repeat Grade 9 (R9) students pre-covid v. current...
- Number of students in summer school pre-/post-covid
- Number of students in CBI pre-/post-covid
- Absenteeism pre-/post-covid
- Discipline pre-/post-covid

Location Considerations

- Onsite at NMHS- use certified staff, access to administrator, nurse is available, other NMHS resources (wood shop, track, LLC, LSW, SBHC)
 - *What happens if student is expelled?*
- Traditional “Offsite” (i.e., JPS)
- After hours “twilight academy” at a NMPS school
- Cooperative model: Single town, working with a partner (i.e. CC, industry partner, WCSU) and work at a neutral location
- Collaborative model: many towns work together at a neutral location as a school of choice

NMHS: Alt. 1.0

ALT 1.0

New Milford High School has a current need for an alternative education program. While a long term plan needs to be built, this proposal shows that a program can be built for our students to begin in the 24-25 school year.

- Students in this program will attend an abbreviated schedule daily
- There will be direct instruction on a daily basis by classroom teachers
- Edgenuity (CBI) program will continue to exist for credit recovery opportunities
- The program will be in an area of the school with its own entrance/exit
- The rooms have two bathrooms and a kitchen area

ALT 1.0: Who is this for?

New Milford students who will be eligible for this program are those who have not met success in the traditional school setting. The non-traditional setting will address the social, emotional, behavioral and academic needs for students.

Students recommended for alternative education may be:

- Behind in credits and not on track for graduation.
- Social, emotional, or behavioral challenges .
- Chronically absent students.

In collaboration of administration, school counseling, support staff, students, and their families, recommended students will complete an application and go through a pre-registration meeting to discuss programming.

Questions:

As we continue our brainstorming and planning of our alternative education program, we are mindful of the following questions:

- Can this alternative program serve both regular education and special education students if a special education teacher is assigned to the program?
- Can this alternative program serve MLL students?
 - How have other districts set up parameters for students with certain LAS link scores?
- What would the work experience and/or internship aspect look like for our students?
 - Do we need this or is this a bonus to build in as we develop?

OPTION 'A'

- 30-min classes
 - *180days x 30min = 90hr/class*
 - *No midterms/finals*
- Would have multiple teachers per subject because does not follow A/B (i.e would pay 6 staff 'A' and 6 staff 'B')
 - As students start for period 3 and 4 would have to pay teachers extra for 2:15-4:00
- Transportation- ARRIVAL to NMHS at 10:00 and DISMISSAL at 2:15
- Convenient after-school access to athletics, theater, band
- 6+ credits w/IS & CR
- Work study credit is an option

Time	Event
7:35-8:05	Core class 1
8:10-8:40	Core class 2
8:59-9:29	Core class 3
9:34-10:04	Core class 4
10:23-10:53	Core Class 5
10:58-11:47	Ind. Study or credit recovery
11:47-12:17	Lunch & Dismissal

OPTION 'A'

- Follows A & B schedule
- Starts at 7:35AM; students eat breakfast upon arrival
- Each class is 60-min daily
 - 90days x 60min = 90hrs/class
 - No midterms/finals
 - built -in CR/IS with each course 20min
- Electives? (health, PE, art, personal finance) would have to be scheduled events
- Credit recovery? 1 of the 6 courses?
- This offers 6 credits; 6+ if we consider scheduling PE/HE, arts, personal finance as events monthly
- Work study credit is an option
- ...After school sports and activities; Supervision if after school activities??

Time	Event
7:35-8:54	A day- Class 1 & B day- Class 4
8:59-10:18	A day- Class 2 & B day- Class 5
10:23-11:42	A day- Class 3 & B day- Class 6
11:47-12:17	Lunch & Dismissal Daily

OPTION 'C'

- 30-min classes
 - $180\text{days} \times 30\text{min} = 90\text{hr/class}$
 - No midterms/finals
- Would have multiple teachers per subject because does not follow A/B (i.e would pay 6 staff 'A' and 6 staff 'B')
 - As students start for period 3 and 4 would have to pay teachers extra for 2:15-4:00
- Transportation- ARRIVAL to NMHS at 10:00 and DISMISSAL at 2:15
- Convenient after-school access to athletics, theater, band
- 6+ credits w/IS & CR
- Work study credit is an option

Time	Event
10:00-10:18	Arrival, attendance, lunch
10:23-10:53	Core class 1
10:58-11:28	Core class 2
11:33-12:03	Core class 3
12:03-12:22	Movement Break
12:22 - 12:52	Core class 4
12:57-1:27	Core class 5
1:32-2:15	Ind. Study or credit recovery
2:15-4:30	Homework club; late buses

OPTION “B”

- Follows A & B schedule
- Starts at 10:00 AM; students eat breakfast upon arrival
- Each class is 60-min daily
 - 90days x 60min = 90hrs/class
 - No midterms/finals
 - built -in CR/IS with each course 20min
- Electives? (health, PE, art, personal finance) would have to be scheduled events
- Credit recovery? 1 of the 6 courses?
- This offers 6 credits; 6+ if we consider scheduling PE/HE, arts, personal finance as events monthly
- Work study credit is an option
- Access to after school activities

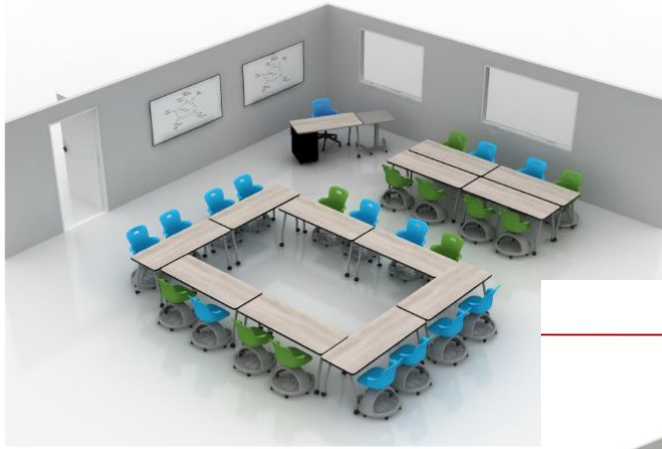
Time	Event
10:00-10:18	Arrival & Lunch
10:23-11:42	A day- Class 1 & B day- Class 4
11:47-12:52	A day- Class 2 & B day- Class 5
12:57-2:15	A day- Class 3 & B day- Class 6
2:15-4:30	Homework club; late buses

Budget Implications

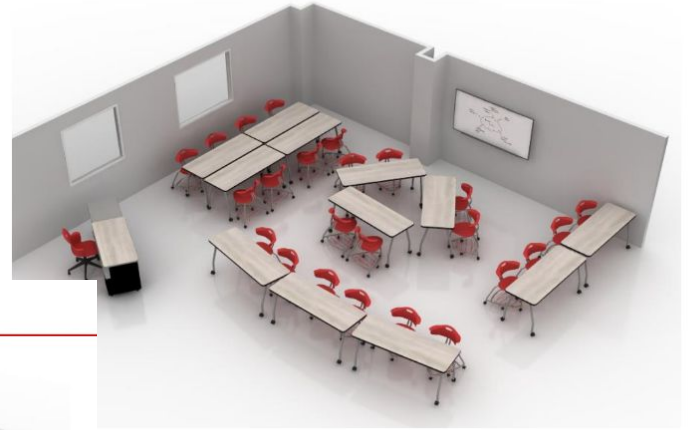
- *2 classroom repaint*
- *2 classroom furniture (slides 12-17)*
- *World language (WL) lab relocation (to LLC)*
- *LLC computer lab renovation (WL lab destination)*
- *A small school setting (Big Picture Learning?? Providence RI)*
- *Individualized learning plans...internships (1-2 days a week) and career path credential/certification*
- *Advisory and connectedness- start in advisory...end in advisory each day*
- *Internship/Externship and Mentorship- certificates and credentials*
- *Transportation*

Option	Need	Expense
A	6 teachers, bus, ala cart electives, supervision(?)	YTBD- Based on available staff
B	6 teachers, bus, ala cart electives, supervision(?)	YTBD- Based on available staff

Rendering – Classrooms – Haskell Option 1



Rendering – Classrooms – Haskell Option 2



Rendering – Classrooms – Scholar Craft

Rendering – Classrooms – VS America



Rendering – Classrooms – Scholar Craft



Next Steps:

- Work Orders
 - 2 classrooms including Seating and furniture quotes
 - LCC computer lab renovation
- Available staff (May 2024)
- Presentation to BOE
- Stakeholder communications & forward facing document & application



SMS

Social Studies Curriculum Grades 6-8



By Ashley Kivela & Dan Savo





CT Social Studies Standards Introduction



Social Studies Content Themes

These six themes illustrate the steering committee's content guidance as outlined in the Guiding Principles. The themes helped orient educators as they developed standards in grade-band cohorts.



Justice



Representation



Inclusivity



Global Context



Agency



Local Connections



Standards Overview



Connecticut Elementary and Secondary Social Studies Inquiry Arc



The *Connecticut Elementary and Secondary Social Studies Standards* are grounded in the inquiry arc outlined in the College, Career, and Civic Life (C3) Framework. Comprised of four dimensions, the inquiry arc defines both what students can do and understand. Students inquire, source, and demonstrate their understanding of the content, both in- and out-of-school contexts.

[Link to CT SS State Standards](#)

Connecticut's Social Studies Students can:



Connecticut's Social Studies Students understand:



Changes to SMS Curriculum: **Grade 6**

In Grade 6, students will study the culture and geography of world regions. Students will investigate how geography impacts the development of civilizations, both historical and contemporary, by looking at issues such as: human-environment interactions, including issues of climate, population density, access to natural resources, land use, and cultural diversity using disciplinary tools and communication skills.

For this regional studies course, students will explore the regions of the Middle East and Africa, South and East Asia, Europe, and Latin America. Within these regions a focus will be placed on the themes of geography, civics, economics, and history.

GRADE 6:

UNIT 1: Intro to World Studies

- 5 Themes of Geography
- Elements of Culture
- Map Skills
 - Latitude & Longitude

UNIT 2: Middle East & Africa

- Physical Features
- Ancient Mesopotamia
- Ancient Egypt
- African Tribes
- Modern issues:
 - Resource Usage

All Ancient Civilizations will include:

- Systems of Governance
- How resources help shape civilizations
- Social Structures
- Role of religion in civilizations

UNIT 3: South & East Asia

- Physical Features
- Ancient Indus Valley
- Ancient China
- Silk Road
 - Connecting Africa, Asia, & Europe
- Modern issues:
 - Overpopulation

GRADE 6:

UNIT 4: Europe

- Physical Features
- Ancient Greece
- Ancient Rome
- Renaissance & Exploration
- Industrial Revolution
- Modern Issues:
 - Refugees
 - Role of the EU

UNIT 5: Latin America

- Physical Features
- Ancient Aztec
- Ancient Maya
- Ancient Inca
- Columbian Exchange
- Modern Issues:
 - Immigration
 - Environmental issues

Changes to SMS Curriculum: **Grade 7**

In Grade 7, students will study how culture, government and economic systems have shaped societies within world regions, both historical and contemporary.

Students will investigate how ideas spread by exploring, through a thematic approach, the themes of cultural diffusion and migration, governance and human rights, and the economics of globalization. Through the use of disciplinary tools and resources that support planning and developing inquiries, evaluating historical sources, and communication of knowledge and ideas, students will develop a strong understanding about world geography.

GRADE 7:

UNIT 1: Review of Culture & Geography

- 5 Themes of Geography
- Elements of Culture
- Map Skills

UNIT 2: World Religions & Cultural Diffusion

- Polytheism Review
 - Ancient Polytheistic Societies (Egypt, Greece, Mesoamerica)
- Monotheism
 - Judaism, Christianity, & Islam
- Hinduism:
 - Monotheism or Polytheism?
- Non-theism & Philosophies
 - Buddhism & Confucianism
- Movement of Religions
 - Crusades, Silk Road, Spread of Islam, Missionaries

UNIT 3: Economics, Globalization, & Imperialism

- Industrial Revolution & Economic Impact
 - Capitalism
 - Communism
- European Imperialism Across the Globe
 - British Raj
 - Scramble for Africa
 - Britain in China
 - Latin America
- Globalization

GRADE 7:

UNIT 4: Governance & Human Rights

- Forms of Government
 - Pros & Cons
- Governments & Major Leaders Around the World
 - Gandhi
 - Mao
 - Mandela
- Human Rights Issues and Global Conflicts
 - WWI & WWII
 - Holocaust
 - Independence Movements & Fallouts
 - Genocide

UNIT 5: Modern Issues & Model UN

- Modern Issues
 - Israel/Palestine
 - Global Refugee Crisis
 - Climate Change & Impact
- Model UN
 - Assume the role of a country
 - Work with others to find diplomatic solutions

Changes to SMS Curriculum: Grade 8

In Grade 8, students study United States history from Colonial America until Reconstruction. Students investigate conflict and compromise in a growing nation, the emergence of American identity, and the struggle for freedom, equality, and justice over time using disciplinary tools and resources that support planning and developing inquiries, evaluating historical sources, and communication of knowledge and ideas about the nation's history.

GRADE 8:

UNIT 1: Native & Colonial America

- Tribes of North & South
 - Emphasis on CT Tribes
 - Compare CT Tribes to other major tribes in North & South
- First Settlements & Colonies
- Relationships between Natives & Colonists
- Differences between Northern & Southern Colonies pre-revolution
- American Revolution

UNIT 2: Origins of US Democracy & National Identity

- Crafting the American Identity
- Constitutional Convention
- Founding Documents
 - Articles of Confederation vs. Constitution
- Northern vs. Southern Perspectives on the New Nation

GRADE 8:

UNIT 3: Expansion, Influence, & Economic Growth

- Louisiana Purchase
 - Reasons & Outcome
- Lewis and Clark's Expedition
- Westward Expansion
 - Cause & Effects
 - Manifest Destiny
 - Oregon Trail
- Industrial Revolution & Reform Movements
 - Impact on the country
 - Impact on North v. South

UNIT 4: Civil Unrest, Civil War, & Reconstruction

- Events Leading to the Civil War
- Civil War - Cause & Effects
 - Northern vs. Southern perspectives & reasoning
- Reconstruction
 - Idea vs. Reality
 - Was it successful?

Naviance Grades 6-12

Naviance: Connecting Learning to Life

A Continuum Of Learning:

Middle School students focus on Self-Discovery and Early Career exploration through the use of assessments and curriculum in order to encourage students to pursue their dream. High School students can prepare for college and career readiness utilizing the tools on Naviance, organizing, monitoring, and aligning their strengths and interests to post-secondary goals, connecting learning to life.

School Counselors support students' development in 3 domains, Academic, Career and Social-Emotional.



Middle School Naviance Experience

Delivery of the Naviance curriculum and assessments

- School Counselors will provide direct instruction in classrooms **And**
- Students will independently complete mini lessons during advisory period

Through the Naviance program, school counselors will help students develop:

- Academic Domain: Study skills, habits for success, time management, set goals
- Career Domain: Define interests, explore secondary options, set future goals
- Social-Emotional Domain: Build self-confidence, strengths, talents, overcome obstacles, work through stress, decision making skills and define their dreams

Middle School Naviance Experience

Grade 6: Students will identify their strengths, develop study skills, understand their academic challenges, build self-confidence and define their dreams.

Grade 7: Students will identify their unique talents, learn how to overcome obstacles, develop habits for success, explore their interests and begin exploring their secondary options.

Grade 8: Students will create their career path using the information gathered in previous grades, develop decision making and time management skills, understand how to work through stress, and set goals towards their secondary and postsecondary journey.

Middle School Naviance Experience

- All students have accessed the Naviance program
 - Excitement and curiosity exploring careers
- Grade 6 and Grade 7 students are in the process of taking the Intelligence Assessment
 - Uncover their different intelligences and learn how to apply them
- Grade 8 students are in the process of taking the Strengths Explorer Assessment
 - Uncover their talents and potential strengths and use action steps to build on strengths
- May curriculum lesson
 - Grade 6: My Foundation Skills
 - Grade 7: What Makes Me Unique
 - Grade 8: My High School Preview

High School Naviance Experiences:

- **Grades 9-12 include working on the following:**

-Understanding their unique strengths, connecting their interests to careers, exploring the hundreds of careers listed on Naviance, identifying best-fit careers, setting goals, building their resume on the resume builder, understanding college possibilities, exploring high school specific college admissions stats, matching to best-fit colleges, identifying ideal college majors, matching their commonapp to Naviance, requesting letters of recommendation and transcripts, looking up scholarships, sign up for College Rep visits, etc.

- This year in the Fall, counselors went into all Senior advisories & showed students the College tab of Naviance.

-Individual junior planning meetings that took place the last 2 months included a walkthrough of Naviance including the resume builder, the advanced college search feature, & the career exploration tab.

High School Naviance Experiences:

Some More Updates:

- Freshman Academy classes & Health 2 classes are currently using Naviance in their curriculum, they are having students complete the “Career Interest Profiler” and writing “Goals” on their About Me section of Naviance.
- We are working with the IT Department (thank you Mr. Jeff Turner) to get parent access. He is looking at a plugin that will talk to PowerSchool Parent Portal that will allow parents to access student Naviance information.
- I have been collaborating with Mrs. Lauren Bergner and Mrs. Ashley Albanese to brainstorm more ways to have our special education students engaging with Naviance as well. Some of our discussions and ideas include providing Naviance training to all case managers so they can utilize it during learning strategies by having students fill out the self assessment surveys.

High School Naviance: Looking Ahead...

Through FLEX time next year, the plan is to focus on the following with each grade level:

- **Grade 9**- Using results from the Strengths Explorer assessment they took in 8th grade, they will identify their key strengths and use that to proceed exploring their college, career and life readiness journey. Students will also start building their resume on the resume builder and write Goals.
- **Grade 10**- Explore different careers and connect it to the courses they are taking. Take the Personality Style assessment and connect it to their possible future path. Continue to enhance their resume and update their Goals.
- **Grade 11**- Complete the Career Cluster Finder and explore the top 4 cluster matches of their results. Start to navigate the College Search tab and looking at the scatter grams for the different colleges. Continue to update their resume as well.
- **Grade 12**- Match their Naviance to Common App if needed. Schedule appointments for college rep visits. Request letters of recommendation, request high school transcript, review the scholarship lists, finalize their resume, and complete the Senior Exit Survey on Naviance.

Course Proposal Process

Course Proposal Protocol

C

- An integral part of our district mission to prepare every student to compete and excel in an ever-changing world is to provide rich learning experiences that allow students to demonstrate what they know in various ways through effective instruction and dynamic curriculum.
- To accomplish this, the District must provide our educators with relevant and updated curricula.
- The District has an articulated curriculum review cycle in place and a system for new course offerings to be proposed. Proposals are based on student interests as well as program needs.
- All course proposals must complete the process articulated below before being presented to the Committee on Learning at the October meeting. Note: The proposal process occurs once a year.



Protocol



Questions

