

**New Milford Board of Education
Wellness Advisory Committee Minutes
March 10, 2016
Lillis Administration Building, Board Room**

Present: Committee Co-Chairs: Dr. Genie Slone, Mrs. Laura Olson
Committee Members: Mrs. Christine Benson, Dr. Diane D’Isidori, Dr. Anne Diamond, Mrs. Marianne Durkin, Mrs. Jane Harrison, Mrs. Jennifer Hankla, Mrs. Lynn Holmes, Mrs. Stacey Kabasakalian, Mrs. Susan Murray, Mrs. Mariann Schirizzo, Mrs. Sandra Sullivan

Also in Attendance: Ms. Lindsey Marr, NM Youth Agency
Mrs. Caitlyn McKeown, NMPS Social Worker
Mrs. Lisa Tarsa, NMPS School Counselor

1.	<p>Call to Order</p> <ul style="list-style-type: none"> • Dr. Genie Slone called the Wellness Advisory Committee meeting to order at 3:50 p.m. 	<p>Call to Order</p>
2.	<p>Public Comment</p> <ul style="list-style-type: none"> • There was no Public Comment. 	<p>Public Comment</p>
3.	<p>Items of Information</p> <p>It was noted that the date on the agenda was wrong. It should read March 10, not March 11.</p> <p>Dr. Slone stated that the topics on the agenda were taken from minutes of prior Wellness Committee meetings, asking about support for students’ social emotional needs.</p> <p>A. Meeting Topic: Providing social/emotional support to the students of NMPS.</p> <p>1. Fulltime Counselors at HPS & NES Budgeted for 2016-2017</p> <ul style="list-style-type: none"> • Mrs. Laura Olson stated that the guidance counselors at both elementary schools were budget to increase to full time. Dr. Slone added that the BOE and Town Council were both very supportive of adding the positions to fulfill the many needs of our students. • Mrs. Olson stated that the schools and the Substance Abuse Council are really working on collaborating together which is a great thing for 	<p>Items of Information</p> <p>A. Meeting Topic: Providing social/emotional support to the students of NMPS.</p> <p>1. Fulltime Counselors at HPS & NES Budgeted for 2016-2017</p>

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<p>the schools and the community.</p> <ul style="list-style-type: none">• Ms. Lindsey Marr from the Youth Agency talked about her “Delay Your Gray” program which is a parent support group. <p>2. Clinical Staff & Guidance Staff in the District</p> <ul style="list-style-type: none">• Mrs. Olson handed out 2016-2017 Related Services Staffing Projections and NMPS Related Services General Descriptions. Mrs. Olson explained the second page and the overlapping of responsibilities. <p>3. Developmental Guidance Curriculum</p> <ul style="list-style-type: none">• Mrs. Lisa Tarsa handed out the CT Model Comprehensive School Counseling Model and a breakdown of the Developmental Guidance K-2 curriculum that she and Mrs. Caitlyn McKeown had just revised.• Mrs. Tarsa explained the models and how the revised Developmental Guidance curriculum correlates with the standards for the Connecticut model as well as the Guidance Association model.• Mrs. Tarsa stated that she really feels this is such an important piece for this age group.• Mrs. Tarsa talked about the SMS guidance curriculum. It’s still a work in progress. She stated that it’s hard to get in to the 6th grade classes because of the scheduling. They are working on this for next year. The 7th & 8th graders are not a problem because it’s already worked into their schedules.• Mrs. Olson stated that at the High School and Middle School the Substance Abuse Counsel has been working with the guidance counselors, coming in to classes etc.• Mrs. Caitlyn McKeown explained her role as a school social worker at both elementary schools and explained her responsibilities and different “groups” that she has for the students, one of them being the “Changing Families” group, geared towards children of divorce.• Mrs. Jane Harrison suggested that perhaps this	<p>2. Clinical Staff & Guidance Staff in the District</p> <p>3. Developmental Guidance Curriculum</p>
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group could also be formed at the upper grades. She stated that sometimes a lot of the behavioral problems seen at the middle school level are because of the changing family.

- Ms. Lindsey Marr stated that there is a group at SNIS that she runs during lunch along with Alicia Goetz, the Social Worker at SNIS.

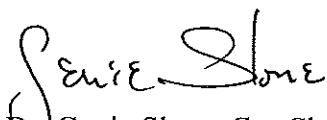
4. Health Curriculum K-12

- Mrs. Marianne Schirizzo handed out K-12 Social/Emotional Health Education and explained how they build curriculum around the questions listed.
- Mrs. Schirizzo said that there is an overlap between the Health and Guidance curricula at the lower levels. They coordinate their lessons to reinforce them.
- Using the Smartboard, Mrs. Schirizzo explained to the Committee how to find the curricula on the NMPS Website. Dr. Slone asked Mrs. Christine Benson where parents could find the HS curriculum and Mrs. Benson stated that it is listed in the Program of Studies which is on the NMHS website. Mrs. Benson also explained how the Guidance/Health staff work together at the high school. Mrs. Benson explained the NAMES program that is run once a year, but has activities throughout the year to promote anti-bullying in the school. The high school NAMES students will be doing an assembly at SMS for the 8th graders in the coming months.
- Mrs. Susan Murray stated that she is looking forward to having both Mrs. Caitlyn McKeown and Mrs. Lisa Tarsa full time next year. They are a huge help and wonderful with the students and families.
- Mrs. Olson asked Mrs. Tarsa if there are families with students at both schools (NES & SMS). Mrs. Tarsa stated that there are, and she has come to know one or the other through the SAT meetings. Mrs. Tarsa stated that communication between all the schools is very

4. Health Curriculum K-12

	<p>important when siblings are in different schools.</p> <ul style="list-style-type: none"> • Mrs. Kabaskalian reviewed some of the programs that the Youth Agency offers and asked the committee that if anyone was looking for ideas on new programs or if they would like to continue some of the programs now offered in the schools over the summer, to please let her know. She would love to collaborate with the schools on programs and really form that partnership. The Youth Agency is always looking for new programs to offer. • Mrs. McKeown suggested that may be a support group for parents of students in a "funk". The students who have a rough patch for only a couple of weeks/months and the parents have a hard time with coping skills. Ms. Marr from the Youth Agency stated she would be happy to work on getting a group together. • Mrs. Kabaskalian also spoke about the Youth Agency website and the hopes that they will be upgrading/updating in the coming months. • Dr. Slone praised the Youth Agency for the work that they do. • The next meeting is scheduled for May 19 and will include discussion on the Food Services Audit. 	
4.	<p>Public Comment</p> <ul style="list-style-type: none"> • There was no Public Comment. 	Public Comment
5.	<p>Adjourn</p> <p>The meeting adjourned at 4:50 p.m.</p>	Adjourn

Respectfully submitted:



Dr. Genie Slone, Co- Chairperson



Mrs. Laura Olson, Co-Chairperson

Wellness Advisory Committee

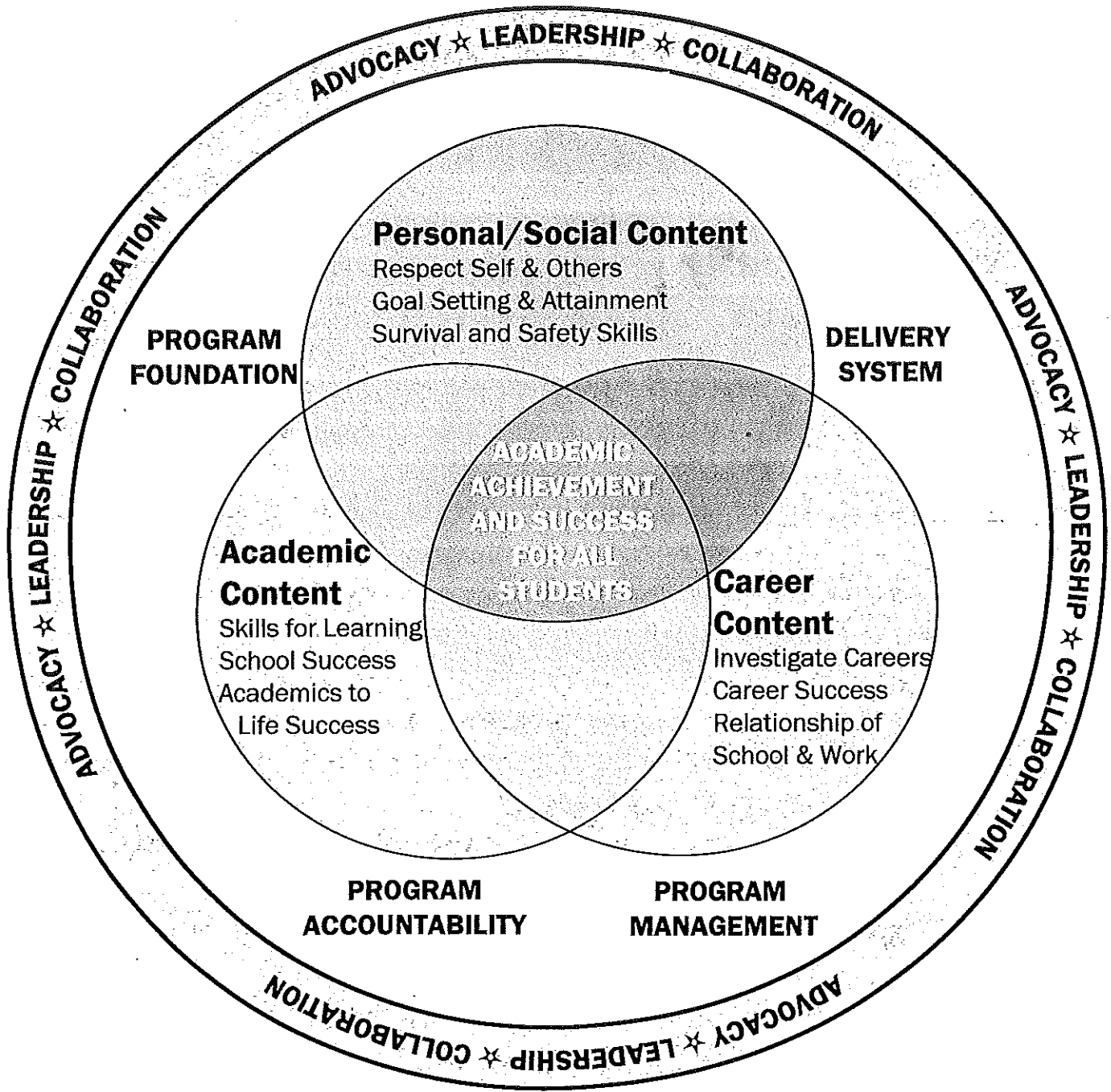
2016-17 Related Services Staffing Projections

	Psychologist	Social Worker	Guidance Counselor	Speech/Language Pathologist
Hill & Plain	.6 FTE	.5 FTE	1.0 FTE	2.0 FTE
Northville	1.0 FTE	.5 FTE	1.0 FTE	2.0 FTE
Sarah Noble	1.4 FTE	1.0 FTE	2.0 FTE	1.6 FTE
Schaghticoke	1.6 FTE	1.5 FTE	3.5 FTE	2.0 FTE
New Milford High School	1.4 FTE	2.5 FTE	6.0 FTE 1.0 FTE Substance Abuse Counselor*	1.0 FTE
LHTC	Weekly counseling			.4 FTE
Totals	6.0 FTE	6.0 FTE	14.5 FTE	9.0 FTE

*Substance Abuse Counselor is a contracted service.

<p align="center">NMPS Related Services General Descriptions</p>			
	Psychologists	Social Workers	Guidance Counselors
<p>Unique Responsibilities</p>	<p>Administers, scores and interprets findings of tests</p> <p>Assesses behaviors a variety of ways and reports at meetings, informally to parents and at PPT's</p> <p>Act as a resource for parents on matters such as child development, behavior, and parenting</p> <p>Completes detailed written reports and presents at PPT's</p> <p>Teaches social skills classes (SNIS, SMS)</p>	<p>Serves as a liaison to all community agencies for families</p> <p>Provides social and developmental histories at PPT's</p> <p>Develops school, family and child support services</p> <p>Chairs PPT's and case manages all ODP placements</p> <p>Works closely with ODP schools to make initial placements as well as return students to the school district</p> <p>Serves as a liaison to the Welfare dept., Child Placement Bureau, Juvenile Court</p>	<p>Maintains and continually updates a directory of referral services</p> <p>Assists students with course selections and changes (SMS, NMHS)</p> <p><u>NMHS</u> Serves as a contact for post-secondary schools and colleges, letters of recommendation</p> <p>Helps students develop a post-secondary school portfolio. Assists students in college selection and application process</p> <p>Presents evening workshops to give parents information on the college application process and financial aid</p>
<p>Overlapping Responsibilities</p>	<ul style="list-style-type: none"> • mandate reporters Department of Family and Children (DCF) • provides counseling to students (individual and group) • Attends PPT's and presents on student performance and concerns • Completes suicide assessment • Provides supports for families, students and the courts regarding truancy • Screens for abuse • Provides positive supports to parents to promote and sustain efforts to enhance the pupils educational progress • Consults with school personnel about home, neighborhood and community conditions affecting pupil welfare • Offers ongoing in-service to school staff 		

CONNECTICUT MODEL COMPREHENSIVE SCHOOL COUNSELING PROGRAM



Developmental Guidance K-2 NMPS

The program is based on the National School Counselor Association Comprehensive School Counseling Program and the Connecticut Comprehensive School Counseling Program Guide. The content standards are listed below.

Content Standard 1: Skills for Learning

Content Standard 2: School Success

Content Standard 3: Academics to Life Success

Content Standard 4: Investigate Careers

Content Standard 5: Career Success

Content Standard 6: Relationship between School and Work

Content Standard 7: Respect Self and Others

Content Standard 8: Goal Setting and Attainment

Content Standard 8: Survival and Safety Skills

The curriculum also includes developmental guidance lessons on the Positive Character Traits: Respect, Responsibility, Honesty, Compassion, Perseverance, Citizenship, Integrity, Loyalty, Courage and Cooperation.

School Counselor responsibilities also include:

Collaborating with parents, teachers, administrator

Social Skills groups

Crisis intervention

Participating in parent conferences

Participating in kindergarten registration

K-12 Social/Emotional Health Education

Essential Questions: What are positive ways to handle emotions concerning harassment, relationships, stress and conflict? What communication skills are necessary in order to build healthy relationships and demonstrate self-respect? What resources can students access in order to deal with emotional or social issues?

K-2

- Demonstrate *how to communicate* when someone we know makes us feel bad; Identify bullying situations
- *Respect and accept* each other regardless of our similarities and differences.
- Explore how *liking yourself* is important part of staying healthy.
- Identify a variety of healthy tools to help *manage uncomfortable feelings*.

3-5

- Steps to *resolving conflicts*; harassment versus good natured teasing; Bullying Prevention with an emphasis on the role of the *upstander*; Identifying our *trusted adults* at home, on the bus and at school.
- *Self-esteem* - What's the big deal? We create a "Top 10" list of ways to improve it.
- How can *sleep* affect us socially, emotionally, physically and academically?
- Explore *integrity*. What does it mean and what are the benefits?

6-8

- How should I manage my daily *stress* so it does not negatively impact my health?
- Knowing the social and emotional impact of *cyberbullying*, students learn strategies to combat it.
- *Self Esteem* - positive ways to manage uncomfortable feelings, resisting negative peer pressure through assertive communication and identifying ones' *personal support system* in an effort to increase ones' self-esteem.

9-12

- What are positive ways to handle emotions, conflict and stress?
- What are effective and ineffective *communication skills*?
- What *resources* can students access to deal with emotional issues?
- How can we *break down boundaries* and barriers in social group settings? (in the gymnasium and classroom)