

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
25 Sunny Valley Road, Suite A
New Milford, Connecticut 06776

RECEIVED
TOWN CLERK

cd

2024 SEP 26 P 2:50
NEW MILFORD, CT

COMMITTEE ON LEARNING SUB-COMMITTEE
MEETING NOTICE

DATE: October 1, 2024
TIME: 7:30 P.M.
PLACE: Sarah Noble Intermediate School – Library Media Center

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. Items of Information

- A. Science of Reading Update
- B. Early College Experience: Where are we? Where are we going?

4. Items for Discussion and Approval:

- A. Course Proposals:
 - a. Academic Reading/9th Grade Reading Academy
 - b. Introduction to Ceramics
 - c. Political Science
 - d. Treble Chorus

5. 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.

6. Adjourn

Sub-Committee Members: **Tammy McInerney, Chairperson**
 Sarah Herring
 Brian McCauley
 Dean Barile

Alternates: **Leslie Sarich**

Request for a New Program or Course
Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 9/17/24

Signature of Dept. Chair (if applicable): J. Bronn Date: 9/17/24

Title of Proposal: **Academic Reading or 9th Grade Reading Academy**

Person Submitting Proposal: **Jeff Bronn (English Department Chairperson)**

Curriculum Area: **English**

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): **.5 credits; no prerequisites (must meet enrollment requirements)**

Grade(s): **Grade 9**

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 Academic Reading course is designed to support students in developing and strengthening their reading skills, with a specific focus on comprehending fiction and informational texts, as well as building vocabulary. This course aims to enhance students' abilities in encoding, decoding, fluency, and comprehension, allowing them to become more confident and proficient readers. This course incorporates Multi-Tiered System of Supports (MTSS) reading intervention strategies to provide targeted instruction and interventions for students at different levels of reading proficiency.

The Academic Reading course is a semester course for 9th grade students who meet specific criteria in reading development. The criteria may include but is not limited to: standardized testing results, running records, and/or teacher recommendation.

The Academic Reading course does not take the place of enrolling in English 1, but is designed to further develop reading skills for students to be successful in their required English courses. The course will be a semester, half credit course that fall under the Electives Cluster for graduation requirements.

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.

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.

Currently, there are no courses offered in the school that provide students with explicit reading instruction.

The iReady diagnostic assessment in ELA measures a student's reading skill in several areas including phonological awareness, phonics, vocabulary, and comprehension of literature and informational texts.

Recent scores in iReady reveal that the majority of 9th grade students are at least one or more grade levels below in reading.

In 2022-2023, 56% of students scored 2 or more grade levels below in overall reading. In 2023-24, 66% of students scored one or more grade levels below in overall reading. Among that group 43% scored 2 or more grade levels below (238) students.

In addition to iReady data, traditional grades in English reveal that a large percentage of students struggle in their English 1 course. In 2022-23, 25% of students in English 1CP had a final grade of D+ or below. In 2023-24, 57% of students in English 1CP finished with a D+ or below.

Although there are many contributing factors to these numbers, increasing reading proficiency will have a positive effect on student outcomes and keep more students "on track" to graduate.

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.

Students enrolled in this course will have the opportunity to improve their reading skills in various ways and be more successful across disciplines.

Students will improve their ability to comprehend both fiction and informational texts, allowing them to engage with a wide range of literary genres. Additionally, students will expand their vocabulary through exposure to diverse reading materials, develop skills in encoding and decoding words, and learn strategies to improve reading comprehension and critical thinking

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.

skills. Overall, this course will help students increase their confidence and proficiency as readers.

Furthermore, student success in this course may be through iReady testing and other assessments and diagnostics which will be determined through the course development process.

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

This course will not directly impact other students as it is targeted for those who meet the criteria for enrollment.

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

No other specific courses that address explicit reading instruction. Students who are enrolled in SRBI classes receive instructional support from teachers with assignments from their classes and develop executive functioning skills, but they do not directly receive support in reading. Academic Reading will focus on helping these students explicitly in reading.

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

Academic Reading, as an elective, does not necessarily need to be taught by an English teacher. However, it is worth noting that there are currently two sections of SRBI offered each year, which are taught by English teachers. In this context, Academic Reading has the potential to replace these SRBI offerings, providing students with an alternative opportunity to improve their reading skills. Therefore, Academic Reading will be taught by a certified English and/or Reading teacher.

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

Offered as a semester course, Academic Reading will allow for more scheduling flexibilities and has the potential to be taught by multiple teachers. Replacing at least one section of

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.

SRBI English with this course will create minimal impact on scheduling as SRBI is currently included as a single teaching assignment.

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

A class size of 10-15 students is suggested to provide effective, targeted instruction
There are no physical space implications associated with the new course

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

Offered as an elective course, students who enroll in Academic Reading and pass the course will receive a half credit under the Electives Cluster for Academic Credit Distribution. Therefore, there may be an effect on other courses that are offered under this cluster. However, overall, earning credit in this course allows students to fulfill more credit towards graduation.

4. What resources are required for the program?

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

There is no need for new technology.

B. What current materials will need replacement?

There are no materials in need of replacement.

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

The course will be taught by a current staff member and therefore, requires no additional staffing needs

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

There are no *specific* needs for materials for SPED or ELL

E. Is specialized training required for staff?

Professional Learning in teaching reading strategies and using MTSS in reading is essential

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

Jeff Bronn - English Department Chairperson
Currently writing should be completed by April 2025

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	Fountas & Pinnell Leveled Literacy Intervention - Purple System - \$5,828.95; Fountas & Pinnell Leveled Book Web Subscription - \$25/student = \$750	Review and Revise Year 1 costs based on feedback from the teacher, evaluation of texts/materials, and student enrollment.	Review and Revise Year 2 costs based on feedback from the teacher, evaluation of texts/materials, and student enrollment.	

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.

Supplies	Estimated cost of leveled texts - \$500			
Professional Development	There will be a need for professional development - \$500 estimated			
Curriculum Writing	Per teacher's contract for semester course - \$745			
Staffing	No additional staffing needed			
Other (identify)				
Total	\$7,823			

Additional explanation of budget impact (if budgeted funds are being requested):

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.

Request for a New Program or Course

Signature of Principal: _____

Date: _____

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: "Introduction to Ceramics"

Person Submitting Proposal: Jennifer Amodeo

Curriculum Area: Visual Art

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): ½ Credit, No Prerequisite

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 is a foundation Ceramics course which would be needed to take further ceramics classes at NMHS. Students will be required to participate in both written assignments and hands-on projects. The concentration will be a deep understanding of the Elements of Design, the use of a variety of techniques/methods that will be explored including pinching, slab, coil, additive, subtractive, with emphasis on materials, techniques, and tools of the basic clay making process. Students will be required to research artists, and cultures as they pertain to a unit of study. Students will also explore a variety of ideas, create project proposals, and compose artist statements. Students will also be required to give a final presentation and participate in class critiques.

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.

I have received data telling me some students haven't touched clay since 5th and/or 8th grade (while they are upperclassmen). There is an inconsistency with the use of clay vertically. Students do not remember how to use clay in that time span. They are also very rushed in Ceramics 1 to relearn all the vocabulary, methods and techniques. I am proposing this "Introduction to Ceramics" to prepare students, especially new incoming freshmen, to learn the basics of working with clay at a slower pace than Ceramics 1 and how to learn effectively in a studio setting. Moreover, it will help accommodate more students into more advanced art classes throughout the art department Program of Studies. This would count as a prerequisite to other classes like Design Foundations.

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.

I envision growth in our Ceramics/Art program. Students are constantly telling me, "I wish I had more time." Learning the basics at a slower pace will help students achieve a more thorough skill set early on

in order to progress successfully to Ceramics 1 & 2, or other advanced classes with more advanced projects and more time on the pottery wheel.

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

N/A

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

N/A

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

I don't think it will. I am the Ceramics teacher.

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

This will add another elective to choose from.

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

24 students/section, standard Art cap.

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

It could impact others, but I really don't know. It gives the Art Department another entry level course.

4. What resources are required for the program?

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

no .

B. What current materials will need replacement?

A new slab roller.

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

no.

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

no.

E. Is specialized training required for staff?

no.

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

myself.

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	N/A			
Supplies	Unchanged from current amount.			
Professional Development	N/A			
Curriculum Writing	Yes. \$ 1200.00			
Staffing	N/A			
Other (identify)	\$4000.00 (Slab roller) Used with every Ceramics Class.			
Total	\$ 5200.00			

Additional explanation of budget impact (if needed): The Ceramics studio is in need of a new Slab roller. This will benefit all of the Ceramics classes in NMHS. Slab rolling is an integral part of the Ceramics curriculum.

I'm not sure how much money is earned with curriculum writing.

Request for a New Program or Course

Signature of Principal: _____

Date: _____

Signature of Dept. Chair (if applicable): _____

Date: _____

Title of Proposal: Political Science

Person Submitting Proposal: Suzanne Andrews

Curriculum Area: Social Studies

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

Grade(s): 11/12

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 be designed to provide students with an introduction to the field of Political Science. To live in and understand our global community, students need to have the background knowledge of the political world they live in domestically and internationally. The focus will be the normative approach to politics. Students will learn how the states, the public, various organizations, and institutions collaborate to influence public policy. This course differs from our current civics curriculum in that it gives students a broader view of the political world and does not just focus on the three branches of government within the United States. This course will introduce students to the major theories and concepts of political science, which would allow them to journey further in their college career or professional career in the Criminal Justice field. This course would be incorporated into the current Criminal Justice Pathways.

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.

The advantages of adding this course to the High School Social Studies Curriculum is that it will broaden the scope of material that students will have learned in civics and will further enhance the Criminal Justice pathways. The interest in Political Science is increasing at the college level. The disadvantage is that it may impact the number of electives offered.

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.

This course will provide students with more knowledge and skills to successfully enter a career in the field of Political Science and/or the Criminal Justice System. This course will be added into the Criminal Justice Pathways.

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

The Political Science course offering should not have any other impact on other students. An offering such as this will allow students to have more choices in electives.

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

The Political Science course offering will not affect students currently being served because the department rotates course offerings and we will be asking for additional staffing.

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

The Social Studies Department will be seeking an additional staff position with the upcoming budget. We feel this course is an important addition to our offerings and will enhance the High School Pathways Program.

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

Based on the number of teachers in the department, we will need to rotate course offerings.

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

The Social Studies Department will continue to offer electives on a rotating basis as there are not enough teachers to cover all classes.

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

Because there has been an increase in the number of credits required to graduate, we do not feel that this program will affect enrollment in other departments. This will strengthen the overall High School experience for our students.

4. What resources are required for the program?

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

At this time there is no need for additional technology other than what is already available.

B. What current materials will need replacement?

I have reviewed current textbooks for Political Science and I have not found any that are appropriate for the High School level. We will use online resources that will be vetted and recorded in the curriculum.

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

We will be seeking an additional person in our department in this yearly budget process.

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

Teacher (s) will gain the assistance of the SPED department or MLL teachers as the need arises. This practice is currently in place with other electives offered within the Social Studies Department.

E. Is specialized training required for staff?

Teacher (s) will have to familiarize themselves with the curriculum and content.

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

Suzanne Andrews

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			
Supplies				
Professional Development				
Curriculum Writing	\$1240.000			
Staffing				
Other (identify)				
Total				

Additional explanation of budget impact (if needed):

As stated previously, the department budget will reflect the request of an additional Social Studies position.

Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: _____

Date: _____

Signature of Dept. Chair (if applicable): RR

Date: _____

Title of Proposal: Treble Chorus

Person Submitting Proposal: Rebekka Rosen

Curriculum Area: Music

Number of Credits/Level (if applicable): 1 / Honors

Prerequisite Courses (if applicable): Concert Chorus and Audition

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 New Milford High School Choral Program emphasizes the organization, preparation, and performance of a variety of choral repertoire. Throughout their time in the choral program, students will learn repertoire from a variety of languages, cultures, and peoplehoods. Through a repertoire based approach combined with a variety of musical and non-musical experiences, students will have the opportunity to develop technical and expressive skills including developing/strengthening healthy vocal technique, ear-training skills, sight-singing expertise, ensemble technique, communication skills, and one's overall musicianship.

The NMHS Choral Program currently consists of two ensembles: the Concert Chorus and the Advanced Chorus. As seen in districts throughout the country, there is a disproportionate amount of SA singers (typically girls) in chorus to TB singers (typically boys). The addition of a treble chorus to our program would provide an opportunity for treble singers to advance their learning while maintaining the integrity and balance needed for the success of our Advanced Chorus (SATB ensemble). This three tiered ensemble structure is very common in schools across the state.

Placement into the treble chorus would be determined the same way that Advanced Chorus is currently. Taking the course would require at least a one year prerequisite in Concert Chorus and demonstrating the skills needed for this ensemble on a director-created exam (typically the midterm exam). The choral director will determine ensemble placement across levels. Students will still be able to take an ensemble for multiple years.

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.

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.

When I first began teaching at NMHS in February 2021, the program consisted of approximately 40-50 singers. Looking to this school year, the program has more than doubled. For this reason we need a new course to meet the increased interest from our students, offer more equity for our treble singers, and meet the increased learning needs of the students.

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.

2024-25 Chorus Enrollment as of 9/16/24:

- Concert Chorus - 81 students, three sections
- Advanced Chorus - 19 students, one section

2025-26 Projected Enrollment:

- Concert Chorus - approx. 30-60 students, two-three sections depending on enrollment
- Treble Chorus - approx. 12-20 students, one section
- Advanced Chorus - approx. 12-20 students, one section

This change will offer an exciting opportunity for our treble singers to grow in their learning that is currently not addressed. It will also ensure that more tenors and basses are in class together if there are fewer sections of Concert Chorus depending on registration. This will increase their opportunity for shared learning and overall growth.

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

This change will further strengthen the choral program and hopefully encourage others to join.

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

This process will be explained to students currently enrolled in Concert Chorus at the time of registration. These are the students eligible based on the prerequisite requirements.

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

N/A

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.

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

No scheduling implications other than the addition of a singleton class.

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

N/A

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

The addition of this elective will appeal to students already engaged in the choral program while encouraging others to join over time as they see the added value in the curated success of these groups.

4. What resources are required for the program?

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

No.

B. What current materials will need replacement?

N/A

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

N/A

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

Modifications would be the same as for Advanced Chorus Honors.

E. Is specialized training required for staff?

No.

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

Rebekka Rosen will write the curriculum this year to be implemented in the 2025-2026 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				
Supplies	\$500	\$500	\$500	\$1,500
Professional Development				
Curriculum Writing	\$1,240			
Staffing				
Other (identify)				
Total	\$1,740	\$500	\$500	\$2,740

Additional explanation of budget impact (if budgeted funds are being requested).:

Funds will be needed to supply music for this ensemble (our current budget covers the ensembles we already have). As we do not currently have a treble chorus, we do not own the repertoire needed.