

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

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	November 1, 2022
TIME:	7:30 P.M.
PLACE:	Sarah Noble Intermediate School Library Media Center

RECEIVED
TOWN CLERK
2022 OCT 28 A 7:53
NEW MILFORD, CT



AGENDA

New Milford Public Schools Mission Statement

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

1. **Call to Order**
2. **Public Comment**

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

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

3. **Discussion and Possible Action**

- A. New Course Proposals
 1. Grade 6 Accelerated Math
 2. Grade 7 Accelerated Math
 3. Statistics Honors
- B. Review and Approval of Curriculum
 1. Grade 6 Math

4. **Item for Information and Discussion**

- A. K-5 Mathematics Program 2023-24

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.

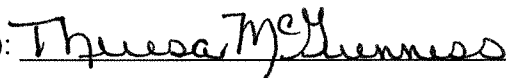
6. Adjourn

Sub-Committee Members: Tammy McInerney, Chairperson
Brian McCauley
Leslie Sarich
Keith A. Swanhall, Jr.

Alternates: Olga I. Rella
Pete Helmus

Request for a New Program or Course

Signature of Principal:  Date: 10/3/22

Signature of Dept. Chair (if applicable):  Date: 10/3/2022

Title of Proposal: Grade 6 Accelerated Mathematics

Person submitting Proposal: Gavriela Ziu-Pires Math Curriculum Coordinator K-8

Curriculum Area: Mathematics

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

Grade(s): Grade 5 and Meet the Criteria Established for Entry

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?)

Grade 6 Accelerated Mathematics aligned to CT/ Common Core State Standards

The course is being proposed in order to meet the needs of students who perform higher in multiple data points in mathematics. This course would allow an accelerated pathway which would provide students the opportunity to take Algebra in grade 8 upon completion of this course and grade 7 Accelerated Mathematics. Students must meet the criteria set in place to qualify for the course, as well as per teacher recommendation(s) be able to demonstrate skills necessary for the course work rigor and completion. This course is an acceleration of the grade 6 content up to middle grade 7. It is important to emphasize that this course does not allow for skipping necessary learning critical in progression of mathematics as recommended from the CT/Common Core State Standards.

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 development of this course will address the needs of students who are performing higher in multiple data points in mathematics while preserving the intended progression of mathematical learning. The past practice of pre-algebra implementation in grade 6 unintentionally allowed for gaps in learning to be created, which due to the CT/Common Core standards progression will not further be addressed. This would allow for students to accelerate and build content knowledge to allow for success in higher mathematics courses.

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.

Providing an accelerated pathway, students, who demonstrate readiness for the coursework, will be able to take Accelerated Math 7 and Algebra in grade 8 and pursue higher mathematics courses in high school to meet their needs and interests.

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

Developing an accelerated pathway will allow for students to be placed in learning environments designed to deliver coherent and rigorous content. This will allow for all students to engage in mathematics learning that meets individual needs.

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

The students will be selected and recommended based on set criteria.

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

Net zero due to the anticipated distribution of the students.

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

NA

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

NA

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

This course is part of an anticipated restructuring of pathways 6-12 while still preserving the path to advance placement in high school.

4. What resources are required for the program?

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

NA

B. What current materials will need replacement?

Program and curriculum development.

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

NA

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

NA

E. Is specialized training required for staff?

In house PD

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

Curriculum coordinator and/ or other selected grade level teachers will develop the curriculum guide based on approval from the COL.
The anticipated completion will be Spring 2023.

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				
Professional Development				
Curriculum Writing	\$ 1, 240			
Staffing				
Other (identify) Teacher Digital Program Access	\$ 500			
Total	\$ 1, 740			

Additional explanation of budget impact (if needed):

Cost is an estimate and will be evaluated at a later date depending on contract(s).

Request for a New Program or Course

Signature of Principal:  Date: 10/3/22

Signature of Dept. Chair (if applicable): Theresa McGovern Date: 10/3/2022

Title of Proposal: Grade 7 Accelerated Mathematics

Person submitting Proposal: Gavriela Ziu-Pires Math Curriculum Coordinator K-8

Curriculum Area: Mathematics

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

Grade(s): Grade 6 Accelerated Mathematics and/or Meet the Criteria Established for Entry

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?)

Grade 7 Accelerated Mathematics aligned to CT/ Common Core State Standards

The course is being proposed in order to meet the needs of students who perform higher in multiple data points in mathematics. This course would allow an accelerated pathway which would provide students the opportunity to take Algebra in grade 8. Students must meet the criteria set in place to qualify for the course, as well as per teacher recommendation(s) be able to demonstrate skills necessary for the course work rigor and completion. This course is an acceleration of the content from middle grade 7 to the end of grade 8 and does not allow for skipping necessary learning critical in progression of mathematics as recommended from the CT/Common Core State Standards.

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 development of this course will address the needs of students who are performing higher in multiple data points in mathematics while preserving the intended progression of mathematical learning. The past practice of pre-algebra implementation in grade 6 and 7 unintentionally allowed for gaps in learning to be created, which due to the CT/Common Core standards progression will not further be addressed. This would allow for students to accelerate and build content knowledge to allow for success in higher mathematics courses.

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.

Providing an accelerated pathway, students, who demonstrate readiness for the coursework, will be able to take Algebra in grade 8 and pursue higher mathematics courses in high school to meet their needs and interests.

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

Developing an accelerated pathway will allow for students to be placed in learning environments designed to deliver coherent and rigorous content. This will allow for all students to engage in mathematics learning that meets individual needs.

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

The students will be selected and recommended based on set criteria.

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

Net zero due to the anticipated distribution of the students.

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

NA

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

NA

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

This course is part of an anticipated restructuring of pathways 6-12 while still preserving the path to advance placement in high school.

4. What resources are required for the program?

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

NA

B. What current materials will need replacement?

Program and curriculum development.

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

NA

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

NA

E. Is specialized training required for staff?

In house PD

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

Curriculum coordinator and/ or other selected grade level teachers will develop the curriculum guide based on approval from the COL.
The anticipated completion will be Spring 2023.

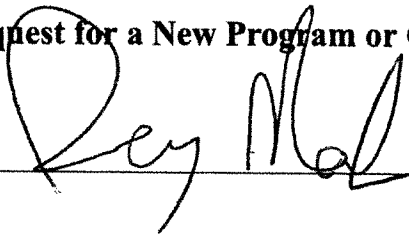
6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts				
Supplies				
Professional Development				
Curriculum Writing	\$ 1, 240			
Staffing				
Other (identify) Teacher Digital Program Access	\$ 500			
Total	\$ 1, 740			

Additional explanation of budget impact (if needed):

Cost is an estimate and will be evaluated at a later date depending on contract(s).

Request for a New Program or Course

Signature of Principal:  Date: 7/30/22

Signature of Dept. Chair (if applicable):  Date: 9/30/22

Title of Proposal: Statistics Honors

Person submitting Proposal: Nicholas Manciero

Curriculum Area: Mathematics

Number of Credits/Level (if applicable): 1 High School Math/STEM credit

Prerequisite Courses (if applicable): Algebra 2 Honors or Algebra 2 CP with teacher recommendation

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?)

Statistics Honors is recommended for students who want an elective that will directly relate to an academic, social science, business, or STEM career. Statistics honors is a great choice for students anticipating statistics requirements in college.

- Topics include: describing data with graphs, distributions, histograms, and other graphical techniques.
- Measures of center and spread.
- Probability: rules and distributions.
- Inference testing and confidence intervals.

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).

Currently, statistics is only offered at the CP and AP levels. This gap in offerings was created when the AP Statistics course came into existence and the decision to change Statistics Honors to AP Statistics without replacing honors was made. This has led to overcrowding of AP classes at the beginning of each year and a large migration of students into the CP level class at the end of quarter 1. By creating an honors level class, students looking for a more rigorous learning environment will have the opportunity to select a suitable level for their learning needs and pathways.

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 who choose to take the proposed statistics honors level class will receive an increased workload that will require them to delve deeper into the statistics curriculum as compared to the current CP level class.

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

Students who choose to take CP or AP level statistics will receive an appropriate curriculum designed to meet the needs of each course. In addition, students who chose not to take statistics due to a lack of honors offering may choose to reconsider in the future.

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?

Net zero due to anticipated redistribution of students.

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

There are no anticipated scheduling

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

There are no anticipated space implications

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

This may lure students who are looking for an honors level elective that will be directly applicable to their future college endeavors. Currently, students must make the choice between taking an AP level class in statistics or looking for an honors level course offering from another department.

4. What resources are required for the program?

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

Not immediately. However, if the course becomes popular, we will need to purchase additional class sets of graphing calculators.

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?

n/a

E. Is specialized training required for staff?

n/a

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

Deb Murnan - Stats CP teacher
Laura Nadriczny - AP Stats teacher
Nick Manciero - Dept. Chair

Curriculum writing will commence once board approval is received. Anticipated completion during winter 2022-23.

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	\$0	\$0	\$0
Supplies	\$150	\$0	\$0	\$150
Professional Development	\$0	\$0	\$0	\$0
Curriculum Writing	\$1240	\$0	\$0	\$1240
Staffing	\$0	\$0	\$0	\$0
Other (identify)	\$0	\$0	\$0	\$0
Total	\$1390	\$0	\$0	\$1390

Additional explanation of budget impact (if needed):

- The high school currently has class sets of statistics textbooks that will be utilized alongside teacher created/prepared materials.