


**New Milford Board of Education  
 Committee on Learning Meeting Minutes  
 May 7, 2024  
 Sarah Noble Intermediate School Library Media Center**

RECEIVED  
 TOWN CLERK  
 2024 MAY -9 P 2:43  
 NEW MILFORD, CT  


Present:	Mrs. Tammy McInerney, Chairperson Mr. Brian McCauley Mr. Dean Barile
Also Present:	Dr. Janet Parlato, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent Mrs. Meredith Jaskolka, Interventionist Mrs. Nicole Heering, Interventionist Mrs. Karen Bosco, District Data Coach
Absent:	Mrs. Sarah Herring

1.	<b>Call to Order</b> The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 pm by Mrs. McInerney.	<b>Call to Order</b> The meeting was called to order at 7:30 p.m.
2.	<b>Public Comment</b> None	<b>Public Comment</b> None
3.	<p><b>Items for Discussion and Approval</b></p> <p><b>A. Curriculum</b></p> <ol style="list-style-type: none"> <li>1. Computer Science 1</li> <li>2. Computer Science II</li> <li>3. Communication Arts I</li> <li>4. Communication Arts II</li> <li>5. General Music 6</li> <li>6. General Music 7</li> <li>7. General Music 8</li> <li>8. Introduction to Acting</li> <li>9. Introduction to Digital Media</li> </ol> <p><b>Computer Science I:</b> Ms. Hollander stated in the past there was Computer Science (CS) 6, 7, and 8. The classes built on each other so if a student didn't start with CS 6, they would miss content. The new curriculum is now intentionally multi-age. Ms. Hollander stated she will also be working closely with the high school to ensure a seamless transition with the new curriculum. CS I will help students learn risks, gain security about the digital world, create apps, code, and gain foundational knowledge. Mr. McCauley asked if all students will be taking Computer Science. Ms. Hollander stated not all students have to since there will be multiple course</p>	<p><b>Items for Discussion and Approval</b></p> <p><b>B. Curriculum</b></p> <ol style="list-style-type: none"> <li>10. Computer Science 1</li> <li>11. Computer Science II</li> <li>12. Communication Arts I</li> <li>13. Communication Arts II</li> <li>14. General Music 6</li> <li>15. General Music 7</li> <li>16. General Music 8</li> <li>17. Introduction to Acting</li> <li>18. Introduction to Digital Media</li> </ol>

choices next year and going forward.

**Computer Science II:**

Ms. Hollander stated this builds on CS I and expands on foundations with a focus on project-based learning.

**Communication Arts I:**

Ms. Hollander stated it is a full year, 7th grade class. Students will be creating blogs, doing TED talks, participating in mock trials, and using information for peer-to-peer discussions. Students will gather and organize information from a variety of sources centered around original thoughts and ideas.

**Communication Arts II:**

Ms. Hollander stated this course is offered to 8th graders and focuses on problem solving, creating a complex argument, time management, and organizational skills.

Mrs. McInerney asked what happens if a majority of students select the same elective. Ms. Hollander stated students are able to give their top three choices. Mr. Barile stated it is great to have this course since it can be a vital component of the Pathways in high school.

**General Music 6, 7, 8:**

Ms. Hollander noted this is a revision. Mrs. McInerney stated she was glad each grade level focuses on different instruments and techniques.

**Introduction to Acting:**

Ms. Hollander stated this is for 8th graders and is a one semester class.

**Introduction to Digital Media:**

Ms. Hollander noted this is a revision. Students will be using applications in Google suite combined with tech skills. They will work on writing their autobiography and learn how to create a brand. One project will be to reimagine the school with new branding.

Mrs. McInerney noted these courses are being added to fill the gaps because World Language is changing. Ms. Hollander stated they are planning accordingly and want a place where students can be productive. Study halls have a purpose, but they are not just a place to put

	<p>students who have nowhere else to go. Mrs. McInerney asked if the courses will be taught by current staff and if there is any financial impact. Ms. Hollander confirmed current staff will be teaching the courses and it will be cost neutral.</p> <p><i>Mr. McCauley moved for the Curricula in 3A to be brought to the full board for approval. Seconded by Mr. Barile.</i></p>	<p>Motion made and passed unanimously for the Curricula listed in 3A to be brought before the full board for approval.</p>
<p>3. A.</p>	<p><b>Items of Information:</b></p> <ul style="list-style-type: none"> <li>A. <b>Supporting Student Success: Multi-Tiered Systems of Support</b></li> <li>B. <b>Science of Reading Update</b></li> </ul> <p><b>Multi-Tiered Systems of Support (MTSS)</b></p> <p>Ms. Hollander stated that the system of student interventions once called SRBI is now called MTSS (multi-tiered systems of support) and includes a social and emotional piece. It's a framework that integrates data and structure, to maximize student achievement.</p> <p>Mrs. Heering stated MTSS supports enrichment and remediation. It is a layered approach. Tier 1 is core instruction, and 80-90% of students can learn under Tier 1 instruction. Tier 2 is additional instruction for those students that need it and is usually done in a small group of 2-4 students. Tier 3 is more intense and typically an even smaller group of 1 -3 students. It is fluid. Students can transition in and out of intervention tiers and there is an improvement cycle built into it.</p> <p>Mrs. Heering explained that Core Instruction is instructional strategies that all students are exposed to. Differentiation is a targeted approach to give students what they need. Intervention is steps put in place to support students on different levels. Tier is the level of support they are receiving.</p> <p>Mr. Barile asked how MTSS can tailor to strengths. Mrs. Heering explained that if a student has strong oral skills they can teach to that strength, such as having the student give oral presentations. It is tapping into the way they learn the best.</p> <p>Mr. Barile asked how teaching to students' strengths</p>	<p><b>Items of Information:</b></p> <ul style="list-style-type: none"> <li>A. <b>Supporting Student Success: Multi-Tiered Systems of Support</b></li> <li>B. <b>Science of Reading Update</b></li> </ul>

**New Milford Board of Education  
Committee on Learning Meeting Minutes  
May 7, 2024**

**Sarah Noble Intermediate School Library Media Center**

might affect testing scores. Mrs. Heering stated it is something they are addressing and trying to help support. Ms. Hollander added that they are still teaching to help students do well with testing. Tailoring to their strengths helps them feel confident and encourages them to take on things they may not do so well.

Mrs. Heering stated they look at a variety of components to get a whole picture of that child and to be able to tailor instruction based on their needs.

Mrs. Bosco stated the different Tiers are data driven differentiated whole class instruction. With effective Tier 1 differentiation, 80% of a class will be able to meet their needs. Tier 2 is approximately 5-10% of the class, and Tier 3 is less than 5%.

Mr. Barile asked if students know they're in different tiers. Ms. Hollander answered that they do not, and it is very common for students to be pulled out regularly for small groups. Ms. Hollander stated in K-5 it is a more fluid environment than it is in middle school. The goal is to have fewer kids in middle school needing the help because it becomes more difficult to pull students out with the different class periods.

Mr. Barile asked if there is something for the students who do not need the help, when other students are receiving the additional help. Mrs. Bosco stated yes, during WIN (What I Need), advanced students are enriched as well. Mrs. McInerney clarified that kids are not held back, waiting for other kids to catch up.

Mrs. Heering continued by stating Tier 3 is timed during WIN. Tier 3 is every day where Tier 2 is 3x/week. Mrs. McInerney asked if the students are pulled from class. Mrs. Bosco stated that Tier 3 is almost always pull out. It operates on an 8-12 week cycle and teams meet to decide if there needs to be modification/transition. Mrs. McInerney asked if Tier 3 could lead to Special Education placement and Mrs. Bosco stated it could.

Mrs. Jaskolka stated interventionists are teachers able to address students' specific learning needs. They rely on data and test scores, while progress monitoring. The teams meet every 8-12 weeks to see how the students

are progressing. Interventionists are skilled in knowing the students and data. During the MTSS cycle, each student is given a goal that is fluid. The idea is to not have a student get stuck. Mrs. Heering added that they have to dig to see where the breakdown in skills is, then build it back up.

Mrs. Jaskolka gave an example of an interventionist's day, explaining that schedules change as students transition in or out of the Tiers. MTSS guidelines have recommended group sizes. Tier 2 is 4-6 students and Tier 3 is 1-3 students. Students with similar needs can be pulled from different classrooms for instruction.

Mrs. Heering stated there are a total of 276 students receiving intervention in literacy, which is 17%.

Mrs. McNerney asked how many interventionists are in the district. Ms. Hollander stated there are 8 total, 2 at Northville, 2 at Hill and Plain and 4 at Sarah Noble.

Mrs. McNerney asked what the impact will be because of the reduction in force of interventionists with the ESSER cliff. The money has ended, but the need has not. Ms. Hollander stated it will be monitored closely. She will gather information on it and bring it to the board in October.

Ms. Hollander concluded by stating MTSS is teaching with intention and learning with a purpose. It is utilizing a strong core curriculum, data to make informed decisions, having leaders in learning, and maximizing instruction and professional learning. It is all dedicated to supporting student success.

**Science of Reading Update:**

Ms. Hollander stated Science of Reading has been going on for two years. The goals were to have K-3 teachers to speak to the progression of phonics and have systems in place to support students' goals and benchmark assessments.

Mrs. Bosco began by stating the number of students receiving intense Tier 3 is reducing slowly. Mr. Barile asked what the average time frame is for someone in Tier 3. Mrs. Bosco stated it is different per student but can be up to a few years. It is all based on individual

**New Milford Board of Education  
Committee on Learning Meeting Minutes  
May 7, 2024**

**Sarah Noble Intermediate School Library Media Center**

	<p>goals and progress monitoring. The older the student, the harder it is to close the gap because the gap can get larger as they are older. Mr. Barile noted it is hard enough for a student to enter high school, and to be behind creates an even bigger challenge. Mrs. McInerney noted those students could then be considered for special education services.</p> <p>Ms. Hollander stated they want to make sure students are motivated, and they are getting feedback on how to do that.</p> <p>Mr. Barile asked if students who are Tier 3 in one subject can be advanced in another. Dr. Parlato stated it is not common, if a student is struggling in reading, there's usually struggle elsewhere. Mrs. Jaskolka added, the more that we can catch them up by 3rd grade, the better chance of success.</p> <p>Ms. Hollander stated another goal is to get parents involved. Next school year will include a strong and comprehensive curriculum, a new group of teacher leaders, and Leadership Masterclasses.</p> <p>Mrs. McInerney thanked everyone for their hard work.</p>	
<p><b>4.</b></p>	<p><b>Public Comment</b> None</p>	<p><b>Public Comment</b> None</p>
<p><b>5.</b></p>	<p><b>Adjourn</b> <i>Mr. McCauley moved to adjourn the meeting, seconded by Mr. Barile with all voting in favor. The meeting adjourned at 8:41pm.</i></p>	<p><b>Adjourn</b> The meeting adjourned at 8:41 p.m.</p>

Respectfully submitted:



Tammy McInerney, Chairperson  
Committee on Learning