

**New Milford Board of Education  
 Committee on Learning Special Meeting Minutes  
 September 9, 2021  
 Sarah Noble Intermediate School Library Media Center**

<b>Present:</b>	Mrs. Tammy McInerney, Chairperson Mr. Joseph Failla Mr. Brian McCauley
<b>Also Present:</b>	Ms. Alisha DiCorpo, Superintendent of Schools Ms. Holly Hollander, Assistant Superintendent

<b>1.</b>	<b>Call to Order</b>  The special meeting of the New Milford Board of Education Committee on Learning was called to order at 7:32 p.m. by Mrs. McInerney.	<b>Call to Order</b>
<b>2.</b>	<b>Public Comment</b>  • There was none.	<b>Public Comment</b>
<b>3.</b>	<b>Discussion and Possible Action</b>  <b>A. Five-Year Curriculum Plan (2021-2026)</b>  <ul style="list-style-type: none"> <li>• Mrs. McInerney said she is happy to see this plan as it shows the work being done in the district in regards to curriculum vetting, review, and revision every five years.</li> <li>• Ms. Hollander said, being new, she was gratified to see that there is a clear process in place that is systemic and provides training. The plan is fluid and may be adjusted or changed if a need arises.</li> <li>• For this year's work, Mrs. McInerney asked when they will see the curriculum brought forward.</li> <li>• Ms. Hollander said starting after the first of the year.</li> <li>• Mrs. McInerney said she thought some courses listed were already done for this year, specifically social studies.</li> </ul>	<b>Discussion and Possible Action</b>  <b>A. Five-Year Curriculum Plan (2021-2026)</b>  <p style="text-align: right;">RECEIVED TOWN CLERK 2021 SEP 13 A 8:49</p> <p style="text-align: right;"><i>YHP</i></p>

	<ul style="list-style-type: none"> <li>Ms. DiCorpo said that is an approved course change for which curriculum will now be written.</li> </ul> <p>Mr. McCauley moved to bring the Five-Year Curriculum Plan (2021-2026) to the full Board for approval, seconded by Mr. Failla and passed unanimously.</p>	<p><b>Motion made and passed unanimously to bring the Five-Year Curriculum Plan (2021-2026) to the full Board for approval.</b></p>
<p><b>4.</b></p> <p><b>A.</b></p>	<p><b>Item for Information and Discussion</b></p> <p><b>Supporting Student Learning during Quarantine</b></p> <ul style="list-style-type: none"> <li>Ms. Hollander provided a handout, attached to these minutes, which describes the supports for student learning during quarantine. She said it is a responsive plan, tailored to individual students, not one size fits all. It includes periodic check-ins during the day by Remote Learning Specialists (RLS) as well as content specialists as needed. The RLS's may be Tech Integration Specialists, interventionists or other support personnel. They are also looking to hire building subs to support this process.</li> <li>Mrs. McInerney said her concern is students falling behind due to a 10 day quarantine.</li> <li>Ms. Hollander said she is confident that staff will support as needed.</li> <li>Mrs. McInerney asked if there have been any quarantines so far and if so how the plan is working.</li> <li>Ms. Hollander said there have been and so far it is working well.</li> <li>Mr. Failla asked about funding and if the support personnel listed are already in the system.</li> <li>Ms. DiCorpo said the Tech Integration Specialists are funded through ESSER.</li> <li>Ms. Hollander said the interventionists and lit coaches support as well.</li> </ul>	<p><b>Item of Information and Discussion</b></p> <p><b>A. Supporting Student Learning during Quarantine</b></p>

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	<ul style="list-style-type: none"> <li>• Mr. Failla wondered if there will be a breaking point if too many students are out on quarantine at one time.</li> <li>• Ms. DiCorpo said they will be watching and making adjustments as needed. She said if a full school was to go out, remote learning is allowed at that time. She is hopeful that won't be needed.</li> </ul>	
<b>5.</b>	<b>Public Comment</b> <ul style="list-style-type: none"> <li>• There was none.</li> </ul>	<b>Public Comment</b>
<b>6.</b>	<b>Adjourn</b> Mr. McCauley moved to adjourn the meeting at 7:56 p.m. seconded by Mr. Failla and passed unanimously.	<b>Adjourn</b> <b>Motion made and passed unanimously to adjourn the meeting at 7:56 p.m.</b>

Respectfully submitted:



Tammy McInerney, Chairperson  
 Committee on Learning

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## **NMPS Support for Students In Quarantine**

**2021-2022**

**Presented to the Committee on Learning**

**September 9, 2021**

As we start the 2021-2022 school year and look forward to having our students join us for in-person instruction, we realize that there may be times where a student will not be able to join us due to COVID-related circumstances. While the district will not be providing remote learning this year, we are committed to supporting students who are asked to stay home through contact tracing. Through clear communication and home/school collaboration, we will work with families to ensure their child is provided with support through an asynchronous model.

1. Classroom teachers will maintain a Google Classroom with information and instruction for the day's lessons.
  - a. At the preschool level, instruction will align with the theme or focus occurring in the classroom.
  - b. At the elementary level, instruction will focus on literacy and mathematics.
  - c. At the secondary level, students will focus on the four core subjects (ELA, mathematics, science, and social studies)
  
2. A quarantine learning day will consist of four hours. To be marked "present" for the day.
  - a. Excel - a.m. excel - 9 - 10:30  
p.m. excel - 12:30 - 2:00
  - b. Elementary 9:00 a.m. - 1:00 p.m.
  - c. Secondary 8:00 a.m.- 12:00 p.m.
  
3. K-12 Students will participate in a minimum of two meetings through Google Meets by a Remote Learning Specialist (RLS). One session will occur at the start of the day and the other towards the end. The RLS will meet with the student to answer questions, provide support and review the assignments for the day. The RLS may schedule a "mid-day check-in" to support the student and when needed, collaborate with classroom teachers to support specific content needs and/or questions that the RLS cannot answer. The student will be contacted by the RLS through the Classroom Google.

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4. The RLS will work with the building administrator to arrange additional Google Meets for students at the secondary level to address students' questions related to specific course content.
5. All assignments must be completed and submitted as directed by the classroom teacher(s).
6. Services for students receiving special/related services will be coordinated by the Director of Special Services and Pupil Personnel or Special Education Supervisors

Once it is determined that a student must quarantine, the following will occur:

1. The building nurse will communicate with the building principal.
2. The building principal will communicate with the classroom teacher(s) and the RLS so each can be prepared. Quarantine School will begin the subsequent school day after being informed. The classroom teacher will reach out to the family to review the process for school support during the quarantine period and help set-up the morning meeting for the next day.
3. The RLS will communicate through the class Google Classroom and the identified Google Meet.
4. The RLS will discuss the learning that will take place and help the student by setting daily goals to be accomplished. Prior to leaving the morning meeting, the RLS may schedule a mid-day check in to answer any questions or schedule additional support, if needed. At the end of the day, the student and the RLS will meet one final time to discuss what was accomplished for the day and, if appropriate, schedule the morning meeting for the next day.
5. The classroom teacher will check the work completed providing feedback to the student and communicating specific needs, if any, to the RLS.

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## Role and Responsibilities

Building Administrator/Special Education Administration.	Classroom Teacher	Remote Learning Specialist
<ul style="list-style-type: none"> <li>● Work with the school nurse and the Assistant Superintendent to communicate student(s) needs.</li> <li>● Communicate with the family as needed.</li> <li>● Support the classroom and RLS as needed.</li> <li>● Ensure Google Classroom is being properly maintained</li> <li>● Coordinate support and related services for eligible students.</li> </ul>	<ul style="list-style-type: none"> <li>● Maintain Google Classrooms with assignments that are aligned to the content being taught in class.</li> <li>● Ensure all related materials for the assignments are available.</li> <li>● Ensure that all students on your teaching roster have access.</li> <li>● Provide any additional materials to support the Remote Learning Specialist.</li> <li>● Provide student(s) with feedback on the assignments turned in.</li> </ul> <p><b>Reminder</b> - a student must complete all assignments to be counted as <i>present</i> for the day. Therefore, teachers must check the Google Classroom to monitor that work has been completed.</p>	<ul style="list-style-type: none"> <li>● Work with the building administrator to address student needs for the day.</li> <li>● Work collaboratively with the classroom teacher for assignments and related materials to support the day's learning.</li> <li>● Create strong systems of communication.</li> <li>● Collaborate with special education teachers and related service staff to ensure that individual needs (modifications and accommodations) are provided for students with disabilities.</li> </ul>