

**New Milford Board of Education
Committee on Learning Minutes
November 7, 2017
Lillis Administration Building, Room 2**

Present: Mrs. Tammy McInerney, Chairperson
Mr. Bill Dahl
Mr. J.T. Schemm

Absent: Mr. Dave Littlefield

Also Present: Mr. Joshua Smith, Superintendent of Schools
Ms. Alisha DiCorpo, Assistant Superintendent of Schools
Mr. Brad Jones, PLTW teacher, New Milford High School
Mrs. Laura Bautista Casaos, Spanish teacher, Schaghticoke Middle School

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1.	Call to Order The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:37 p.m. by Mrs. McInerney.	Call to Order
2.	Public Comment • There was none.	Public Comment
3.	Presentation A. New Milford High School PLTW • Mrs. McInerney welcomed Mr. Jones and the PLTW students. • Mr. Jones said the PLTW Engineering Design and Development class is the senior capstone course for the pathway. He said it is similar to a senior design course at an engineering school. Student teams design their own yearlong problem to solve through open ended design, documentation, research, and problem statement. They are required to research the idea, look at similar products that have a patent, present the concept to adult groups, design a brochure, and build a prototype. • Students Paxton Smith and Erick Jellen presented their idea for a "Lifta Bike" which will provide a means for people to transport a bike up and down stairs without having to directly lift it up and down	Presentation A. New Milford High School PLTW

	every step. • Students Trevor Bowes and Chris Pesantez presented their idea of “Skatenamo”. This product would use the rotational motion of skateboarding to charge electronic devices and would be designed to attach to a rider’s existing board so that the rider would not have to change their style. • Students John Adams and Viseth Neak are exploring protection for riot police that would add safety for police officers and cut down on injuries to protestors. They call their product “Disturbance Defender”. • Students Steven Davis and Dillon Ash are working on developing a water turbine that would charge jet ski batteries. • Students Jared Raines and Kelli Souza are developing their product as part of a design contest through Source America. Source America is a networking company that helps people with disabilities connect with businesses. Each year, they hold a design competition in which high school students are paired with a local community member to design a product which will help an individual become more independent in the workforce. Jared and Kelli are working with Ability Beyond to design a package sorter for a disabled person who has trouble bending over and lifting packages. • Mr. Jones credited the students on their presentations, which he had not reviewed beforehand, and gave kudos to the NMHS English department for the students’ presentation skills. • Mr. Dahl asked when the final product would be ready. Mr. Jones said the students try to have their products ready for the CT Science Fair in March and complete a final presentation in May. • Mrs. McInerney asked that the committee be invited to that presentation.	
4.	Discussion and Possible Action	Discussion and Possible Action
A.	Review and Approval of Curriculum	A. Review and Approval of Curriculum

1. Conversational Spanish I 2. Conversational Spanish II • Mrs. Bautista Casaos said this is her second year at SMS as a Spanish teacher and she piloted Conversational Spanish last year for grades 7 and 8. She said the course focuses on real life applications for use in day-to-day life versus a more formal study of the language. Mrs. Bautista Casaos said this matches well with the new language standards which focus on "I can" statements of showing learning. She said both courses stand on their own; no prerequisite is required. • Mrs. McInerney asked how these courses differ from traditional Spanish instruction. Mrs. Bautista Casaos said students taking traditional instruction typically start with Spanish 2 at the high school level. Conversational Spanish students who want to continue with the language typically start with Spanish 1 in high school. • Mr. Smith said these courses began as an attempt to find a path for students who had been in reading classes in grades 6 and 7 to begin language study. • Mr. Dahl said he actually thought this was a better way to learn a language than in the past. • Mrs. McInerney asked how language options were presented to grade 6 students. Mrs. Bautista Casaos said students could experiment with the language through after school enrichment. Mrs. McInerney said that would leave out some students who could not attend. • Mr. Smith said the other avenue is the Guidance office working with parents. Right now, the grade 6 schedule does not fit language exploration as a class during the school day. That would require changes to the schedule and could have instructional and budgetary impacts. • Mr. Schemm said he appreciated the alternative path for students. • Ms. DiCorpo said exposing children to a language in middle school will help develop fluency and will support biliteracy. There is a new state mandate which enables districts to provide a seal of	1. Conversational Spanish I 2. Conversational Spanish II
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	biliteracy on a student's high school diploma. The standards to obtain the seal will be discussed with the world language department. • Mr. Schemm asked how many total students take Conversational Spanish. Mr. Smith estimated that it is about a third of the language students. Mr. Dahl moved to bring the following curricula: 1. Conversational Spanish I 2. Conversational Spanish II to the full Board for approval, seconded by Mr. Schemm and passed unanimously.	Motion made and passed unanimously to bring the following curriculum to the full Board for approval: 1. Conversational Spanish I 2. Conversational Spanish II
5.	Item of Information A. Possible Budget Drivers 1. Intervention Support 2. Curriculum Mapping 3. Tier I Instructional Supports • Mr. Smith said he will be talking about possible budget drivers at all the sub-committees until budget season. Not all items may make it into the budget, but these are the conversation starters at the present time. Intervention support is that which is needed for non-special education students who are struggling. These are the Tier I, II, and III levels, which could require programming and/or staffing. • In the area of curriculum mapping, this refers specifically to software that could provide support in this area. Ms. DiCorpo said this online tool would help make our curricula true living documents and offer additional supports to staff. • Mr. Smith said Tier I instructional supports refer to general classroom instruction and is the primary work that the district is doing every day. There is constant conversation about how best to do this work and what changes and enhancements may be needed. • Mr. Dahl asked if there is a state mandate for the	Item of Information A. Possible Budget Drivers 1. Intervention Support 2. Curriculum Mapping 3. Tier I Instructional Supports

	budget presentation process. Mr. Smith said it is all charter driven, and works off the referendum date. • Mr. Smith asked Board members to please let him know if they had suggestions for this year's budget format.	
6.	Public Comment • There was none.	Public Comment
7.	Adjourn Mr. Dahl moved to adjourn the meeting at 9:01 p.m., seconded by Mr. Schemm and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 9:01 p.m.

Respectfully submitted:



Tammy McInerney, Chairperson
Committee on Learning