

**New Milford Board of Education  
 Committee on Learning Minutes  
 March 5, 2019  
 Lillis Administration Building, Room 2**

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NEW MILFORD, CT

**Present:** Mr. J.T. Schemm, Chairperson  
 Mrs. Tammy McInerney  
 Mr. Brian McCauley, Alternate  
 Mrs. Wendy Faulenbach, Alternate

**Absent:** Mrs. Angela C. Chastain  
 Mr. Bill Dahl

**Also Present:** Dr. Stephen Tracy, Interim Superintendent of Schools  
 Ms. Alisha DiCorpo, Assistant Superintendent of Schools  
 Mr. Greg Shugrue, Principal, New Milford High School  
 Ms. Kathleen DelMonico, English Dept. Chairperson, New Milford High School  
 Ms. Michelle Minto, Teacher, New Milford High School  
 Ms. Amy Brazauski, Teacher, New Milford High School

<p><b>1.</b></p>	<p><b>Call to Order</b></p> <p>The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:40 p.m. by Mr. Schemm. Mr. McCauley and Mrs. Faulenbach were seated in the absence of Mrs. Chastain and Mr. Dahl.</p>	<p><b>Call to Order</b></p>
<p><b>2.</b></p>	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>• There was none.</li> </ul>	<p><b>Public Comment</b></p>
<p><b>3.</b></p>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Review and Approval of Curriculum</b></p> <ol style="list-style-type: none"> <li><b>1. Advanced Creative Writing</b></li> <li><b>2. World Literature and Culture</b></li> </ol> <p><b>1. Advanced Creative Writing</b></p> <ul style="list-style-type: none"> <li>• Ms. Minto said this is a half year, half credit course for juniors and seniors. There are four different units. Unit 1 is “Who are you as a writer?” which focuses on narrative writing and techniques. Unit 2 is “What is ‘true’ writing?”. The emphasis here is on nonfiction, truth through writing and perspective. Unit 3 is “How do writers write?” which is a graded narrative unit. Students</li> </ul>	<p><b>Discussion and Possible Action</b></p> <p><b>A. Review and Approval of Curriculum</b></p> <ol style="list-style-type: none"> <li><b>1. Advanced Creative Writing</b></li> <li><b>2. World Literature and Culture</b></li> </ol> <p><b>1. Advanced Creative Writing</b></p>

participate in complicated, sophisticated writing and reading here. The final unit is “Why do writers write?” which focuses on the publication of work. Ms. Minto said there is an emphasis on the writing workshop model throughout.

- Dr. Tracy offered congratulations on the superior rating given to The Piper, NMHS’ student literary magazine, by the National Council of Teachers of English (NCTE).
- Ms. DiCorpo said training was given last year to teachers in the lower grades regarding the reading and writing workshop model, providing a bridge to high school learning.
- Mrs. McInerney asked about entry level creative writing. Ms. Minto said that is a different course and it is being revised as well.
- Dr. Tracy asked if the course includes peer critique. Ms. Minto said the emphasis is on collaboration among writers to produce better work. Modeling is provided at the start of the course to provide direction.
- Mr. McCauley said the curriculum guides used to include a “cliff notes” section at the front that summarized basics of the course. He said he had found it helpful.
- Mr. Schemm said he would find course enrollment information helpful as well.

## **2. World Literature and Culture**

- Ms. Brazauski said this revised curriculum was co-written with Ms. Minto. It is a full year, one credit course for seniors that will also be opened to juniors this fall. The emphasis is on literature and different global and world perspectives. The major units are: Culture through Literature: Values and Beliefs; Language and Power; East Meets West; and Modernism & Contemporary Spirit. The course allows for student choice through the large variety of recommended resources. Project emphasis is on creation beyond the classroom in such areas as slideshow presentations and blogging, as examples.
- Ms. DelMonico said she considers this course to be on the level of an introductory college course with its emphasis on critical writing and analysis.

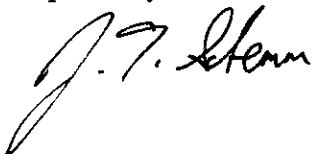
## **2. World Literature and Culture**

	<ul style="list-style-type: none"> <li>• Mrs. McInerney asked about the average size of the class and Ms. DelMonico said it is 25 students.</li> </ul> <p>Mrs. McInerney moved to bring the curriculums for Advanced Creative Writing and World Literature and Culture to the full Board for approval, seconded by Mr. McCauley and passed unanimously.</p>	<p><b>Motion made and passed unanimously to bring the curriculums for Advanced Creative Writing and World Literature and Culture to the full Board for approval.</b></p>
<p><b>4.</b></p> <p><b>A.</b></p>	<p><b>Item of Information</b></p> <p><b>Graduation Requirements</b></p> <ul style="list-style-type: none"> <li>• Ms. DiCorpo said this topic was discussed with the Policy committee as well. She said the mastery base credit piece of the statute is proposed here as a two part experience: Assured Skills Experiences for half a credit and Assured Content Experiences for another half a credit. The Skills piece will be fulfilled by success on performance based assessments and ultimately success in course work. This framework is already in place. The Content piece is proposed to be demonstrated through completion of one option in two of three sections: Mathematics, Evidence Based Reading and Writing, and Content Mastery. Some examples of mastery include meeting the State of Connecticut expectations for grade 11 proficiency on the math or evidence based reading and writing of the PSAT, SAT or ACT; passing a competency based assessment to demonstrate proficiency; being scheduled to Scientific Based Intervention (SRBI) for a half credit; placement in a state or national competition in a content area; or completion of a course internship.</li> <li>• Mrs. McInerney asked who would follow up on this credit with students since it is not an actual class.</li> <li>• Mr. Shugrue said the counselor will need to check off with the student when the mark is met.</li> <li>• Mrs. McInerney said it looks like there is plenty of opportunity for students to meet the mark. Mr. Shugrue agreed, saying it is another example of giving students choice.</li> <li>• Mrs. Faulenbach asked if the mastery base credit</li> </ul>	<p><b>Item of Information</b></p> <p><b>A. Graduation Requirements</b></p>

	<p>will be incorporated into the graduation requirements policy and Mr. Shugrue said that is the plan.</p> <ul style="list-style-type: none"><li>• Mrs. Faulenbach asked how this credit was determined. Ms. DiCorpo said the statute requires mastery base credit with the individual districts determining how it will be satisfied. Some other districts are using a capstone project here.</li><li>• Ms. DiCorpo said each student has a student success plan and this will all tie into that. The high school is currently looking at what structure will need to be added if any. Still to come is the community conversation around the “Vision of a Graduate” which Ms. DiCorpo said is a much broader topic.</li><li>• Ms. DiCorpo said policy 6172.6 regarding online learning comes into play in that the Board might want to consider allowing access to additional courses for credit fulfillment.</li><li>• Mrs. McInerney said at the college level, students are given a map for their major which outlines required and elective coursework. She asked if high school students get something similar. Mr. Shugrue said yes, students are given a Program of Studies book and complete course selection sheets which are audited by counselors.</li><li>• Mr. Schemm noted that this is a “what”, not a “why” conversation. He said the whole topic of seat time/online and mastery learning is based on the state flexing from Carnegie units. He said it is not just a test to show learning anymore. He would like to see more work on this area because he thinks there is still a lot of reliance on scoring.</li><li>• Ms. DiCorpo said the state is still requiring Carnegie units for graduation however there is some flexibility with the mastery base credit.</li><li>• Mrs. Faulenbach recommended that some of this conversation be captured in the Chair’s report to the Board.</li><li>• Mr. Schemm asked what happens if the legislation does not come to fruition. Ms. DiCorpo said she thinks the district is still better positioned at 25.</li><li>• Mr. Schemm asked if there is a financial component to moving to 25 credits. Ms. DiCorpo said there are not real savings, just movement to other areas and structures. Courses already come in</li></ul>	
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	<p>and out over time depending on student interest.</p> <ul style="list-style-type: none"> <li>• Mr. Schemm said with the mastery base credit, the change is really to 24 course credits from 26.</li> <li>• Mrs. Faulenbach said when you add in the potential for credit for some middle school courses, the credit requirement number at the high school is even lower than 24. She said there may be some per pupil savings senior year as some students graduate early. She said the goal to moving to 25 credits appears to be to capture more options and help with scheduling, not for budgetary factors.</li> <li>• Mr. Schemm said he would like to see a graduate audit of the class of 2018 that shows how many credits each student had at graduation.</li> <li>• Mrs. Faulenbach asked about parent and student notification. Mr. Shugrue said they are developing a month by month template for counselors to use with students and parents.</li> <li>• Mrs. Faulenbach asked if Naviance could be utilized for this purpose so parents and students would have a “one stop” spot to refer to. Mr. Shugrue said they would be talking to Naviance about possible customization.</li> <li>• Mr. Schemm suggested the mastery base component be added as a separate item of information for discussion at the Board level.</li> </ul>	
<p><b>5.</b></p>	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>• There was none.</li> </ul>	<p><b>Public Comment</b></p>
<p><b>6.</b></p>	<p><b>Adjourn</b></p> <p>Mr. McCauley moved to adjourn the meeting at 8:57 p.m., seconded by Mrs. Faulenbach and passed unanimously.</p>	<p><b>Adjourn</b></p> <p><b>Motion made and passed unanimously to adjourn the meeting at 8:57 p.m.</b></p>

Respectfully submitted:



J.T. Schemm, Chairperson  
 Committee on Learning