

**New Milford Board of Education
 Committee on Learning Minutes
 March 21, 2017
 Lillis Administration Building, Room 2**

Present: Mrs. Tammy McInerney, Chairperson
 Mr. Bill Dahl
 Mr. Brian McCauley, Alternate

Absent: Mr. J.T. Schemm
 Mr. Dave Littlefield

Also Present: Mr. Joshua Smith, Superintendent of Schools
 Ms. Alisha DiCorpo, Assistant Superintendent of Schools
 Ms. Roberta Pratt, Director of Technology
 Mr. Eric Williams, Assistant Principal, New Milford High School
 Mrs. Sara Del Mastro, Science Dept. Chair, New Milford High School
 Mrs. Janice Perrone, Teacher, New Milford High School
 Ms. Ginny Landgrebe, Teacher, New Milford High School
 Ms. Kristen Stolle, Teacher, New Milford High School
 Mrs. Danielle Ragonnet, Teacher, New Milford High School
 Mrs. Karen Terhaar, Teacher, New Milford High School

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1.	<p>Call to Order</p> <p>The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 p.m. by Mrs. McInerney. Mr. McCauley was seated in the absence of Mr. Schemm.</p>	<p>Call to Order</p>
2.	<p>Public Comment</p> <ul style="list-style-type: none"> • There was none. 	<p>Public Comment</p>
3.	<p>Presentation</p> <p>A. Career Readiness Opportunities at NMHS</p> <ul style="list-style-type: none"> • Ms. DiCorpo said there had been interest from several Board members on career readiness opportunities at New Milford High School, so she asked Mr. Williams to provide information. • Mr. Williams said NMHS is not a vocational high school, therefore career readiness opportunities may take different forms, some requiring college, some not. Every curriculum at the high school follows CCSS (Common Core State Standards) which emphasize the career readiness skills of 	<p>Presentation</p> <p>A. Career Readiness Opportunities at NMHS</p>

	<p>communication, teamwork/collaboration, problem solving, reasoning, use of data, and research skills.</p> <ul style="list-style-type: none">• Many career readiness opportunities at the high school are made possible through the Perkins grant including the Internship Program. Students self-select for this program, working with an advisor, and work 100 hours per semester in a community internship of some kind. Examples include: medical, law, veterinary, and auto mechanic.• Mrs. McInerney asked if all students are eligible. Mr. Williams said yes, but it is typically upperclass students due to the time commitment. Right now, there are about a dozen students participating.• Mrs. McInerney asked if the internships were out of school hours and Mr. Williams said they were.• Mr. Williams said other career readiness opportunities at the high school include: Education, through Child Development and PE Leader; Medical Careers, through Allied Health, Medical Technology, and EMT; Engineering, through Project Lead the Way; and Video Production.• The high school also offers several career technical student organizations: DECA (Distributive Education Club of America), FBLA (Future Business Leaders of America) and HOSA (Health Occupations Students of America) that compete at state and national conferences.• Mr. Williams said other classes offer career readiness pathways too. These include Website Design, Autocad, Computer Programming, Studio Art, and others.• Mr. Dahl said it was good to see all the ways that students can pursue their passions because that's what will create opportunities in the future. It also gives them a chance to try things out to see if they are still interested before making a commitment in college.• Mrs. McInerney said skills learned in many of these career ready curriculums, such as website design or Photoshop, could be useful in many areas of the workforce and could make a candidate who has them stand out among others.• Ms. DiCorpo said during a recent visit by Perkins administrators, the high school received many	
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	<p>commendations for the equipment being used in classrooms by our students and that our equipment gives students a chance to use the same tools that they will see in the real world.</p>	
<p>4.</p>	<p>Discussion and Possible Action</p> <ul style="list-style-type: none"> • Ms. DiCorpo said she had provided a template to tonight’s presenters to aid discussion and address commonly asked questions. She said these were the final curricula to be presented for this year. <p>A. Review and Approval of Curriculum</p> <p>1. Personal Finance</p> <ul style="list-style-type: none"> • Mrs. Perrone said this is a revision to a ½ credit, semester course. This is the first year it is a graduation requirement for the entire student body and is, therefore, a popular course. The course focuses on budgeting. Students do extensive college and career research and evaluation work here, including how much it costs and how to finance. The class also explores salary, work environment, and living expenses for the student’s chosen career path. • Mr. Dahl said he was very impressed by the depth of the class and asked if students ever get stressed over planning for college. Mrs. Perrone said some students express the idea that college may not be possible for them and they work through that with other ideas. • Mrs. McInerney said she was glad this is a required course as she thinks it is very important to teach students to be accountable for healthy finances. • Mr. McCauley said he totally agreed. <p>2. Forensic Science</p> <ul style="list-style-type: none"> • Mrs. Del Mastro said this is a revision to a ½ credit, semester course for grades 11-12. It is a very popular course and they tend to run 1-2 sections each semester. The course emphasizes the science behind the forensics. The central theme is that every contact leaves a trace. Students must match 	<p>Discussion and Possible Action</p> <p>A. Review and Approval of Curriculum</p> <p>1. Personal Finance</p> <p>2. Forensic Science</p>

evidence to the original source. The course teaches inquiry skills, analytic thinking, writing analysis, and problem solving and features hands on labs. Students are required to do a presentation on a landmark case.

- Mr. Dahl asked if this course helps fulfill the science requirement and Ms. Del Mastro said it could if students take another ½ credit science course as well.
- Mrs. McNerney asked if there was any follow up course at a higher level. Mrs. Del Mastro said not at this time, but that students can contract to take this course at Honors level with additional assignments.
- Mrs. McNerney said she would love to see a tie in with one of the universities, such as UNH, who offer forensics programs.

3. College Prep Chemistry

- Ms. Landgrebe said this revision aligns the course with the new NGSS (Next Generation Science Standards). Students do several interesting projects including designing their own custom periodic table and building a hot air balloon.

4. Experimental Chemistry

- Ms. Stolle said this course is similar to College Prep Chemistry and students do many of the same projects but the pace is slower and students here need more math reinforcement. There is also a hands-on lab every week.
- Mrs. McNerney asked if students would choose either College Prep or Experimental and Ms. Landgrebe said that is correct. The level of math typically determines which one. The Science and Math departments coordinate for a common language.
- Mr. Smith said the choice lets students learn the material and be successful at a level that works for them.

3. College Prep Chemistry

4. Experimental Chemistry

5. College Prep Integrated Science

- Mrs. Ragonnet said this is a full year, grade 9 course that has been revised for the NGSS. Incorporating the new standards puts an emphasis on modeling and communicating information. The course makes strong use of science journal articles. There is also a unit on astronomy and all students visit the Observatory on site. Mrs. Ragonnet is on their Board as well.
- Mr. Dahl said he found every unit interesting and particularly liked the performance task regarding children's books.
- Mr. Smith said he wanted to thank the Science department for embracing the Observatory as a valuable resource.
- Mrs. McInerney said she would love to see that expand to all the schools.

6. Anatomy & Physiology I

7. Anatomy & Physiology II

- Mrs. Terhaar said the two courses together make up a full year course but they are offered independently so students can take them over the course of their junior and senior years. She said this course builds on previous courses of biology and chemistry in its study of anatomy and physiology. The revision is to align with NGSS. This year, students will prepare their own dissection manual. Mrs. Terhaar said many of the Medical Technology students take this course.
- Mr. Dahl said he is always reading about current advances in this area and Mrs. Terhaar said there is no end to the articles available for discussion.

Mr. Dahl moved to bring the following curricula:

1. Personal Finance
2. Forensic Science
3. College Prep Chemistry
4. Experimental Chemistry
5. College Prep Integrated Science
6. Anatomy & Physiology I

5. College Prep Integrated Science

6. Anatomy & Physiology I

7. Anatomy & Physiology II

Motion made and passed unanimously to bring the following curriculum to the full Board for approval:

1. Personal Finance
2. Forensic Science
3. College Prep Chemistry
4. Experimental Chemistry

	<p>7. Anatomy & Physiology II</p> <p>to the full Board for approval, seconded by Mr. McCauley and passed unanimously.</p>	<p>5. College Prep Integrated Science</p> <p>6. Anatomy & Physiology I</p> <p>7. Anatomy & Physiology II</p>
5.	<p>Public Comment</p> <ul style="list-style-type: none"> • There was none. 	<p>Public Comment</p>
6.	<p>Adjourn</p> <p>Mr. McCauley moved to adjourn the meeting at 8:29 p.m. seconded by Mr. Dahl and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 8:29 p.m.</p>

Respectfully submitted:



Tammy McInerney, Chairperson
 Committee on Learning