

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
MEETING NOTICE

DATE:	November 19, 2013
TIME:	7:30 PM
PLACE:	Lillis Administration Building – Room 2

GEORGE CLUCKEER
TOWN CLERK



2013 NOV 15 P 3:42

NEW MILFORD, CT

REVISED AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. CALL TO ORDER

2. PUBLIC COMMENT

The Board welcomes public participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Educations personnel and students, nor against any person connected with the New Milford Public School System.

3. DISCUSSION AND POSSIBLE ACTION

A. Review and Approval of Curriculum:

- 1. Creative Writing
- 2. Diverse Voices

Ms. Kathleen DelMonico
Ms. Kathleen DelMonico

B. Request for New Program or Course:

- 1. AP Microeconomics
- 2. Civil Engineering and Architecture (CEA)
- 3. AP Calculus BC

Mr. Greg Shugrue
Mr. Greg Shugrue
Mr. Greg Shugrue

C. Five Year Plan (2013-2018)

Mr. Joshua Smith

4. ITEMS FOR INFORMATION AND DISCUSSION

A. Talented & Gifted Follow-up

Mr. Joshua Smith

B. SAT/ACT Follow-up

Mr. Joshua Smith

C. Active Students and Cognitive Development

Mr. Joshua Smith

5. ADJOURN

Sub-Committee Members: Mr. David A. Lawson, Chairperson
Mrs. Angela C. Chastain
Mr. David R. Shaffer
Mrs. Daniele Shook

Alternate: Mrs. Lynette Celli Rigdon
Mr. William Wellman

The Committee on Learning curriculum
can be previewed in the
Office of the Assistant Superintendent
Lillis Administration Building – Room #6.

Office Hours: 8:00 a.m. – 4:00 p.m.

REQUEST FOR NEW PROGRAM OR COURSE

Principal's Signature: _____

Chair's Signature (If applicable): _____

Date: 9/30/13

Title of Proposal: **AP Microeconomics**

Person(s) Submitting Proposal: Dan Marcoux

Curriculum Area: Social Studies _ _ _ _ _

Number of Credits/Level (if applicable): 0.5 _ _ _ _ _

Prerequisite Courses (if applicable): none

Grade(s): 11-12 _ _



1. Description of Program/Course: (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share? (Use attachment if more space is needed.) “The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy” (collegeboard).

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

In addition to offering rich classroom experiences, the addition of AP level courses offers our students the opportunity to take college level courses while still in high school. Successful completion of the course gives students an advantage in the college application process and enables them to enter college with credits earned in high school. Initially department members considered offering only one single semester course, but decided that continuous contact with their AP teacher until the test was more beneficial.

3. Forecasted impact of change: (again, use an additional sheet if needed)

A. Please describe the likely impact of change on the students intended to be directly served by the program/ course.

The course will help students develop the skills and habits required in college. The class offers additional elective alternatives to satisfy the state Civics requirement.

B. Will it have impact on other students, if so how.

It could have a slight impact on the makeup of other senior electives.

C. How will it affect students currently being served and are caught in a transition process? (If applicable)

It will have no impact.

D. What is the impact of this proposal on staffing?

It would not increase staffing but any new offering creates the potential of increasing the number of preparations for individual staff members.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

It may become necessary to offer elective courses during alternate semesters or years if the number of preparations for staff members becomes problematic.

F. Are there space implications associated with the program/ course?

none

G. How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?)

It could impact enrollment in other courses/departments if a substantial number of students enroll in this course rather than some other.

4. What resources are required by the program?

A. Is there a need for new technology? If so explain.

No.

B. What current materials will need replacement?

We would need to purchase textbooks and supplementary materials.

C. Are there staffing needs required because of the resources?

There are no staffing needs created by resources.

D. Would there be specific needs for materials for SPED or for ELL?

No.

E. Is specialized training required for staff?

No. The AP summer workshop has already been completed.

5. Who will be involved in curriculum writing and when does one envision it will occur?

The curriculum could be written in the summer of 2014 by the person teaching the course.

6. Develop a projected budget of impact costs for three years:

Description	Year 1	Year 2	Year 3	Total
Costs of Text	\$3,330.00*	0	0	\$3,330.00*
Supplies	\$300	\$200	0	\$500
Professional Development	0	0	0	0
Curriculum Writing	\$1210	0	0	\$1210
Staffing	0	0	0	0
Other (Identify)	0	0	0	0
Total	\$4840.00	\$200	0	\$5040.00

* Based on one section per semester.

Request for a New Program or Course

Signature of Principal _____
Signature of Department Chair _____ (if applicable)

Date: **October 15, 2013**

Title of Proposal: **Civil Engineering and Architecture (CEA)
(Addition to Project Lead the Way Pathway to Engineering)**



Person(s) Submitting Proposal: **Eileen Reed, Erin Lucia, Brad Jones** _____

Curriculum Area: **Science, Technology, Engineering and Math (STEM)** _____

Number of Credits/Level (if applicable): **1 credit** _____

Prerequisite Courses (if applicable):

Students must maintain at least a 75 average in their traditional academic or honors level science and math classes . Students must have completed Algebra 1 and Geometry.

Grade(s): **11 / 12** _____

1. Description of Program/Course: (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share? (Use attachment if more space is needed.)

Civil Engineering and Architecture (CEA) is one of several specialty engineering course offerings in the Project Lead the Way (PLTW) Pathway to Engineering curriculum. In CEA, students learn about various aspects of civil engineering and architecture and apply their knowledge to the design and development of residential and commercial properties and structures. In addition, students use 3D design software to design and document solutions for major course projects. Students communicate and present solutions to their peers and members of a professional community of engineers and architects.

In the 2012/2013 school year, New Milford High School became a PLTW school when we launched our first in a four-course sequence in the Pathway to Engineering program. Our goal was to expose New Milford students to the many possibilities for careers in science, technology, engineering and mathematics (STEM) related fields. The high level of student interest in PLTW, along with the emergence of supplemental funding has provided the impetus to accelerate the expansion of our program. The addition of CEA will provide more variety in engineering electives for upper classmen who wish to test the engineering waters, but who may not be in the engineering pathway. As part of the PLTW curriculum, CEA is written to the National Education Standards for science, mathematics, English language arts, and to the International Technology and Engineering Educators Association (ITEEA) technology literacy standards.

In CEA, there is ample opportunity for students to practice and demonstrate mastery of the reading and writing Common Core State Standards for Literacy in Science and Technical Subjects. Research, analysis and communication are key parts of this

specialty course.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed).

This proposal is part of a larger plan to grow our engineering program to include a variety of specialty courses, and to increase enrollment, particularly of female students.

Currently, in our second year of PLTW, there are a total of 106 students enrolled in the two foundational courses, Introduction to Engineering (IED) and Principles of Engineering (POE). Of these students, there are 52 freshmen, 27 sophomores, 14 juniors and 13 seniors. Of the non-senior students who took IED last year, 56% are currently enrolled in POE. Of the students currently enrolled in both courses, 81% are males and 19% are females.

The target population for Pathway to Engineering courses includes students who are interested in a STEM field, have an aptitude for art and design concepts, enjoy working with computers, and learn best in hands-on classes. In our second year of the program, we are finding that our ratio of males to females mirrors that in college engineering programs. While female enrollment in college continues to outpace male enrollment, the percent of women who graduate with undergraduate engineering degrees is only about 18%. And according to the American Society of Engineering Education, this number was a 15-year low in 2009. In the workforce, female engineers represent only about 14% of the total according to the Congressional Joint Economic Committee.

According to PLTW's website, "PLTW alumni are studying engineering and technology ... at rates five to ten times the average of all U.S. students." We expect that increasing the variety of engineering offerings will attract more females, who will then be more likely to further explore engineering as a possible career option. An informal survey in which girls currently in the Pathway to Engineering program were asked to choose among a list of specialty courses that they would be interested in taking, the highest interest was in CEA, compared to all of the other PLTW specialty courses.

3. Forecasted impact of change: (again, use an additional sheet if needed)

A. Please describe the likely impact of change on the students intended to be directly served by the program/ course.

CEA would not require compromise to any of the students' traditional core course load.

Rather, it would provide more choice in electives for students with an interest in STEM-related careers.

B. Will it have impact on other students, if so how.

There will be no impact on other students.

C. How will it affect students currently being served and are caught in a transition process? (If applicable) ,

CEA will be an option for students who have completed the two Pathway to Engineering foundational courses. This course will also be an option for upper classmen who are not in the Pathway.

D. What is the impact of this proposal on staffing?

In the 2013/2014 school year, a teaching position was added to the science department in order to accommodate the growing engineering program. Therefore, no new staffing will be required.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

There are currently a combined 7 sections of the two foundational Pathway to Engineering courses, IED and POE. Assuming the same number of sections for these two courses next year, plus the addition of the 3rd course in the approved sequence, Digital Electronics (DE), the addition of one section of CEA would bring the total PLTW sections to 9. Our current PLTW lab, with 20 student computers, can accommodate 8 sections as long as none are scheduled at the same time. To accommodate a 9th section, one of the current PLTW classrooms, room 3105, would need to be outfitted with a second set of student computers. This would also allow for more flexibility in scheduling in that more than one PLTW course could be scheduled at a time.

F. Are there space implications associated with the program/ course?

Outfitting room 3105 with a set of 20 student computers would allow for more than 8 total engineering sections, and would allow for more flexibility in scheduling.

G. How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?)

Adding this new elective may impact enrollment in other electives, however the 8 period schedule provides room for students to increase the number of courses they take.

4. What resources are required for the program?

Project Lead the Way requires the Autodesk software for CEA. There are also equipment specifications such as the Nikon Auto Levels and accessory equipment.

A. Is there a need for new technology? If so, explain.

20 additional student computers and one teacher laptop computer

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

None

D. Would there be specific needs for materials for SPED or for ELL?

None beyond regular accommodations.

E. Is specialized training required for staff?

Teachers of PLTW courses must attend a specialized 2-week core training session for each PLTW course they teach. In addition, at least one guidance counselor must attend a PLTW counselor conference.

5. Who will be involved in curriculum writing and when does one envision it will occur?

There are no curriculum writing costs as PLTW provides the curriculum for this course and requires by contract that it be used as written.

6. Develop a projected budget of impact costs for three years:

Description	Year 1	Year 2	Year 3	Total
Costs of Text	none			
Supplies	\$1900.00	250.00	250.00	2,400.00
Professional Development	\$2860.00			2860.00
Curriculum Writing				
Staffing				
Other (Identify) student computers/ teacher laptop	\$30,000.00			30,000.00
Total	\$34760.00			\$35,260.00

Requests for a New Program or Course

Signature of Principal: _____

Signature of Department Chair: _____ (if applicable)

Date: 10/21/13 _____

Title of Proposal: AP Calculus BC _____



Person(s) Submitting Proposal: Ryan Fitzsimmons _____

Curriculum Area: Mathematics (9-12) _____

Number of Credits/Level (if applicable): 1 _____

Prerequisite Courses (if applicable): Honors Pre-Calculus _____

Grade(s): 11-12 _____

1. Description of Program/Course: (What is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share? (Use attachment if more space is needed.) AP Calculus BC is an extension upon the previous year (AP Calculus BC). This course is offered at many local high schools and covers additional topics in differentiation and integration from parametric and polar curves to sequences and series as well as transcendental functions. This course is generally equivalent to two semesters of college level Calculus.

2. Describe the Current Situation and why the new proposal seems needed. Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal (use attachment if more space is needed). Currently there is a group of 18 students who are juniors enrolled in AP Calculus AB or Honors Pre-Calculus who would meet the requirements of this course. For the seniors this would be the only algebra-based math class available to them senior year.

3. Forecasted impact of change: (again, use an additional sheet if needed)

A. Please describe the likely impact of change on the students intended to be directly served by the program/ course. Students who are successful on the AP Calculus BC exam may be eligible to earn college credit for the course.

B. Will it have impact on other students, if so how. Hopefully this course will draw interest at the lower levels to create another group of students in the future to enjoy this same experience.

C. How will it affect students currently being served and are caught in a transition process? (If applicable) , This course would offer our most gifted math students an opportunity to further their education at NMHS.

D. What is the impact of this proposal on staffing?
No extra staff needed

E. Are there scheduling implications associated with this proposal? If yes, detail those implications. Yes – Offering AP Calculus BC will create a need to drop one section of another course.

F. Are there space implications associated with the program/ course? No

How might this impact other programs? (Example: Is a new elective likely to affect enrollment in other departments?) Depending upon scheduling this could decrease enrollment in our AP Statistics Course, however that is not likely. No other impacts would be felt.

4. What resources are required for the program? None

A. Is there a need for new technology? If so, explain.
No

B. What current materials will need replacement? None

C. Are there staffing needs required because of the resources? No

D. Would there be specific needs for materials for SPED or for ELL?
No

E. Is specialized training required for staff? A summer course offering through Taft School would be helpful, since this course has never been taught at NMHS.

5. Who will be involved in curriculum writing and when does one envision it will occur? Ryan Fitzsimmons will write the curriculum meeting the needs of the AP Audit and course preparation will begin in the 2013-2014 school year and continue through the summer.

6. Develop a projected budget of impact costs for three years:

Description	Year 1	Year 2	Year 3	Total
Costs of Text	0			
Supplies				
Professional Development	300			
Curriculum Writing	600			
Staffing				

Other (Identify)				
Total	900			

This program was envisioned in SMS when a group of 20 gifted math students were placed together on an accelerated track. This course is the culmination of 6 years of hard work on behalf of these students. The current textbook for AP Calculus will also be used for Calculus BC.

**New Milford Public Schools
Office of the Assistant Superintendent
Five-Year Curriculum Plan**

Subject/Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<p>Business & Practical Arts/ Technology</p>	<p>Revise: Practical Arts 7-8 '01: Foods & Nutrition Metal Sewing & Textile Tech Woodworking Arch. Drafting II '07 Arch. Drafting III '06 Projects Unlimited Website Design I '07 Website Design II '07</p> <p><u>Propose new Course/Elective:</u> "AP Intro To Programming" "Introduction To Finance" "Personal Finance II"</p>	<p>Revise: Accounting I '09 Accounting II '09 Accounting II College '07 Adv. Auto CAD '09 Business Law '05 Machine Drafting '03 Technical Drafting '04</p>	<p>Revise: Intro to Programming '11 Marketing I '11 Personal Finance I '11</p>	<p>Revise: Arch. Drafting I '12 Basic Auto Cad '12 Business Computer App. '12 Marketing Work Program '12</p>	<p>Revise: General Woodworking '13 Introd. Woodworking '13 Marketing II '13</p>
<p>English/ Language Arts K-12</p>	<p>Revise: Grades 2-3 Grades 4-6 Grades 7-8 English I, II, III & IV Humanities I '07 Humanities II '07 Modern & Cont. Poetry '07 Writing Workshop '07</p>	<p>Estimated Cost: \$7,504</p> <p>Revise: Grades 2-3 Grades 4-6 Grades 7-8 Adv. Creative Writing '08 Children's Literacy & Literature '08 Journalism I '07 Journalism II '07 Public Speaking '08 Video Production '08</p> <p>Estimated Cost: \$14,525</p>	<p>Revise: American Studies '09</p>		<p>Revise: Creative Writing '13 Diverse Voices '13 Drama Workshop '14 Science Fiction '14</p>

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Last Update: 11/18/13

**New Milford Public Schools
Office of the Assistant Superintendent
Five-Year Curriculum Plan**

Subject/Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Fine Arts K-12	Revise: Grade K-3 Grade 4-6 Design Foundations I '04 Design Foundations II '04 Studio Art '05	Revise: K-3 Art '06 4-6 Art '06 Honors Art History Cut, Paste & Copy '91 Portfolio '09 Sculpture '09 Estimated Cost: \$12,344	Revise: Ceramics I '11	Revise: Grade 8 Art '12 Ceramics II '12	Revise: Advertising Art & Design '13 Crafts '13 Grade 7 Art '13
Library Media K-12		Revise: K-3 Library Media '09 4-6 Library Media '09 7-8 Library Media '09 9-12 Library Media '09			
Mathematics K-12	Revise: Grades K-6 Grades 7-8 Applied Geometry '07 Applications Math '07 Practical Math I Practical Math II Pre-Calculus Honors '08 Statistics '07	Revise: Grades K-6 Algebra I '08 Algebra I Honors '09 Algebra II Honors '09 Elementary Algebra '07 Integrated Math '09 Estimated Cost: \$4,840	Revise: Algebra III '11 Calculus Honors '11	Revise: Algebra II '12 Geometry '12 Inter. Algebra II '12 SAT Prep	Revise: Adv. Algebra & Trig. '13 Geometry Honors '13

Propose new
Course/Elective:
"AP Pre-Calculus BC"

Estimated Cost: \$15,730

**New Milford Public Schools
Office of the Assistant Superintendent
Five-Year Curriculum Plan**

Subject/Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
<p>Music K-12</p>	<p>Revise: Grades 9-12 Chorus Advanced Chorus 9-12 History of Am. Music Theater '97 History of Jazz '98 Inst. Music '07 Grades 4-6 Grades 7-8 Grades 9-12</p>	<p>Revise: General Music '01 Grades K-3 Grades 4-6 Elec. Music Tech. '04 Music Appreciation '98 Music Theory</p> <p>Estimated Cost: \$9,441</p>	<p>Revise: Band Orchestra Wind Ensemble</p>	<p>Revise: Grade 7 Gen. Music '12 Grades 4-8 Choral Music '12</p>	
<p>PE/Health K-12</p>	<p>Revise: Health K-3 Health 4-6 Allied Health, Careers '97 Health I '96 Sports Medicine '08</p> <p><u>Propose New Course/Elective:</u> "Sports Performance"</p>	<p>Revise: Health K-3 Health 4-6 PE Leader '08</p> <p>Estimated Cost: \$9,197</p>	<p>Revise: Child Development '11 Early Childhood '11</p>	<p>Revise: Grade 8 Health '12 Health II '12 PE I '12 PE II '12 Social & Emotional Thinking '12</p>	<p>Revise: EMT '13 Medical Tech. '13 PE III '13 PE IV '13 Wellness '13</p>
<p>Science K-12</p>	<p>Revise: Grades K-3 Grades 4-6 Grades 7-8 Astronomy '06 Biology '07 Biology Honors '07 Chemistry Honors '06 Environ. Earth Science '06 Environ. Earth Sc. Honors '06 Physics Academic '07 Physics Honors '07</p>	<p>Revise: Grades K-3 Grades 4-6 Grades 7-8 Chemistry Academic '08 Forensic Science '09 Plant Science '08 Plant Science II '08</p> <p><u>Propose new Course/Elective:</u> "Civil Engineering and Architecture (CEA)"</p> <p>Estimated Cost: \$15,491</p>	<p>Revise: Anat./Phys Honors I '09 Anat./Phys Honors II '09</p>	<p>Revise: Ecology/Fall '12 Ecology/Spring '12 Project Lead The Way '12 Experimental Chemistry '12</p>	

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Last Update: 11/18/13

**New Milford Public Schools
Office of the Assistant Superintendent
Five-Year Curriculum Plan**

Subject/Area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Social Studies K-12	Revise: Chinese Studies Hon'07 Modern America '05 Sociology '04 Western Civilization Honors Propose new Elective/Course: "Macroeconomics" "AP Comparative Government & Politics" "AP World History" "Forensic Psychology"	Revise: Grades K-3 Grades 4-6 Grades 7-8 Am. Studies Honors '09 Intellectual History '09 US History '09 US History Honors '09 Western Civilization Academic '98 Propose new Elective/Course: "AP Microeconomics"	Revise: Civics '11 Intro to Psychology '11	Revise: Economics '12 Russian Studies '12	Revise: Global Studies '12 History Through Film '12
World Languages 7-12	Revise: German III '05 German IV '05 French I '08 French II '08 Spanish IV '07	Revise: French III '09 French IV '09 Spanish III '07 Estimated Cost: \$17,667		Revise: Spanish I '12 Spanish II '12	Revise: German I '13 German II '13 Russian Studies '13
		Estimated Cost: \$3,630 Total 2014-15 Budget: \$110,369			

New Milford Gifted & Talented Program
JPS HPS NES
Schaghticoke Middle School Sarah Noble Intermediate School
23 Hipp Road 25 Sunny Valley Road
New Milford, CT 06776 USA
(860) 354- 2204 Ext. 121 (860) 210-4020 Ext. 333

Dear Parent/Guardian,

This letter provides you with an overview of New Milford's Talented & Gifted Program (TAG). State of Connecticut Special Education laws mandate identification of gifted and talented students, and New Milford complies by identifying the top 2% of its school population as intellectually gifted. The procedures and criteria for qualifying follow. Please note that identification does not result in a change in instruction or an individualized educational plan (IEP) for the student. Instead, qualifying students receive regular classroom curriculum plus one hour per week of enrichment.

The procedure for identification starts with a teacher or parent referral assessing the degree to which the student displays characteristics of an intellectually gifted student. Further information such as CMTs and DRP scores are gathered by the TAG teacher. Next, the parent is consulted. Finally a team, including the school's Early Intervention Team, determines whether or not the referral substantiates the need for IQ testing which is the final step.

Please review the attached detailed set of materials explaining the procedures and criteria for the program. After reviewing the materials, if you would like further information, I would be happy to answer your questions and can be reached at Sarah Noble 860-210-4020 Ext. 333 Tuesday through Thursday and at Schaghticoke Monday and Friday at 860- 354-2204 Ext. 121. Thank you.

Sincerely,

Eileen Cooper, Ph.D.
Talented & Gifted (TAG) Coordinator

Procedures and Criteria – Screening for Intellectual Giftedness

Procedures:

1. The referral procedure begins by a teacher or parent/guardian filling out a rating scale to determine the degree to which a student demonstrates characteristics that likely place them in the top 2% range of intellectual ability. To make this determination, a combination of the following characteristics is considered.

Grades, CMTs, & DRPs

Grades, Connecticut Mastery Tests (CMTs), and Degrees of Reading Power (DRPs) are indicators of intellectual ability. Consistent A's or CMTs that are in the 350-400 range, or DRPs in the 100 range point toward academic achievement and indicate a student in New Milford's **top 15-20% academically talented group**. Academically talented students are taught by the classroom teacher, learn quickly, and consistently produce high quality school work. If motivated, their success in life is great.

Advanced Abstract Language/Math/Non-Verbal Ability

Characteristics placing a student in the **2% range** include school tests indicating that a student is three years or more above level in reading and/or math, plus a high degree of abstract thinking similar to that at an adult level. To help you determine the difference between our academically talented 15-20% group and those falling into the 2% range, quotes from qualifying New Milford TAG students are provided on the rating scale.

Parent/Guardian Referrals

As a parent/guardian, you can observe your child's characteristics at home, review the rating scale examples and determine whether your child demonstrates characteristics that place her/him in the 15-20% or 2% range at this time. If in the 2% range, a rating scale is filled out and returned to the TAG teacher.

2. The TAG teacher gathers further information (grades, CMTs, DRPs) and confers with teachers and parent/guardian determining the strength of the referral.
3. The nomination proceeds to the Early Intervention Team to determine whether or not IQ screening is recommended.
4. An IQ test is administered by the school psychologist. Students who qualify for the criteria are logged onto the State of Connecticut roster for special education thereby fulfilling New Milford's compliance with state special education laws.

Criteria:

The school psychologist administers the Wechsler Abbreviated Scale of Intelligence (WASI) to the student. An IQ score of 140 is the standard. Students who score a full scale composite score of 140 are identified for the program by the PPT.

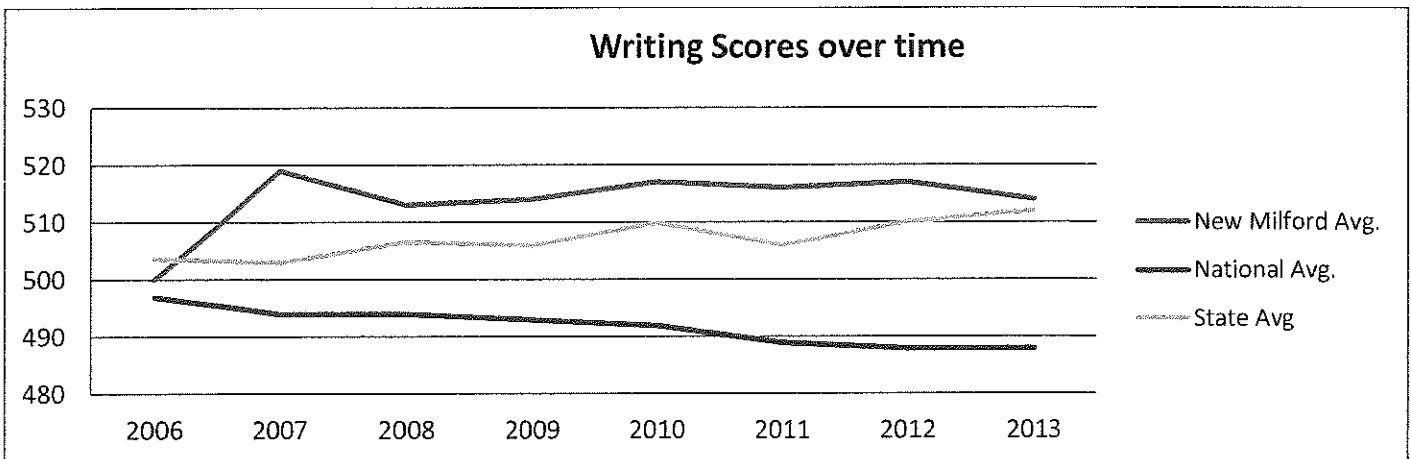
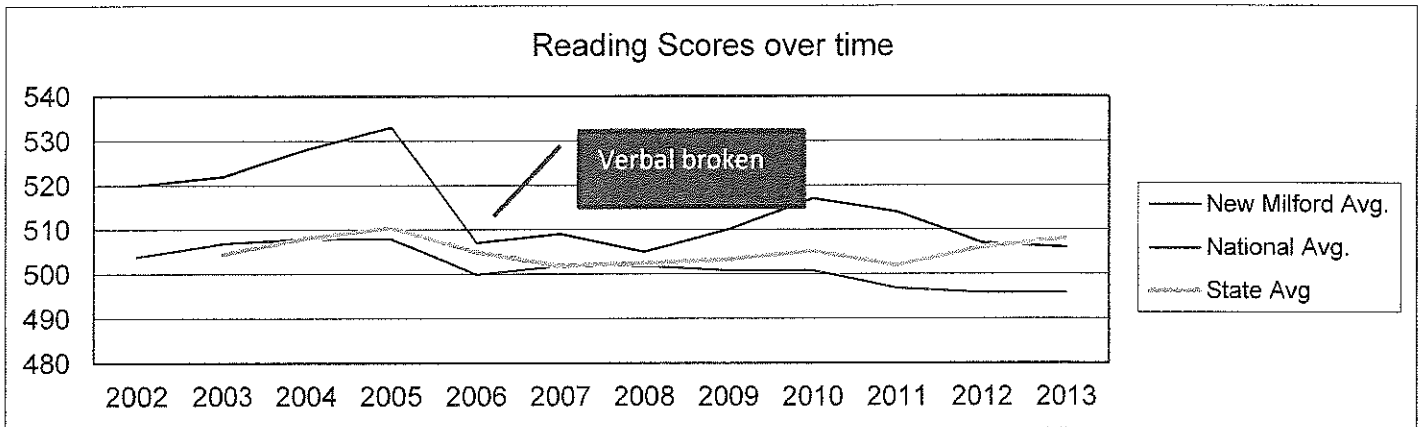
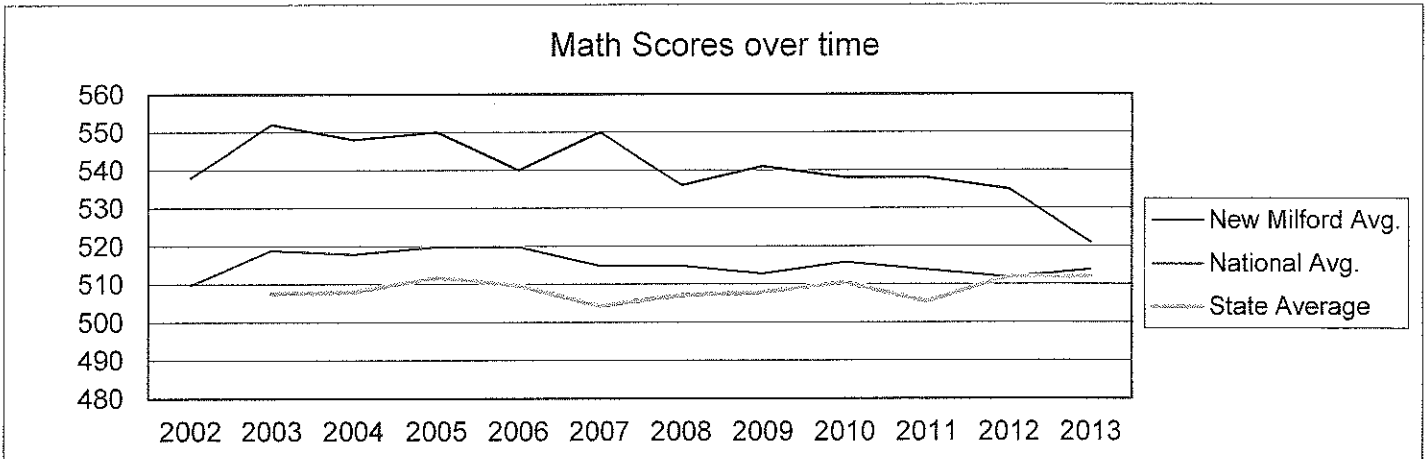
Students scoring 135-139 have missed the standard IQ score of 140 but are considered for inclusion in the program for intellectually gifted based on strong teacher recommendation(s) and the strength shown in the testing results. A full-scale composite score of 135 is the cut-off for being admitted into the program. Additionally, students who score a 135 or above on the General Abilities Index (GAI), which considers verbal and perceptual reasoning scores, qualify for the program.

Students who score 140 in either the verbal or the perceptual reasoning part of the WASI are also considered for the program by the PPT. These students are identified as intellectually gifted based on strong teacher recommendation(s) and exceptionally strong testing results in either category as shown by the WASI regardless of the full-scale score.

5. One hour of enrichment per week is offered to students who meet the criteria.

New Milford Public Schools SAT Scores Over Time

SAT Results:



Mean 2013 SAT Scores by State

States are ranked by combined 2013 SAT Scores

Rank	State	Participation Rate	Critical Reading	Math	Writing	Combined
1	Illinois	5%	600	617	590	1807
2	North Dakota	2%	609	609	581	1799
3	Michigan	4%	590	610	582	1782
4	Minnesota	6%	595	608	577	1780
5	Missouri	4%	596	595	582	1773
6	Wisconsin	4%	591	604	576	1771
7	Iowa	3%	592	601	570	1763
8	South Dakota	3%	592	601	567	1760
9	Wyoming	4%	581	588	588	1757
10	Kansas	6%	589	595	568	1752
11	Kentucky	5%	585	584	572	1741
12	Nebraska	4%	584	583	567	1734
13	Colorado	14%	578	581	562	1721
14	Tennessee	8%	574	569	566	1709
15	Arkansas	4%	572	570	555	1697
16	Oklahoma	5%	571	569	549	1689
17	Utah	6%	569	566	549	1684
18	Mississippi	3%	568	547	558	1673
19	Louisiana	5%	556	553	546	1655
20	Ohio	17%	548	556	531	1635
21	New Mexico	12%	550	545	531	1626
22	Alabama	7%	544	534	530	1608
23	Montana	25%	539	540	516	1595
24	New Hampshire	70%	524	528	515	1567
25	Massachusetts	83%	515	529	509	1553
26	Arizona	35%	521	528	502	1551
27	Vermont	61%	516	519	505	1540
28	Oregon	49%	520	520	499	1539
29	Washington	60%	515	523	499	1537
30	Connecticut	85%	508	512	512	1532
31	Virginia	71%	516	514	498	1528
32	New Jersey	78%	499	522	500	1521
33	West Virginia	15%	514	501	498	1513

34	California	57%	498	512	495	1505
35	Alaska	52%	508	505	482	1495
36	Maryland	73%	497	500	486	1483
37	Pennsylvania	71%	494	504	482	1480
38	North Carolina	62%	495	506	478	1479
39	Indiana	70%	493	500	477	1470
40	Rhode Island	72%	491	490	487	1468
41	New York	76%	485	501	477	1463
42	Florida	67%	492	490	475	1457
43	Nevada	48%	492	494	468	1454
44	Hawaii	64%	481	504	468	1453
45	Georgia	75%	490	487	475	1452
46	Texas	59%	477	499	461	1437
47	South Carolina	64%	484	487	465	1436
48	District of Columbia	91%	473	466	461	1400
49	Maine	95%	462	467	451	1380
50	Idaho	99%	454	459	451	1364
51	Delaware	100%	451	457	443	1351
	All Students	50%	496	514	488	1498

**New Milford Board of Education
 Committee on Learning Minutes
 November 19, 2013
 Lillis Administration Building, Room 2**

Present: Mr. David A. Lawson, Chairperson
 Mrs. Angela C. Chastain
 Mr. David R. Shaffer
 Mrs. Daniele Shook

Also Present: Mr. Joshua Smith, Assistant Superintendent of Schools
 Ms. Kathleen DelMonico, Teacher, New Milford High School
 Mrs. Ann Hartman, New Milford Health Department
 Dr. Diane D'Isadori, Pediatrician
 Mrs. Diane Swanson, Director, Pratt Nature Center

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NEW MILFORD, CT

1.	<p>Call to Order The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 p.m. by Mr. Lawson.</p>	<p>Call to Order</p>
2.	<p>Public Comment</p> <ul style="list-style-type: none"> • None 	<p>Public Comment</p>
3.	<p>Discussion and Possible Action</p> <p>A. Review and Approval of Curriculum:</p> <p>1. Creative Writing</p> <ul style="list-style-type: none"> • Ms. DelMonico said the order of the material presented has been changed slightly and the course has been aligned with common core standards. The main thrust of the course is on authentic pieces of writing outside of the classroom. At heart, the course is designed to improve student writing. <p>2. Diverse Voices</p> <ul style="list-style-type: none"> • Ms. DelMonico said this course was originally Short Fiction. The course now has a core book, <i>Passing</i>, and more diverse, heftier reading requirements overall. • Mrs. Shook said she loved the assessment piece which includes blogging and a Poetry SLAM. • Mr. Shaffer asked if the diverse nature of the material had led to any complaints. Ms. DelMonico said it has not but if an issue was to 	<p>Discussion and Possible Action</p> <p>Review and Approval of Curriculum:</p> <p>Creative Writing</p> <p>Diverse Voices</p>

	<p>arise there is always student choice.</p> <ul style="list-style-type: none">• Mr. Shaffer asked how many sections there were of the course and Ms. DelMonico said there are presently two but it varies with enrollment.• Mr. Lawson asked about the number of students taking the course and Ms. DelMonico said there were about thirty each semester. <p>Mr. Shaffer moved to bring the following curricula to the full Board for approval: Creative Writing and Diverse Voices seconded by Mrs. Shook and passed unanimously.</p> <p>B. Request for New Program or Course:</p> <p>1. AP Microeconomics</p> <ul style="list-style-type: none">• Mr. Shaffer asked for clarification regarding the length of this course. Mr. Smith said it was proposed as a semester course.• Mr. Shaffer asked what happened during the time between when the course ends and the test in the spring. Mr. Smith said that would be up to the enrollment and the instructor; no formal period is scheduled to meet.• Mr. Lawson said he was not comfortable with the statement that this course fulfills the State Civics requirement as he feels it defeats the spirit of the requirement.• Mr. Shaffer said he had looked up the requirement on the internet and agreed with Mr. Lawson that it does not meet the spirit.• Mr. Smith said that option can be removed.• Mr. Lawson said he was not ready to add more AP classes at this time and thought the district needs to get a handle on the ones we have now. He said we need to look at the academic level too and the resources we have in general to support initiatives such as common core.• Mrs. Chastain asked why these courses were being recommended. Mr. Smith said there has been a move to college readiness over the last few years at the high school level. High school reform asks all students to take a college level	<p>Motion made and passed unanimously to bring the following curricula to the full Board for approval: Creative Writing and Diverse Voices.</p> <p>Request for New Program or Course: AP Microeconomics</p>
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course before leaving. Courses are being recommended to increase choice and reduce barriers. This particular course does not require a prerequisite. This would be a sister course to Macroeconomics which is already offered.

- Mr. Lawson said college ready doesn't have to mean advanced placement.
- Mr. Shaffer said an AP course is often tougher than the corresponding college course and can be discouraging for students who can't handle it.
- The Committee took no action on this course proposal.

2. Civil Engineering and Architecture (CEA)

- Mr. Smith said this course would be an elective in conjunction with the four year Project Lead the Way (PLTW) cycle. The proposal is driven by enrollment and the increase in graduation credits. It will help fill the STEM cluster.
- Mr. Shaffer asked Mr. Smith to confirm if there were two PLTW courses now and if this course would be third in the linear progression. Mr. Smith said the only prerequisite was the introductory PLTW course and this is an elective engineering course, not one of the four PLTW course already approved by the district.
- Mr. Shaffer said he thought PLTW was a great program but has concerns about the cost for this addition. He asked if there was any way to decrease the number of computers required. Mr. Smith said the number of computers must be equal to the enrollment as this is a computer based program. Mr. Smith said the lab might be utilized by other classes besides PLTW and that funding might be obtained from other areas.
- Mrs. Chastain said she whole heartedly supports this program which is helping students in ways we never have before.
- Mr. Lawson said he too has concerns about the cost but that this is the type of program he wants to see; it is open to all levels and can be entered at any year.

Civil Engineering and Architecture (CEA)

- Mrs. Shook said she agreed with the concept and that budget should be considered later.
- Mr. Shaffer said this was another avenue for college credit.

Mr. Shaffer moved to bring the new course Civil Engineering and Architecture (CEA) to the full Board for approval seconded by Mrs. Chastain and passed unanimously.

3. AP Calculus BC

- Mr. Smith said this is the next progression in the Calculus level.
- Mr. Lawson asked what the anticipated student enrollment is. Mr. Smith said 15-30 over the next two years due to the fact that common core students are advancing through math faster.
- Mr. Shaffer said that based on his personal math teaching background he believes this is the toughest AP course there is. It is a very difficult course for teachers and students alike and success is not common. He said a class with less than ten students is not acceptable budget-wise and he does not believe more than that number will enroll. Mr. Smith said the course will be an elective and will not be run if less than ten students enroll.
- Mr. Shaffer said he thought the proposal had an error in stating that Honors Pre-Calculus students can move right into AP Calculus BC. Mr. Smith said that would not be a typical progression but was put in the proposal so as not to exclude the rare student to whom it might apply.
- Mr. Lawson wondered if there was a way to accommodate advanced math offerings without adding a course, perhaps in collaboration with one of the nearby colleges. Mr. Smith said that we currently accept transfer credits for pre-approved course but that can be problematic with student schedules.
- Mr. Lawson suggested exploring the idea of offering this course every other year vs. every year. Mr. Smith said the course would be

Motion made and passed unanimously to bring the new course Civil Engineering and Architecture (CEA) to the full Board for approval.

AP Calculus BC

enrollment driven.

- Mrs. Chastain said she would support this course which is relatively low cost. Many talented students would benefit.
- Mr. Lawson said he wished to reiterate that he does not think current AP results are good and that we need to improve on current offerings. He does not see a demonstrated need at this time and would prefer to wait.
- Mrs. Shook said she thinks the course should be offered and then see if enrollment is there.
- Mr. Shaffer said he believes this course will create lower enrollment in AP Statistics. Statistics is often a mandatory course in college. He also is concerned that there is no money for professional development included. He feels strongly that the teacher should attend the AP training on this course.
- Mr. Shaffer said he would prefer to see the Math SAT Prep course offered instead of this course. He thinks that course would impact more students and help SAT scores in general but he would support this course if professional development and a ten student minimum enrollment were included.
- Mr. Smith said there had been issues with equal access to the SAT Prep course when it was offered in the past due to the limit on enrollment. Mr. Smith will discuss with the high school, the impact to staffing and what it would take to offer the course.

Mrs. Chastain moved to bring the new course AP Calculus BC with a requirement for staff training and a ten student minimum enrollment to the full Board for approval seconded by Mrs. Shook and passed unanimously.

- Mr. Lawson moved discussion to Items of Information and Discussion 4C with the Committee's acceptance to accommodate speakers who were present.

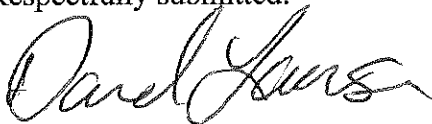
Motion made and passed unanimously to bring the new course AP Calculus BC with a requirement for staff training and a ten student minimum enrollment to the full Board for approval.

<p>4.</p> <p>C.</p>	<p>Items for Information and Discussion</p> <p>Active Students and Cognitive Development</p> <ul style="list-style-type: none">• Mr. Smith said the district Wellness Committee started discussing physical activity and cognitive development last month and wanted to share some of that information with the Committee on Learning.• Members present introduced themselves. Mrs. Ann Hartman has a Master's degree in Public Health and works for the New Milford Health Department. Dr. Diane D'Isadori has been a pediatrician for over 25 years and was on the task force that led to the Wellness Committee. Mrs. Diane Swanson has a degree in education and is the Director of the Pratt Nature Center.• Mrs. Hartman said they would like to present material regarding the link between wellness and physical activity during the day. She referenced Board Policy 6142.2 which states that during the regular school day, all students will be provided with opportunities, support, and encouragement to be physically active.• Dr. D'Isadori said there is a large body of evidence that correlates physical activity with academic achievement for children of all ages including better performance on standardized tests. She said there is a concern with the schedule at Schaghticoke Middle School where there is often extended academic periods with no break, no recess, and Physical Education only two times per week. She presented the American Academy of Pediatrics (AAP) Policy Statement which validates recess and optimal opportunities for physical activity within the school day.• Mrs. Swanson said the Wellness Committee members were there to offer resources, recommendations and collaboration in connection with the research.• Mr. Smith said this was presented as an Item of Information only. He will be following up with SMS administration regarding logistics and cost of any suggested changes.	<p>Items for Information and Discussion</p> <p>Active Students and Cognitive Development</p>
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	<ul style="list-style-type: none"> • Mr. Lawson requested that the AAP Policy Statement be forwarded to the Board Chair as information for the full board. • Mr. Shaffer asked where the other schools stood on this issue. Mrs. Hartman said K-6 were fine and the high school estimates over 50% of the student body does after school sports. • Mrs. Shook thanked the Committee for the work that they do. She would like to see something done in the future to address issue. • Mr. Lawson offered his thanks as well. 	
<p>3.</p> <p>C.</p>	<p>Discussion and Possible Action</p> <p>Five Year Plan (2013-2018)</p> <ul style="list-style-type: none"> • Mr. Smith said the Five Year Plan is on the agenda because the Committee does not meet in December and the plan will have a budgetary impact. Curriculum is very fluid at this time but the numbers listed for 2014-15 will be used to drive the budget. • Mr. Shaffer asked if the NEASC requirement for course guides for the high school had been looked at as this was an issue during the last visit. Mr. Lawson said they were very cognizant of this issue and had set up a five year cycle of revision dates for virtually every course. <p>Mrs. Shook moved to bring the Five Year Plan for 2013-2018 to the full Board for approval seconded by Mrs. Chastain and passed unanimously.</p>	<p>Discussion and Possible Action</p> <p>Five Year Plan (2013-2018)</p> <p>Motion made and passed unanimously to bring the Five Year Plan for 2013-2018 to the full Board for approval.</p>
<p>4.</p> <p>A.</p> <p>B.</p>	<p>Items for Information and Discussion</p> <p>Talented & Gifted Follow-up</p> <ul style="list-style-type: none"> • Mr. Smith presented the overview provided by Dr. Cooper regarding talented and gifted identification as requested. <p>SAT/ACT Follow-up</p> <ul style="list-style-type: none"> • Mr. Smith said he was still gathering information on the ACT results. He presented 	<p>Items for Information and Discussion</p> <p>Talented & Gifted Follow-up</p> <p>SAT/ACT Follow-up</p>

	<p>information on SAT trends. He said the downward trend in Math scores is an issue but they are working on the K-8 structure and have added math coaches and made this a focus of teacher development so progress should occur over time. He pointed out that while Connecticut ranks 30th overall, the state is second among those testing 80% or above and New Milford is above the state and national averages.</p> <ul style="list-style-type: none"> • Mr. Shaffer said there were statistics kept by the teacher of the SAT Prep course when it was offered that showed a significant increase in the scores of students taking the SAT. • Mr. Lawson said with the increased competitiveness of even state university acceptance, he thinks the return of the SAT Prep course should be investigated. There appears to be significant student interest and it could serve a great number. • Mr. Smith stated that he will look at the option to offer the course in the future. 	
<p>5.</p>	<p>Adjourn</p> <p>Mrs. Shook moved to adjourn the meeting at 8:57 p.m. seconded by Mr. Shaffer and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 8:57 p.m.</p>

Respectfully submitted:



David Lawson, Chairperson
 Committee on Learning