

Minutes of the Planning/Personnel Committee of the Board of Education
Regional School District 14 www.ctreg.org
July 7, 2014

A meeting of the Planning/Personnel Committee of the Regional School District 14 Board of Education was held on Monday, July 7, 2014 at Bethlehem Elementary School, 92 East Street, Bethlehem, Connecticut.

Present were Committee Chair Maryanne Van Aken, Janet Morgan, Carol Ann Brown, Interim Superintendent Frank Sippy, Ph.D., Mike Devine, Pam Zmek, NHS Principal Andrew O'Brien, Sue Domanico, Shelley Rinaldi, Ray Robillard, reporter Mike Preato, and BoE clerk Deb Carlton.

The meeting came to order at 6:00 pm and concluded at 7:15 pm.

The committee discussed Literacy and Numeracy Intervention Supports at Nonnewaug High School:

Mr. O'Brien and his faculty members utilized a printed version of a powerpoint presentation to explain tiered interventions at their school for students with challenges who are performing below grade level. These interventions provide extra contact time as recommended by the District Management Council (DMC). The committee viewed MAP Reading and Math scores for 9th grade students and saw that the lowest bands account for less than 20% of the population.

Dr. Sippy saw the scores as good news; a full 2/3 of students fall within the bell of a bell curve, and only about 35 students are at the ends. Mr. O'Brien and Mr. Robillard spoke to the advantages of this adaptive (MAP) test, which can save data to compare testing sessions, of which there will be 3 next year yielding almost next day results.

The teachers spoke about how the school currently responds to the needs of struggling students and the difference in approaches to teaching. Where in a traditional approach time is fixed and learning is variable, the intervention strategy will allow for learning to be constant and time will be variable based on need. The Tier 3 Intensive Credit Bearing classes for literacy and numeracy will meet 5 times a week. Students who participate will need to forego an elective in order to receive this intensive support. Tier 1 support will be offered in class, and tier 2 support will be offered in small group settings once or twice weekly.

The committee heard about criteria for determining literacy support, components of curriculum for tier 2 and 3 support, instructional practices used, and criteria for measuring success. Similarly, they heard goals for numeracy intervention, criteria, components, instructional practices, and criteria for measuring success.

The teachers responded to questions from the committee, including those related to reducing the stigma for students of this age group who need extra help, and what the trigger is for recognizing that the classroom teacher is not able to meet certain students' additional needs. There was also interest on the part of the committee to know whether similar interventions are happening at the middle and elementary schools. The DMC had noted that our most qualified staff, such as our Literacy Specialists, should be working directly with our most needy students, as opposed to putting paras or instructional assistants with them.

Ms. Rinaldi noted the main goal at NHS is grade level literacy so that all students can be successful post high school in whatever they will do in their lives.

Respectfully Submitted,

Maryanne Van Aken

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Chair, Planning/Personnel Committee