

Curriculum Committee Meeting

Wednesday, October 11, 2017 8:15 AM

Central Office Conference Room, 24 School Road, Weston, CT 06883-1623

I. **Call to Order**

II. **Presentation and discussion of HES digital innovation initiative**

III. **Follow-up discussion of WHS Honors Science Research course proposal for 2018-2019 school year**

IV. **Information regarding Project Challenge renewal in anticipation of a comprehensive update scheduled for the November Curriculum Committee meeting**

V. **Approval of minutes**

VI. **Other curricular issues**



GREEN
SCREEN



ELC



MAKERSPACE



CODING



COLLABORATION



COMMUNICATION



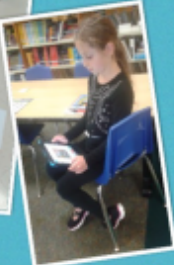
CREATIVITY



SCIENCE



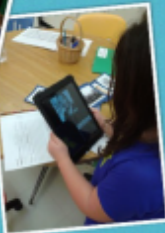
SOCIAL
STUDIES



CRITICAL
THINKING

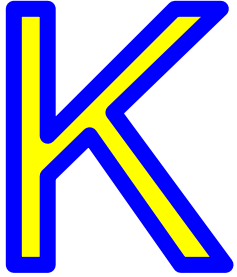


ELA



MATH

Enhance Content Area Curriculum-Pilots



ELA: Classroom renditions of a familiar story

Science: Properties: Regatta

Science: Living Things- Grassheads & Pumpkins

Math: DreamBox & Math Apps

Social Studies: Personal Timelines



ELA: Opinion Writing Letters & Reviews

Science: Force & Motion- Roller coasters

Math: DreamBox and Math Apps

Social Studies: Martin Luther King, Jr.



ELA: Book Reviews

Math: DreamBox, Educreations

Social Studies: Geography - Monuments Biographies

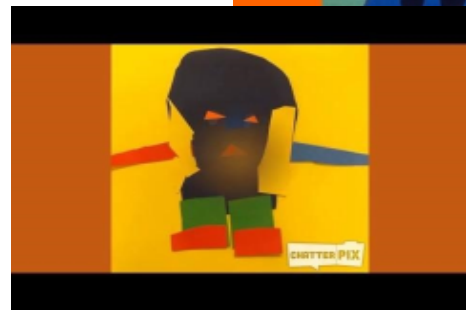
Foster the 4Cs

CRITICAL THINKING

COLLABORATION

CREATIVITY

COMMUNICATION



Flexible Grouping

← WHOLE CLASS →

← SMALL GROUP →

← INDIVIDUAL →



What We've Seen/Even More Benefits

- Authentic audience
- Edit writing
- Capture thinking to share, oral rehearsal, to reference for writing
- Differentiation- mini lessons/anchor charts, dictation vs. writing, social stories



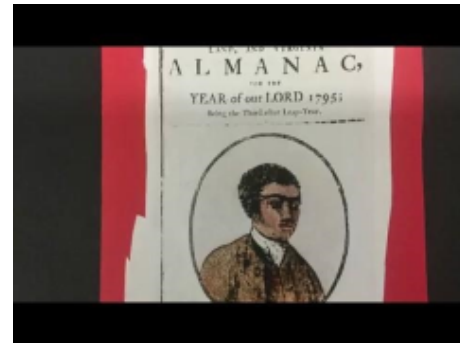
ELC



KINDERGARTEN
SECOND



FIRST





Pele

Pele Giving Speech



This photo shows Pele giving a speech. This artifact shows Pele's importance because he helped people that are not rich find a sport. If Pele never said that speech people that are poor would not have a sport.

Unicef



This photo shows peie
working for unicef. This
shows peie's importance because peie
works for unicef. unicef help's
people in poor countries. soccer
still supports unicef today.

Winning World cup



This photo shows Pelé's winning the world cup. This artifact shows Pelé's importance. Because he helped his team win the most world cups. If Pelé was never alive, Brazil would not have won the most world cups.

There's an app for that.....



Consumption & Creation

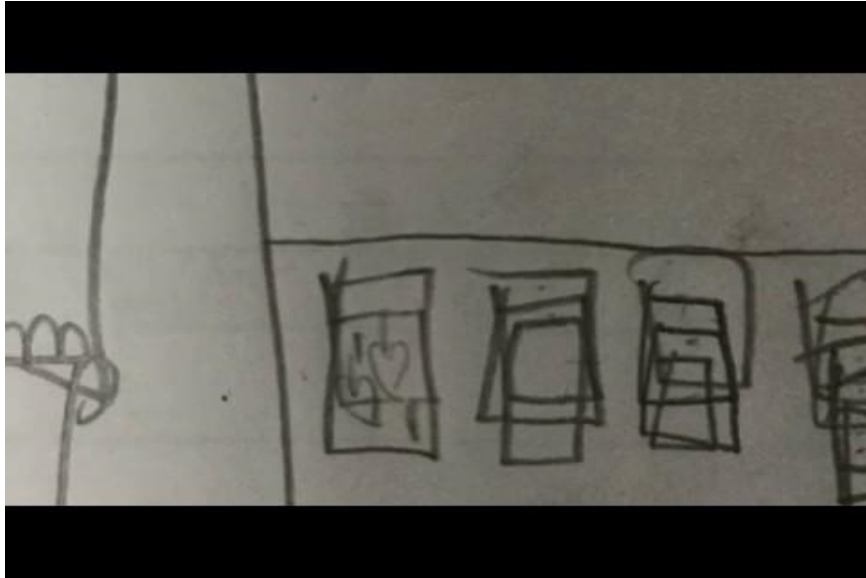
- Lexia
- Dreambox
- Tumblebooks
- Osmo
- ShadowPuppet
- Puppet Pals
- Tellagami
- Popplet
- Imovie
- Storycreator
- My Story
- Coding/robots
- Toontastic
- Educreations

I have 310 red and green candies at home.
120 of them are green.
How many are red? How many more are red than green?

A hand-drawn diagram shows a large red oval labeled '310' and a smaller green oval labeled '120'. A line connects them to a subtraction problem:
$$\begin{array}{r} 310 \\ - 120 \\ \hline 190 \end{array}$$

Candies
by Carolyn Vinton on Dec 08, 2016

Bringing It All Together



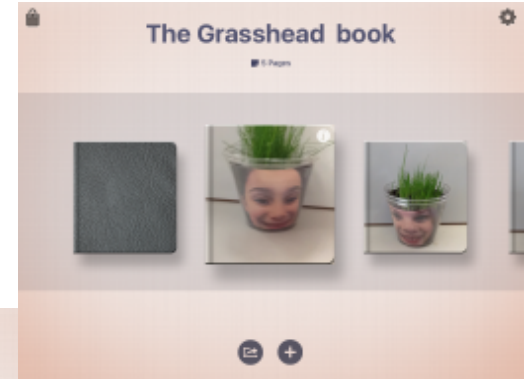
1st Grade Writing



2nd Grade Social Studies

With More Devices.....

- Partner students on iPads to foster collaboration
- Additional curricular extensions as it would be less time intensive
- Increase independence for students and teachers
- Shorten timeline needed to complete project
- Use Airdrop to quickly share work from one iPad to another
- Telling/Retelling Stories
- Book Review/Book Recommendations
- Reinforcement/Differentiation
- Gauge student progress
(Mrs. Merrifield poetry and tales)
- Missing iPad Story



Weston Public Schools
New Course Proposal for 2017 – 2018

This proposal should be submitted to the Assistant Superintendent by the principal of the school on behalf of the department chair and/or staff involved. All proposals are due to the building principal *one week* prior to this date. *All proposals must be approved first by the building principal. Requests will be reviewed with the principal, Curriculum Instructional Leader and Assistant Superintendent prior to presentation to the Curriculum Committee.*

School: WHS

Proposal Submitted By: **Jamie Charles, Stacey Greenberg**

Department: **Science**

1. **Name of Course or Program:** Honors Science Research

2. **Population to be served:** The target population is for 10th to 12th grade independent and highly-motivated students who have successfully submitted an application consisting of an in-depth research proposal. Incoming ninth grade students could be accepted with additional teacher recommendation. Accepted students are chosen on the basis of the quality of their scientific thinking and depth of their background research. We are anticipating an enrollment of 8-12 students for the first year for the first year of implementation.

3. **Identify and discuss the need:** Advanced and highly-motivated science students at WHS currently have limited options for science research through the Independent Study program. In this case, students desiring to be involved in science research most often need to find a position in a laboratory setting outside of school and are likely limited in their choices of research focus. Having a dedicated course and research laboratory at the high school will open research opportunities for many more students, allowing them to develop and pursue their own research interests at a pace that best suits their own workload and interest, independent of external laboratory considerations (travel time, hours of lab operation, etc.).

This course will provide students with the potential to compete in science competitions at the state level and possibly national and international levels.

4. **Impact on Other Courses / Schedules:** This is a full-year honors lab science course that will be offered as a science elective, and thus does not replace any of the core sciences at the high school. The

anticipated number of students successfully completing the application process is expected to be small, 8-12 students, therefore no major impact on the scheduling process is anticipated.

This science research course is something that the students would need to prioritize in order to be successful, and therefore other opportunities such as extracurricular activities may need to be balanced appropriately.

5. **Budget Related Items**

Program planning and development*

Budget proposal for WHS Expert-in-Residence (Mr. Bramante) for program and course inception is attached (proposal: \$8,750). *Grant approved by the Weston Education Foundation on October 2, 2017 at their monthly meeting.*

Equipment to establish WHS research lab*

List of essential lab equipment is attached. (Prices will vary depending on source of equipment, e.g. resale vs. new items.) Estimated cost: \$58,600

*We are seeking the support of the Weston Education Foundation for the costs listed above.

Staffing

For the 2018-19 school year, an allocation of .40 FTE would need to be included in the budget in order to facilitate one section of Honors Science Research and provide time to conference with students and to develop the program.

The science research instructor is also responsible for facilitating the WHS research lab for use beyond the school day in order for students to be able to have access to its resources. Therefore, we are including an anticipated Science Research Laboratory Stipend of approximately \$6,000.

Other (These are anticipated as recurring annual costs)

Science materials/chemicals for student investigations- \$6,000.

Entry fees into science research competitions - \$1,000.

Equipment maintenance - \$1,000.

6. **Evaluation for Program Success or Continuation:**

Course success can be evaluated based on the following items:

- Student interest/enrollment.
- Student feedback on surveys.
- Student performance data (i.e. completion of a research plan in the fall, continued engagement and furtherance of his/her research project, and completion of both a

midterm presentation (mid-January), and a final presentation and summary of results paper in June.

- Participation in local and state competitions.

7. **Other Information for Consideration:**

This course proposal has been modeled after the highly successful science research course developed at Greenwich High School (“Honors Research Seminar”) by Andrew Bramante.

Other schools whose research programs are based on a three-year model where students do not formally begin science research until year two (and often in off-site laboratories) restrict student opportunities and rarely provide them with the ability to have ownership of their research.

The rigorous course application process is vital to the success of this course and of the students themselves because of the nature of their independent work. Waivers used in other courses will not apply to this course.

Class size would be limited to a maximum enrollment of 12 students in order for all students to get access to the lab equipment and to have adequate one-on-one time with the teacher.

This course could qualify as a *graduation capstone experience* for the Class of 2023 when it is anticipated that the State’s graduation requirements will include a capstone.

The teacher of this course acts as a mentor for each individual project. As a result, this teacher will be spending a great deal of time reading scientific literature, helping to identify safety issues related to laboratory work, ordering supplies essential to each student’s project, helping students learn how to use the necessary equipment, and overseeing students while they conduct their research. All of these components require additional time outside of the school day.

8. **Attach a description of the course including the units of study.**

Please see a detailed *Course Overview Handout* designed by Andrew Bramante for his current science research course at Greenwich HS (as WHS hopes to model its course off of this successful course at GHS)

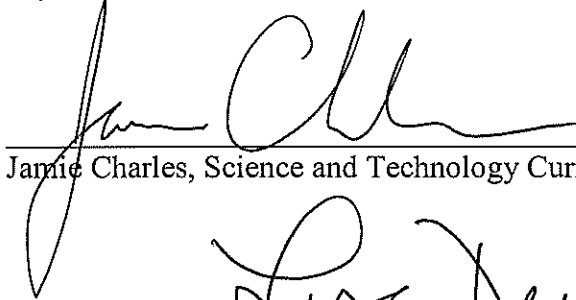
A summary of the course highlights:

- a. A 5-7 page *research proposal* for the selection process when applying to course – due in the winter-spring time frame of year prior to course beginning.
- b. Accepted students identify and submit an updated *research project* (mid-September).
- c. Students write a detailed *research plan* for their project (mid-October).

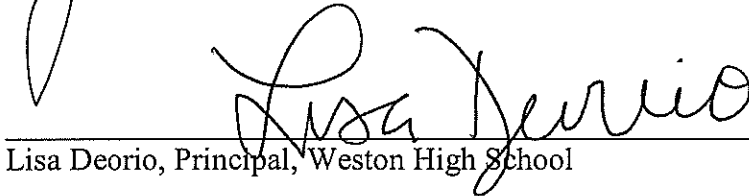
- d. Students carry out their research through winter to be completed in time for state science competitions (deadlines ranging from early December – February).
- e. Midterm exam for all students: 5-7 minute presentation on work completed through the first half of the year.
- f. Final exam for all students: 7-10 minute presentation, as well as a *final research paper* (paper detailing all aspects of research—background, abstract, materials, methods, results, discussion, and conclusion).

Final note, following participation in the state fairs, students could be continuing their research, moving on to other competitions, writing up their work for publication, or working on research proposals for the following year.

Signature:



Jamie Charles, Science and Technology Curriculum Instructional Leader



Lisa Deorio, Principal, Weston High School



Kenneth Crow, Ed.D., Assistant Superintendent, Weston Public Schools

Welcome to Honors Research Seminar! Honors Research is a non-traditional, non-lecture course that is designed to allow students to develop problem solving skills, improve techniques in acquiring information from library and on-line sources, discover and use more advanced laboratory techniques, and when appropriate, learn to utilize analytical instrumentation to complete and report a defined research project.

Course Requirements & Scheduling:

- The nature of this course indicates that a full year should be used to complete the required independent research project.
- Students **MUST BUY** a USB drive, so that they are able to move files between computers within the classroom, and between their own computers and various analytical instruments used within the lab.
- Those students scheduled for this course should be committed to being in the course for the entire academic year.
- The student must keep a scientific notebook/journal that details the daily project activities that he/she has completed.
- *I will check that you have obtained a USB drive and a notebook by **September 11th**. I will periodically review these notebooks for entries of all of the research related activities. This includes notations on literature searches, significant literature findings, as well as all experimentation (with results). A portion of your class grade will be determined by the completeness of your laboratory notebook.*
- Each student will **identify a research project by no later than September 25th**, and write a **Research Plan for their research, to be handed in, by Monday, October 23rd, 2017**. Example "Initial" Research Plans are available on my Honors Research webpage for you to use as a guide.
- Last year, for the first time, GHS Science Research students participated in the **CT STEM fair**, which is a regional (Fairfield county) science, where the top three winners of the fair are awarded trips to compete at Intel's ISEF. Last year, many of our seniors conducted *continuation projects* for their respective junior year projects, and participated in this early February fair. Other students (underclassmen) were able to get their research done in time for this early competition. In summary, ~12 GHS students participated in the CT STEM fair, with all three ISEF awards going to GHS students. The date for this fair is **February 3rd**, with an application deadline of **December 31st**. Application for the CT STEM fair must include description of your (i) *Problem Statement*, (ii) *Methods and Procedures*, (iii) *Findings & Results*, and (iv) *Significance & Implications*.
- The top ~25 students in Independent Research (combined Blocks 4, 5 & 6) will be asked to enter his/her/their (for a team) project into the Connecticut Science & Engineering Fair (CSEF). **The deadline for the CSEF registration of your project is Friday, December 1st, 2017**. This year, the CSEF has started a new policy, where they will allow only ~25 student from each high school within the state to apply. After you have handed in your research plan on October 23rd, we will fine tune it, and the best 25 students with respect to progress of work, and likelihood of completion by late February, will be permitted to apply to CSEF on Dec. 1st.
- Based on the progress of each student in his/her project, in early December, I may nominate a few students (combined sections) to participate in the 2017 JSHS. The student registration deadline for participation, and/or attendance at the CT JSHS is ~ Dec. 7th. **For those that want to deliver a talk, in either poster or oral presentation format, an abstract and a video description of your work must be submitted to the regional JSHS by ~ January 9, 2018**. Samples of these abstracts are available on the Honors Research webpage. I also have some sample videos that were previously submitted, for your review.
- All seniors with a completed research project from his/her junior year are encouraged to participate in the Siemens Competition in Science, Math, & Technology (<http://www.siemens->

Mr. Andy Bramante
andrew_bramante@greenwich.k12.ct.us
203-520-6190 (cell)
Room 932

GHS: Honors Research Seminar
2017-2018

foundation.org/en/competition.htm), and the Regeneron Senior Talent Search (RSTS) (<http://www.societyforscience.org/sts/>). The deadlines for these “senior-only” talent searches are:

- **Tuesday, September 19th for the Siemens Competition;** please see important dates at <https://siemenscompetition.discoveryeducation.com/about/competition-schedule>
- **Wednesday, November 15th for ISTS;**
November 8, 2017 at 8:00 p.m. Eastern time - 2018 Transcript and Recommendation Due Date
All transcripts and recommendations should be received by SSP by this date and time.
November 15, 2017 at 8:00 p.m. Eastern time - 2018 Application Deadline
All parts of the application must be received by SSP by this date and time, including transcripts and recommendations.

Both initially involve applications, which require a completed research paper, an abstract, an executive summary, along with letters and essays, similar to a college application. Please mark these dates on your calendar, as the results for GHS students in the past years have been great.

- The **Midterm Exam** for the course will take the form of a 5-7 minute Powerpoint presentation on the work completed during the first half of the school year.
- The **JSHS participants must provide a “completed” paper to JSHS by ~ February 6th***, for the competition that takes place in early March.
- Of the ~25 students that applied to/registered for CSEF, the best "15" students will be selected to actually participate, and **these students must submit a Comprehensive Abstract to CSEF by March 1, 2018**. Students can use the JSHS Abstracts that are on the Honors Research webpage as examples.
- JSHS participants should have their *Powerpoint & Poster* completed 2 weeks prior to the competition date to allow for review/corrections.
- CSEF participants must have their *Final Paper and their Poster* completed 2 weeks prior to the competition date (the 2nd week of March) to allow for review/corrections.
- **The Final Exam for the course will have two parts.**
 - First, each student will prepare a **~7-10 minute Powerpoint presentation** on their project.
 - Second, **a 20 page scientific paper** must be handed in by no later than the scheduled Final Exam date/time.

Grading:

The final grade for each quarter and semester will be based upon the quality of your research and the extent of your effort towards your project, at the specific time points. The first & second quarter grades will be given (A, B, C, D, etc.) based on evaluation questionnaires which will be completed jointly by the teacher and student during the final days of each grading period. The progress report grades will be determined based on effort and student progress at the time of grade reporting.

Your term grades will also contain a notebook component, where I will periodically, and at unannounced times, collect your lab journals to check that you are placing ALL of your literature research and experimental results (notes) in your journals, **as you research and carry out your work**. Failure to do so will result in a term grade reduction.

Day to Day Activities:

A student may need to schedule more time, outside of the traditional period, to learn a new analytical technique, or to discuss specific details of their experimental work. Each student will be encouraged and assisted to find a mentor in the scientific community, who will be willing to help the student on their project.

The initial cost of the materials and supplies needed by the student during the year (up to \$125) will be the responsibility of the student, unless the item(s) purchased will be needed and kept by the GHS Science Department. Beyond that initial amount, the student, mentor, &/or I, will seek alternate means of external financial support; i.e. the GHS research fund at the Greenwich Point Conservancy. Students needing further financial assistance are also encouraged to seek financial contributions through letters and grant requests to community organizations. The cost of project materials should not prevent a motivated student from taking the course.

Students should use class time to move their projects forward. Initially, this may include web-based research to find a topic, and/or mentor. Use of the lab pc's are limited to this activity, and SHOULD NOT include checking emails, playing games, etc. Once a student has started his/her project, at-home activities should be carried out to maximize your time in the lab. For instance, if you're using the HPLC in the lab, you should perform your background research at home, in the evening, to maximize your time in the lab.

Projects are typically carried out in one year. Students can continue a project in their second year, provided new information concerning the project is being investigated.

To summarize ... during the year, each student will:

1. Use the city, school, or a university library (Dialog, First Search, the Internet, etc.) to locate and utilize published literature that contains information related to their stated problem.
2. Analyze research literature related to their stated problem and select appropriate information to be used in their final research paper; keeping a bibliographic list of works cited.
3. When appropriate, communicate with acting scientists to develop a more complete understanding of the research process and the results of their research work.
4. Write a research paper detailing all aspects (background, abstract, materials, methods, results, discussion, and conclusion) of the experimental aspects of their project.
5. Keep a daily journal and a daily calendar within a "detailed" laboratory notebook, of all work completed that relates to their research project. The journal will be periodically collected to check for content, etc., and these inspections will be used when calculating term grades.
6. Meet with the teacher to explain their progress; complete the oral questionnaire just before the end of every marking period.
7. Conduct their experimental work in a safe responsible manner, keep a clean work place, dispose of used materials responsibly.
8. Prepare for and attend the Junior Science and Humanities Symposium and the Connecticut State Science & Engineering Fair held in March.

Honors Research Webpage: <https://www.greenwichschools.org/page.cfm?p=1632>
(password: duderanch)

Important Dates:

At GHS:

- Obtain a research Notebook by September 11, 2017. There will be periodic (unannounced) inspections of your research notebook. These inspections will count towards the term grades.
- September 25th:
 - Each student will identify a research project.
- October 23rd:
 - Each student will complete and hand in a Research Plan for their research.
- The Midterm Exam: a 5-7 minute Powerpoint Presentation
- The Final Exam: a 7-10 minute Powerpoint presentation, and a Final Research Paper

Siemens Competition (Seniors Only):

Competition Schedule

Students should be prepared to participate in all aspects of the Competition. This includes being available to attend regional and national levels of the Competition if you are selected as a finalist.

Competition Schedule	
Monday, May 8, 2017	2017 Registration Opens
Tuesday, September 19, 2017	All Competition Materials Due (Research Report and all Additional Required Materials)
Tuesday, October 17, 2017	Announcement of Semifinalists
Wednesday, October 18, 2017	Announcement of Regional Finalists

Regeneron Science Talent Search (Seniors Only):

Important Dates:

August 1, 2017 - Regeneron STS Application Opens

November 14, 2017 8:00 PM ET - Application Technical Support Deadline

November 15, 2017 8:00 PM ET - Application Deadline. All parts of the application must be received by the Society by this date and time, including transcripts and recommendations. Recommendations must be submitted by the recommendation provider by this date and time. No portions of the application will be accepted after the deadline for any reason.

CT-STEM:

- ~ December 31st: Application/Registration for the CT STEM fair, which includes a (i) *Problem Statement*, (ii) *Methods and Procedures*, (iii) *Findings & Results*, and (iv) *Significance & Implications*.
- February 3rd: CT STEM Fair at Amity Regional High School

CSEF:

- December 1:
 - Deadline for all high school students to submit registration form with research plan and release form.
- March 1st:
 - Completed Abstracts are due.
- March 12th (on a Monday, which is a change from typical Tuesday setup in previous years):
 - CSEF Project setup (Final Paper & Poster) completed and signed off by rules and display committee. Doors to the Hall are locked at 8:00pm

JSHS (these dates are tentative):

- December 8:
 - Last day to submit student nominations
- January 9:
 - Last day for submitting abstracts of student papers
- February 6:
 - Last day for completing student papers
- March 10:
 - 55th Connecticut JSHS @ UCONN

Mr. Andy Bramante
andrew_bramante@greenwich.k12.ct.us
203-520-6190 (cell)
Room 932

GHS: Honors Research Seminar
2017-2018

Other Notable Applications for ALL Students:

The Davidson Fellowship: Each year, the Davidson Fellows Scholarship, which has been *named as one of The 10 Biggest Scholarships in the World* by *TheBestColleges.org* and *one of 7 Prestigious Undergrad Scholarships in U.S. News & World Report*, are awarded to 20 extraordinary young people, 18 and under, who have completed a significant piece of work in the categories of **Science, Technology, Engineering, Mathematics, Literature, Music, Philosophy and Outside the Box.**

In the past, we have had three winners of the Davidson Fellowship; Ryota Ishizuka (2012) of GHS, Sofia Bramante (2014), and most recently, William Yin (2017) of GHS. Application for this prestigious award includes a detailed research paper, many essays (similar to ISTS), and a 15-20 minute video presentation on your work. Students are encouraged to initially apply as soon as the application opens, so that their project can be judged (initially) for eligibility. The deadline for all materials (including recommendations) is in early February of 2017. The application can be found at <http://www.davidsongifted.org/fellows/>.

**Proposed Instrument Purchase List for
Weston Science Research Program**

10-11-17

Instrument:		Quote Used \$	New \$
1	Agilent 1100 DAD HPLC complete system	18,000	30,000
2	PerkinElmer Spectrum 100 FTIR with Attenuated Total Reflectance Accessory	12,000	32,000
3	PerkinElmer AUTOSYSTEM Gas Chromatograph with Flame Ionization Detection	5,000	25,000
4	PerkinElmer Lambda 900 UV/VIS/NIR System with Integrating Sphere	15,000	60,000
5	PerkinElmer LS55 Luminescence Spectrometer	2,400	16,000
6	PerkinElmer Lambda 40 UV/Vis Spectrometer	1,200	10,000
7	Perkin Elmer 2400 PCR Thermocycler	1,500	8,000
8	Autoclave	3,500 (new)	3,500
Total		\$58,600	\$184,500

Other Instruments currently on hand from WHS Science Department and can be dedicated to the Science Research Room:

1	Analytical Balance (1)
2	Gel Electrophoresis (2)
3	Micro-centrifuge (1)
4	Heating Oven/Incubator
5	Water Filtration System – Deionizer

Items to be purchased through the WHS Science budget:		Quoted Used \$
1	Top Load (2-3 digit) balances (2)	400 ea
2	Corning Hot Plate Stirrers (3)	300 ea
Total		\$1,700

Curriculum Committee Meeting

September 13, 2017 8:15 AM

Central Office Conference Room

1. Call to order

Present Committee Members:

Denise Harvey (Chairperson), Elise Major, Sara Spaulding

Present Administration:

William McKersie, Superintendent; Kenneth Craw, Assistant Superintendent; Lisa Deorio, Principal; Jamie Charles, 6-12 Science and Technology CIL

Members of the Public:

Ellen Uzenoff, Dan McNeill, Gina Albert, Samantha Nestor, Sandy Hart

2. Discussion of WHS Honors Science Research new course proposal for 2018-19 school year

Discussion:

Dr. Craw opened the discussion stating that the high school is seeking to provide students an opportunity to pursue their own science research in a course that is set in a regular one-year high school schedule. The high school already has a dedicated laboratory classroom, assuring that the infrastructure is already in place. Dr. Craw provided an overview of the Honors Science Research course proposal:

- Honors Science Research is geared towards 10th to 12th grade students, but 9th grade students will be allowed with special permissions.
- The course is not intended to draw on honors science students only. Instead, the applicants are expected to include a wide range of students who are curious, creative, and who are able to work independently, and persevere.
- Interested students must submit an application to be reviewed and considered. The high school guidance department will work with an expert-in-residence on the recruitment process. Applications will be submitted in the fall to provide time to review the applications and identify/approve students by February for enrollment the following year.
- Staffing: a new position will be created as a .4 to .6 FTE, depending on enrollment. After school supervision will be provided as part of the course. A stipend will be considered for this purpose.
- Budget: the district has submitted a grant proposal to the Weston Education Foundation (WEF) for non-recurring costs such as hiring an expert-in-residence to develop the course. WEF has approved Mr. Andrew Bramante as the expert.
- Other recurring costs will include chemicals, research materials, competition entry fees, and equipment maintenance, which will also be included in the proposed budget.

The Honors Science Research course proposal will be brought back to the Curriculum Committee at the October 2017 meeting.

3. Information on international field trips to Europe proposed for April and June 2018

Discussion:

Proposals on international field trips

- Trip to France. Ms. Del Savio has partnered with Joel Barlow High School (JBHS), who were in need of a partner to make up enough students in order to run the program. Target population for the field trip is students currently taking French. Preliminary conversations with students and families have generated significant interest. A formal letter will go out, followed by an informational meeting in September. The next step will be for parents to commit with a deposit. The district will put in place fair warning of cost impacts should anything change with the proposed trip, advise parents of security plans, health concerns for travelers, and recommend travel insurance. Cost: in addition to the trip itself, costs cover an overnight stay stipend for chaperones, and coach bus transportation to and from US airport. Meetings between WHS and JBHS will take place to coordinate behavioral expectations.
- Social studies teacher, Mr. Passarelli, proposed an historical WWII trip to fit along with Modern World Studies and European history curricula. The target population is students in grades 10 and 11. The trip will take place after completion of the current school year. The proposed trip encourages interest in modern European history; there is a strong learning thread throughout the trip. Committee members pointed out that the proposed dates will bump up against the targeted end of the 2017-2108 school year and does not take snow days into account. The next steps will include updating travel dates and working out a communication plan.

4. Review schedule of topics for Curriculum Committee for 2017-18 school year

Discussion:

- Key topics have been outlined on the attached spreadsheet so that the committee can get a timeline of focus topics. Ms. Harvey asked if the update on CIL report scheduled for January meeting left enough time for budget preparations. Dr. Craw responded that if the report recommendations impact the budget, they will come before the December meeting. Ms. Harvey also asked if the Committee could have an update on WMS Project Challenge curriculum before November, as proposed. Dr. Craw replied that a brief update could take place at the October Curriculum Committee meeting in anticipation of the full report in November.
- Mrs. Spaulding inquired about the district homework practices policy. Dr. Craw replied that last year served to provide time to gather facts on homework practices policy and this year homework practice policy is at the principal level to manage the procedure and monitor implementation.

5. Approval of June 2017 Curriculum Committee Minutes

Motion Passed: Move that the Curriculum Committee approve the minutes of the June 14, 2017 meeting passed with a motion by Denise Harvey and a second by Elise Major.

3 Yeas - 0 Nays.

6. Other curricular items

Discussion:

No other items were put forth for discussion. Meeting was adjourned at 10:00 a.m.

Chairperson

Superintendent