

Curriculum Committee Meeting

Wednesday, November 8, 2017 8:15 AM

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

I. **Call to Order**

II. **Report on the Project Challenge renewal process**

III. **Presentation on K-5 reading curriculum,
instruction and assessment**

IV. **Discussion of WHS AP Environmental Science
course proposal for 2018-19 school year**

V. **Information regarding WHS international field
trips**

VI. **Approval of minutes**

VII. **Other curricular issues**



Weston Board of Education
Curriculum Committee Meeting

November 8, 2017
8:15 a.m.
Central Office
Conference Room

A G E N D A

1. Report on the Project Challenge renewal process.
2. Presentation on K-5 reading curriculum, instruction and assessment
3. Discussion of WHS AP Environmental Science course proposal for 2018-19 school year
4. Information regarding WHS international field trips
5. Approval of minutes
6. Other curricular issues

The next meeting of the Curriculum Committee is scheduled for December 13, 2017.

Weston Public Schools

Report on Project Challenge Program Renewal

December 21, 2017

Project Challenge Committee Members

Kenneth G. Craw, Ed. D., Assistant Superintendent

Lois Pernice, Director of Pupil Services

Pattie Falber, Principal, WIS

Dan Doak, Principal, WMS

Rudd Anderson, Project Challenge Teacher, WIS

Amanda Quaintance, Project Challenge Teacher, WMS

Helen Knudsen, Teacher, WIS

Michele Clark, Teacher, WMS

Vicki DeLuca, Counselor, WIS

Ande Ogden, Counselor, WMS

Background

Following a comprehensive review, Weston Public Schools completed a major revision of its talented and gifted program in 2010, which is now commonly referred to as Project Challenge. At that time, significant changes were made with respect to the program philosophy, identification process, curriculum, and enrichment opportunities. The district also reaffirmed the need for gifted students to learn from and with their intellectual peers in self-contained gifted classes. The established program is guided by the following beliefs:

- Gifted programming requires a continuum of services;
- A comprehensive, coherent, and transparent assessment system for identifying gifted students is essential;
- Gifted curriculum should provide students the opportunity to investigate and study topics of their own interest (choice) while promoting advanced rates of cognitive development;
- Gifted students have unique social and emotional needs that should be understood, nurtured, and addressed in an affective curriculum;
- Gifted children benefit from the opportunity to meet regularly with intellectual peers in order to nurture and support their cognitive and affective needs;
- Strong partnerships with all stakeholders, including parents and the community, is integral to the success of the program;
- Gifted learners must be served by professionals who have training in gifted education and a deep understanding of their learning needs; and,

- A periodic review drives the continuous improvement of the program.

Current Program Renewal Process

It is through the lens of current state/national gifted standards and Weston's own program philosophy/belief statements that this internal evaluation of the Project Challenge Program was conducted. This study was initiated in the fall of 2016. A district committee, consisting of administrators, Project Challenge teachers, general education teachers, and counselors was charged with reviewing the program and making recommendations with timelines for its continued growth. The committee's evaluation focused on the following:

- Identifying and describing strengths and areas of growth for the Project Challenge Program;
- Incorporating feedback from all stakeholders, including gifted students and parents, into the review process;
- Presenting recommendations and timelines for enhancing the current design and implementation of the program.

The Project Challenge Committee reviewed several sources of information as part of this study, including:

- Weston's Project Challenge Program Handbook from 2010;
- National Association of Gifted Children (NAGC) National Standards in Gifted and Talented Education;
- Connecticut Association for the Gifted (CAG) definitions of giftedness; and,
- Relevant student identification data, course data, and enrichment participation data.

In addition, Weston's Assistant Superintendent and the Director of Pupil Services conducted a series of focus groups with students and families from WIS and WMS.

- Six student focus groups were held.
- Twenty-one students participated in the focus groups at WIS and over 30 students were involved in the discussions at WMS.
- All families were invited to attend the parent focus groups.
- Five parent focus groups were held.
- Over 30 parents participated in these focus groups.

Gifted Identified and Served

Finding: Most students who are identified to participate in the Project Challenge are subsequently enrolled in the program by their family. Only a small number of students decide to opt out of the program.

Connecticut school districts are required to identify gifted students, but are not mandated by law to provide gifted services. Weston is committed to providing a continuum of services for gifted students. Our most advanced learners have unique academic and social-emotional needs that require a flexible program of specialized instruction that responds to their distinct profiles.

Table one below lists the number of gifted students identified and the number of students served by our program over the past three years. The term “gifted identified” refers to the total number of students identified by the district’s criteria, while “gifted served” refers to the number of students identified who actually participated in Weston’s Project Challenge Program.

Table 1: Number of Gifted Students Identified and served on October 1 of Each of the Last Three School Years						
Grade	2015-16		2016-17		2017-18	
	Gifted Identified	Gifted Served	Gifted Identified	Gifted Served	Gifted Identified	Gifted Served
3	13	13	10	10	8	8
4	16	16	12	11	12	12
5	17	17	14	13	16	16
6	16	16	21	20	17	13
7	21	21	17	15	24	23
8	21	18	21	21	17	15
Total	104	101	95	90	94	87

Ninety-three percent of the 94 students identified in grades 3-8 in 2017-18 are being served by the program. However, on occasion a family will decide to not have their child participate in the self-contained Project Challenge classes. Project Challenge

teachers reported that the primary reason for this stems from not wanting to miss out on other classes.

Enrollment Trends by Gender

Finding: While historically the percentage of boys and girls identified has reflected the overall percentages of boys and girls in grades 3-8, there is a recent anomaly of significantly more boys than girls being identified.

The gender breakdown of the students identified is listed in table two below.

Table 2: Number and Percentage of Gifted Students Identified by Gender						
Grade	2015-16		2016-17		2017-18	
	Girls	Boys	Girls	Boys	Girls	Boys
3	4	9	2	8	0	8
4	4	12	4	8	3	9
5	9	8	4	10	7	9
6	7	9	13	8	5	12
7	10	11	7	10	16	8
8	10	11	11	10	7	10
Total	44	60	41	54	38	56
% Gifted by gender	42%	58%	43%	57%	40%	60%
Total Gifted & Gen. Ed. Grades 3-8 by Gender	527	586	514	592	523	568
% Gifted & Gen. Ed. Grades 3-8 by Gender	47%	53%	46%	54%	48%	52%

The number of girls identified in grade three is concerning since significantly fewer girls than boys were identified. This appeared to be an anomaly in 2016-17, but we have seen a similar trend in 2017-18 when no girls were identified for Project Challenge. It is important to review the identification process with these trends in mind to ensure that gender gaps do not persist.

High School Course Enrollment Trends

Finding: Project Challenge students take a significantly higher number of AP courses as compared to the overall population of students at the high school. Most notably, they go on to take several high-level STEM courses.

Table three below provides a breakdown of the percentage of students identified who took AP classes as compared to the total population of students in their class. The data indicates that gifted identified students are more likely to take seven or more AP classes than their general education peers over the course of their high school career. In 2018, 57% of identified students took more than seven AP classes as compared to 17% for the entire class. There was a similar trend with the Class of 2017 with 56% of identified students taking seven or more AP classes as compared to 18% for the rest of their grade.

Class	Total	Population	% No AP Classes	% 1-3 AP Classes	% 4-6 AP Classes	% 7-9 AP Classes	% More than 9
2018	14	Gifted	7	0	36	43	14
	192	General Education	17	34	33	14	3
2017	18	Gifted	0	6	39	39	17
	193	General Education	26	34	21	15	3

Selected course enrollments for 14 students identified as gifted in the Class of 2018 are listed in the tables below. The course enrollments are broken out by STEM courses and humanities courses.

In table four below, a key finding is that gifted students are taking high levels of math and science during their high school career. The number of students taking AB and BC calculus is very high with the class of 2018. There is also strong participation in high level science courses, including Honors and AP Biology, Chemistry and Physics.

These students may benefit from the opportunity to take higher levels of math and science, such as Honors Multivariable Calculus or the currently proposed Honors Science Research course. Last year, the district approved an Honors Multivariable Calculus course for those students who have completed BC Calculus in their junior year. In addition, the Board recently approved the Honors Science Research course and funding for the course will be requested in the proposed 2018-19 budget.

Table 4: Class of 2018 STEM Core Course Enrollments for Gifted Identified				
Department	Course Name	General Ed	Identified as Gifted	Total
MATH	H Algebra 2	48	11	59
MATH	AP Calc AB	34	12	46
MATH	AP Calc BC	14	10	24
MATH	AP Physics C Mechanics	3	3	6
MATH	AP Physics I -Algebra Based	31	6	37
MATH	AP Statistics	50	7	57
MATH	Calculus	67	5	72
MATH	H Geometry	39	1	40
MATH	Physics	79	2	81
MATH	H Physics	60	4	64
MATH	Pre-Calculus	133	5	138
MATH	H Pre-Calculus	25	8	33
SCI	AP Biology	70	7	77
SCI	AP Chemistry	7	5	12
SCI	H Biology	119	13	132
SCI	H Chemistry	102	12	114
SCI	Environmental Science	41	3	44

In the humanities, there is also strong enrollment in honors and AP offerings. In table five, it shows that most gifted students took AP US History and American Government following Honors World Studies in tenth grade.

Table 5: Class of 2018 Humanities Core Course Enrollments for Gifted Identified				
Department	Course Name	General Ed	Identified as Gifted	Total
LA	AP Lang	55	8	63
LA	AP Literature	49	8	57
LA	English 12	125	6	131
LA	Am St English 11	82	3	85
LA	Am Lit English 11	51	3	54
LA	English 10	137	8	145
LA	H English 10	46	5	51
LA	English 9	144	7	151
LA	H English 9	32	5	37
SS	AP Amer Govt	96	10	106
SS	AP Eco (Macro)	24	3	27
SS	AP Eco (Micro)	21	1	22
SS	AP Psychology	86	3	89
SS	AP US Hist	93	10	103
SS	H Mod World St	64	11	75
WL	AP Latin 4	5	1	6
WL	AP Span 6	20	4	24

Identification Process

Finding: The current identification process, which has been in place since 2010, is a significant improvement over the previous system. Multiple measures are always used to identify students in an ongoing nomination and screening process using quantitative and qualitative data to determine eligibility. A screening committee at WIS and WMS, consisting of an administrator, Project Challenge teacher, counselor, school psychologist, and general education teacher, convene periodically to review the data and determine eligibility.

Two standardized cognitive measures are routinely used during the initial screening process. The Project Challenge Committee was in agreement that the use of the Naglieri Nonverbal Ability Test (NNAT 2), which was added to the process in 2010, is helpful in determining eligibility. They indicated that having a second cognitive assessment, in addition to the Otis Lennon Student Achievement Test (OLSAT) provided additional evidence for determining eligibility. However, the Committee feels

that the cutoff scores for the Naglieri should be refined now that we have seven years of data.

Prior to 2010, there was no formal process for parents, teachers, and students to make referrals to the program outside of the annual second and fifth grade screenings. There is currently a clear procedure outlined in the Project Challenge Handbook specifying how students are identified along with the corresponding referral forms and teacher rating forms.

Members of the Project Challenge Committee reported that it is beneficial to review referrals on a rolling basis and believe the process to be highly responsive, fair, and efficient. Table six below provides data on the number of referrals at WIS considered by the school's identification committee and whether the referrals were made by the parent, teacher, or student. Most of the referrals are generated by parents, but there are some referrals made by teachers. We have not had any recent student self-referrals. As a result of this process, the data indicate that additional students who might not have been otherwise identified were deemed eligible for participation in this program.

Table 6: Number Students Referred to PC at WIS				
School Year	# of Referrals by:			# Identified
	Parent	Teacher	Student	
2017-18 (fall)	4	1	0	0
2016-17	13	5	0	3
2015-16	8	0	0	1
2014-15	5	0	0	1

A review of the identification process revealed that the school's identification committee regularly looks at additional sources of data beyond the initial criteria (OLSAT, Naglieri, teacher recommendation) to ensure they have a holistic view of the student when determining eligibility. The additional information collected for each referral is through work samples, teacher and parent questionnaires, review of the student record, grades, general achievement, and diagnostic data. Additionally, if there are any concerns regarding student's assessment data, the school's identification committee has

recommended that the assessments be repeated and/or an individual cognitive assessment be completed.

Curriculum

Finding: The curriculum for the self-contained Project Challenge class focuses on the development of critical thinking, problem solving, effective communication, and collaboration skills. There is a high degree of choice afforded to students in allowing them to select areas of interest as they conduct inquiry investigations. However, there was little evidence of a written curricular framework developed as an extension of the core curriculum at a depth appropriate for advanced learners.

The primary delivery model for achieving the goals of the Project Challenge program is through the self-contained class. Students, parents and educators alike reported that they highly value this time for identified students to learn alongside their peers.

At WIS, this class meets for four hours once a week in lieu of their general education class, while at WMS it meets every other day for 49-minute class periods during a practical and fine arts block.

Student choice is an essential component of a gifted curriculum. Students at both WIS and WMS reported that they valued having choice and flexibility in their learning activities in Project Challenge. Parents concurred with this sentiment. However, some parents reported at both WIS and WMS that they were unclear what the curriculum entailed in their child's school.

Upon reviewing the district's electronic curriculum maps, it was clear that the Project Challenge scope and sequence and curriculum needs to be more fully articulated around the goals of the program. Units of study should be structured around highly engaging themes at a pace, depth, and intensity appropriate for advanced learners. The units should be an extension of the core curriculum and include assured experiences for all students, but also allow the flexibility for student choice in their learning through performance-based experiences.

In terms of assessment, there are several practices that should be incorporated into units of study. Performance-based assessments, portfolios, and pre- and post-test are effective strategies for assessing student progress. The use of rubrics and checklists are critical in communicating high standards and expectations to students. A recommendation is to expand the use of these tools.

Master Project

Finding: Each year, students complete a master project as part of the Project Challenge curriculum. The master project provides students with an opportunity to explore an area of interest; however, the process of completing the master project could be improved by giving it more structure.

Students expressed that the master project provides an opportunity to explore an area of interest. They value the opportunity to research and learn about the topic, but indicated that they would like more feedback and checkpoints throughout the process.

Parents expressed similar sentiments and further indicated that they would like to see more depth and rigor to the projects as there is a wide range in quality in the final projects displayed at the annual fair. Further, they expressed that the project lasts too long and some students wait until the last week to work on it.

Teachers and administrators on the Project Challenge Committee agreed that there is value to the project, but that the implementation should be refined to address the feedback received from students and parents. For the 2017-18 school year, the teachers have added more checkpoints during the project and have tightened the timeline to have the master project completed by April break. They are also going to provide students with additional feedback based on clearly defined expectations and rubrics throughout the process.

The master project will comprise approximately one third of the time spent in the self-contained class in order to ensure there is time to deliver the Project Challenge units of study. This structure will be piloted during the 2017-18 school year and refined as needed.

Social-Emotional Learning

Finding: Project Challenge teachers incorporate social-emotional learning into their lesson activities. Similar to the academic curriculum, there was little evidence of documentation of an affective curriculum, including lessons delivered by school counseling staff.

Project Challenge teachers incorporate several strategies for developing interpersonal and intrapersonal skills. They periodically hold morning meetings to support the development of social skills, facilitate Socratic seminars, use reflective checklists, and structure group work.

Collaborative instruction with school counselors is another effective strategy, but it is not one that is used frequently with these classes. The counselors bring expertise in developing and facilitating lessons in a variety of areas that address needs specific to gifted learners. Students would benefit from their periodic involvement in lesson activities. The Project Challenge Committee recommended that school counselors deliver lessons, in collaboration with the teacher, at least once per trimester. Creating a scope and sequence of lessons for grades 3-8 as part of an affective curriculum would provide more structure to ensure that these lessons are incorporated in instruction.

Enrichment

Finding: Since 2010, the number of enrichment opportunities, including academic competitions, at the WIS and WMS has increased in order to provide both general education and gifted students opportunities to engage in areas of interest. Gifted students are taking advantage of the enrichment offerings provided by the schools.

At WIS, the Project Challenge teacher facilitates math and writing enrichment for both general education and gifted identified students. These classes meet once a week on a semester basis during the school day compacting out of their math and writing classes. Table seven below indicates the total number of students in enrichment classes as well as the number of Project Challenge students. Students are identified for enrichment based on teacher recommendation and input.

The math and writing enrichment classes were established in 2010 prior to implementing the updated math and writing curricula. The Math in Focus program and writers workshop approaches lend themselves to greater differentiation in the classroom. Considering conflicts and concerns with the scheduling of these classes, which are discussed in the next section, the Project Challenge Committee should further review whether the math and writing enrichment classes could be enhanced or replaced by other offerings.

Over the past five years, WIS has increased the number of after-school enrichment opportunities available to all students, particularly in STEM areas. Table eight below outlines the number of identified students who have chosen to participate in those programs based on interest or aptitude. In addition, WIS has added fourth grade orchestra to its specials, thus providing interested students the opportunity to begin strings a year earlier.

Table 7: WIS Students Receiving Math and/or Writing Enrichment in 2016-2017 School Year							
Grade	PC Students	Writing Enrichment		Math Enrichment		PC Students in both Math & Writing Enrichment	Total # of Unique Students Served with PC & Enrichment
		Total	PC Students	Total	PC Students		
3	10	15	3	29	5	3	47
4	11	20	3	39	9	3	62
5	13	32	5	46	10	5	76

Table 8: 2016-17 After-school Enrichment Opportunities at WIS		
Enrichment Club	Total Number	Number PC Students
Coding	52	3
Maker Masters - Grade 5	16	2
Math Olympiad - Grade 4	23	5
Math Olympiad - Grade 5	22	7
Odyssey of the Mind	40	4
Robotics	27	2
The School Musical	62	6
Science Fair	173	13

WMS has increased the number of after-school enrichment opportunities available to all students. Table nine below outlines the number of identified students who have chosen to participate in those programs based on interest or aptitude.

Table 9: 2016-17 After-school Enrichment Opportunities at WMS		
Enrichment Club	Total Number	Number PC Students
Art	14	0
Chamber Orchestra	26	4
Chamber Singers	23	5
Chess	19	2
Jazz Ensemble	18	3
Jazz Lab	10	2
Math Counts	9	4
Math League	10	3
Robotics	21	0
Spanish	15	2
Short Wharf	52	8
Yearbook	6	1

Table 10 below provides data on the number of students participating in Mock Trial at WMS. Mock Trial classes meet every other day during the practical and fine arts time block. In this program, students participate in rehearsed trials in a competitive manner and through their preparation, develop effective critical thinking, collaboration, and communication skills in a challenging environment. In 2017-18, 12 of 38 Project Challenge students (31%) in grades seven and eight are participating in the Mock Trial class.

Table 10: WMS PC Students Participating in Mock Trial				
School Year	Grade 7		Grade 8	
	Total	PC Students	Total	PC Students
2017-18	15	4	25	8
2016-17	19	5	29	6
2015-16	27	7	14	1

Scheduling of Services

Finding: While the self-contained Project Challenge classes and enrichment offerings are essential and highly valued components of a continuum of services, significant scheduling conflicts exist at both WIS and WMS resulting in pullouts from core and practical and fine arts courses...

Both student and parent feedback at WIS indicated that the scheduling of Project Challenge classes and math and/or writing enrichment presents challenges for the student. Project Challenge classes generally meet in a four-hour block once a week. Students reported that they regularly miss out on the same class each week. They were concerned about missing time in specials such as physical education or music. Students also reported that they sometimes need to catch up on work that they miss in their classroom, which may result in additional homework.

Further, the Project Challenge Committee reported that students who take math and/or writing enrichment at WIS miss an additional 90 minutes a week above and beyond the 240 minutes a week that they spend in the self-contained class. Consequently, students may miss essential curriculum and instruction for writing and math.

At WMS, the self-contained class meets during the practical and fine arts block, which requires choices to be made in the student’s schedule. Table 11 below provides information on the impact of scheduling Project Challenge during the PFA block. It shows that a high percentage of gifted students do not participate in art, PLTW, coding, and health due to conflicts in the schedule.

Table 11: WMS Practical and Fine Arts Enrollment for PC Students						
PFA	Grade 6 13 Total PC Students		Grade 7 23 Total PC Students		Grade 8 15 Total PC Students	
	Total Not Enrolled	% Not Enrolled	Total Not Enrolled	% Not Enrolled	Total Not Enrolled	% Not Enrolled
Art	9	69%	6	26%	8	50%
Music	3	23%	2	9%	2	13%
Health	9	69%	2	9%	1	6%
PE	0	0%	1	4%	0	0%
Tech & Eng./ PLTW	9	69%	22	96%	10	63%
Science Discov. Wkshp	NA	N/A	8	35%	NA	N/A
Passion Project	N/A	N/A	N/A	N/A	10	63%

School counselors consult with students and their families in developing their practical and fine arts schedule in order to make informed choices. Additionally, some Project Challenge students choose to participate in Mock Trial, which places additional pressure on the schedule in deciding whether the student will be able to take other PFA courses such as art, music, or Project Lead the Way (PLTW).

Professional Development

Finding: Project Challenge teachers are provided with ongoing opportunities to engage in professional development in the education of gifted learners. However, there have been only sporadic opportunities for general education teachers who teach gifted students to attend professional development activities.

Funding has been made available for the continued education of Project Challenge teachers to attend out-of-district conferences. Our teachers have eagerly sought out these opportunities and brought back their new learning to the classroom to benefit gifted students. For example, they have regularly attended the University of Connecticut's annual conference for gifted educators in the summer, as well as attended other forums on incorporating creativity into their classes.

Administrators have been supportive of the need to attend these trainings and provided substitute teacher coverage for their classes. Administrators reported that it would be beneficial for general education teachers of gifted students to have training opportunities as well.

This training may take a variety of forms, such as using in-district expertise to provide information on the nature and needs of gifted students, as well as bringing in outside consultants to support differentiated instruction.

Providing time for Project Challenge teachers to collaborate with general education staff on how to enhance support for gifted students would be an appropriate goal. Trainings should also address the feedback from students and parents who reported that, at times, the general classroom is not as challenging as they would like to see for advanced learners.

Partnerships/Communication

Finding: Policies, practices and processes are primarily communicated to parents in writing through the Project Challenge Program Guide, which is posted on the district website.

The Project Challenge Program Guide contains information about the program philosophy, goals, gifted standards, identification process, and forms. The guide should be updated to reflect changes made to the program and made to be more user-friendly. In addition, providing face-to-face opportunities for parents to meet with Project Challenge teachers and administrators would strengthen communication.

The Project Challenge Committee also discussed the topic of providing students with high-quality feedback. Parents and students reported that the feedback loop should be strengthened so that students could focus on growth. The use of rubrics is an essential tool for conveying verbal and written feedback to students.

Grading practices were also discussed. At WIS and WMS, the committee felt strongly that students should not receive an overall grade for Project Challenge as they do in other classes; however, it reaffirmed that students must receive ongoing feedback from their teacher. Parents were notified of this practice at the beginning of the school year.

Recommendations

Areas of Growth	Person(s) Responsible	Timeline
<p><i>Identification Process</i></p> <p>The identification process is strong in many respects as noted earlier in the report, but it should be refined further. In particular, the cut scores for the Naglieri need to be revised based on historical trends. In addition, the anomalies observed recently in the number of girls identified needs to be closely monitored and addressed.</p>	<p>Project Challenge sub-committee on identification.</p>	<p>Completed by the end of the 2017-18 school year.</p>
<p><i>Curriculum</i></p> <p>The Project Challenge curriculum for grades 3-8 should be documented through a curriculum writing process. It should provide a framework consisting of the goals and outcomes along with corresponding assessment practices to provide evidence of student learning. The curriculum should serve as an extension of the core curriculum standards and engage students in learning around broad, highly engaging themes. It should continue to provide students with opportunities to have choice in exploring areas of interest.</p>	<p>Project Challenge teachers under the direction of the Assistant Superintendent for Curriculum & Instruction.</p>	<p>Began process in August 2017 and will continue through the summer 2018 for adoption by the Board in the fall 2018.</p>

<p>Master Project</p> <p>The Master Project continues to be a core element of the curriculum at each grade level; however, the implementation process needs to be refined in order to more efficiently carry out the goals of the project and provide students with the support and feedback they need to be successful.</p>	<p>Project Challenge teachers under the direction of the Assistant Superintendent for Curriculum & Instruction.</p>	<p>Began revising Master Project in August 2017 in order to pilot some changes for the 2017-18 school year. Will refine further in summer 2018.</p>
<p>Social-Emotional Learning</p> <p>The Project Challenge teachers should continue to build in opportunities within the self-contained class for students to develop their leadership, interpersonal, and intrapersonal skills. In addition, the school counselors for each grade level should push into the class once a trimester to reinforce these skills with targeted lessons. The affective curriculum should be documented as well.</p>	<p>School counselors and Project Challenge teachers.</p>	<p>A schedule of school counseling lessons for Project Challenge classes will be developed this fall. Implementation will begin in the second trimester.</p>
<p>Enrichment</p> <p>The type of enrichment offerings at WIS should be reviewed to determine if these meet the needs of students or if there is an alternative approach for providing all students with access to enrichment. The math and writing enrichment classes need to be revamped to ensure maximum effectiveness.</p>	<p>Project Challenge Committee</p>	<p>The Committee will review the WIS enrichment model and present its recommendations to the Curriculum Committee in the fall 2018.</p>
<p>Scheduling of Services</p> <p>The scheduling of the self-contained class and enrichment classes at WIS need to be improved to reduce the amount of new instruction that students miss in their general classroom, or their specials. The scheduling of the practical and fine arts classes at WMS should be improved so that students have greater access to the core curriculum as well as the self-contained class.</p>	<p>The WIS and WMS principals will lead a sub-committee in their respective buildings in developing a scheduling proposal.</p>	<p>The plan will be proposed to the Curriculum Committee in fall 2018.</p>

<p><i>Teacher Professional Development</i></p> <p>Continue providing professional development opportunities to Project Challenge teachers on an ongoing basis. In addition, general education teachers should receive periodic training on how to differentiate for the gifted students in their classes. General education teachers of gifted students would also benefit from time to meet with Project Challenge teachers to plan differentiated instruction.</p>	<p>Principals, Assistant Superintendent</p>	<p>WIS and WMS general education teachers of gifted students receive at least one professional development activity each year.</p>
<p><i>Partnerships/Communication</i></p> <p>Provide annual opportunities for parents to communicate with the Project Challenge teacher to learn more about the program (parent coffees) and to receive updates on student progress. In addition, update and disseminate the Project Challenge Program Guide to reflect changes in the program.</p>	<p>Project Challenge Committee</p>	<p>Implemented parent coffees this fall. Identify effective strategies to share progress with parents. Handbook to be updated by the fall 2018.</p>

K-5 Reading Curriculum Renewal

An Overview

Overview

- Why Reader's Workshop?
- Three Year Rollout Plan
 - Curriculum
 - Instruction
 - Assessment
- Systems of Support
- Parent Communication
- Needs

Workshop in Weston

In 2009-10 Weston Launched a Two-Year Implementation of Workshop

In 2015 TC Published Updated Reading Units of Study

These Units of Study are inclusive of current research on literacy development and are closely tied to the Common Core State Standards

Ongoing refinement and implementation has occurred on a yearly basis

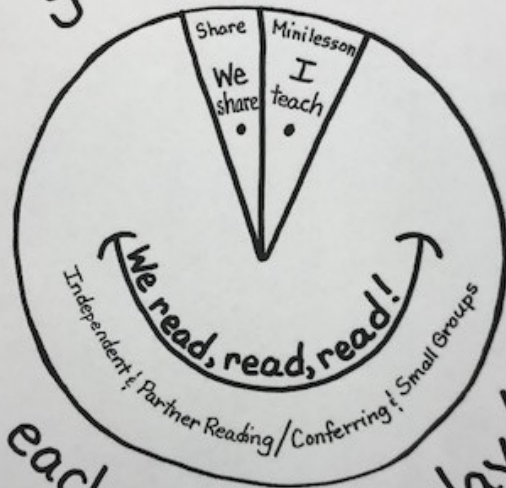
Rather than a 5 year curricular renewal process, we have been progressively modifying our curriculum and instruction. This work has been done in alignment with current research and pedagogy on reading development

Why Reader's Workshop

The model of Reader's Workshop has been around for about 30 years and is predicated on a significant amount of research on reading growth and development. This research strongly supports the daily need for:

- Explicit instruction in the strategies and skills of proficient readers
 - Whole class
 - Differentiated small-group instruction
- Extended periods of time for sustained reading
- Choice and access to high quality texts
- Opportunities to talk in response to texts
- A balance of fiction and nonfiction reading

Reading Workshop goes this way



each and every day!

Yay!

Reading Curriculum K-2

2016-2017	2017-2018	2018-2019
<p>Grade Level Teams chose 2-3 new TC units of study to pilot.</p> <p>June 2017- Curriculum revised to implement all TC Reading Units of Study as well as additional “home grown” units of study</p>	<p>K- 7 Reading Units 4TC, 3 Home Grown</p> <p>Grade 1- 8 Units 5 TC, 3 Home Grown</p> <p>Grade 2- 7 Units 4 TC, 3 Home Grown</p>	<p>Refinement of curriculum</p>

K-2 Reading Units

Kindergarten	First Grade	Second Grade
<ol style="list-style-type: none">1. Launching Reader’s Workshop2. We Are Readers3. Super Powers:Reading with Print Strategies and Sight Word Power4. Bigger Books, Bigger Reading Muscles5. Eric Carle Author Study and Becoming Avid Readers6. Nonfiction-Growing Expertise in Reading Informational Text7. Readers Are Resourceful	<ol style="list-style-type: none">1. Building Good Reading Habits2. Word Detectives3. Learning About the World (Nonfiction)4. Kevin Henkes Author Study5. Tales6. Meeting Characters and Learning Lessons7. Poetry8. Readers Have Big Jobs to Do	<ol style="list-style-type: none">1. Second Grade Reading Growth Spurt2. Becoming Experts; Reading Nonfiction3. Cynthia Rylant Author Study4. Bigger Books Mean Amping Up Reading Power5. Biography (integrated Social Studies, Reading/Writing/AIM Unit6. Series Book Clubs7. Poetry

Reading Curriculum 3-5

2016-2017	2017-2018	2018-2019
<p>Teachers chose to pilot new TC units of study.</p> <p>Specific additional units were reframed using updated guidelines from TC.</p>	<p>All teachers implementing 4 new TC reading units as well as 2 additional units of study being developed.</p> <ul style="list-style-type: none">- 3 Fiction units- 3 NonFiction units	<p>Refinement of curriculum to adapt for AIM and PADI outcomes where needed.</p>

Reading Curriculum 3-5

Third Grade	Fourth Grade	Fifth Grade
<ol style="list-style-type: none">1. Building a Reading Life2. Mystery: Foundational Skills in Disguise3. Reading to Learn: Grasping Main ideas and Text Structures4. Character Studies5. Learning From Countries Around the World6. Research Clubs	<ol style="list-style-type: none">1. Interpreting Characters2. Reading the Weather, Reading the World3. Author Study4. Reading Scientific Texts5. Reading With the Lens of Power and Perspective6. Interpretation Book Clubs	<ol style="list-style-type: none">1. Interpretation Book Clubs2. Tackling Complexity3. Historical Fiction4. Argument and Advocacy5. Reading in the Content Areas6. Fantasy Book Clubs

Reading Instructional Practices K-2

2016-2017	2017-2018	2018-2019
<p>Reading stamina and volume</p> <p>Significant focus on expanding our repertoire of small group instructional frameworks to highly differentiate instruction</p>	<p>Continue to grow our repertoire of small group instructional frameworks</p> <p>Focus on shared reading instructional practices</p> <p>Launch series book collections in classroom libraries (Initially-Grade 2; spring of 2018-Grade 1)</p>	<p>Instructional Read-Alouds</p> <p>Continue to grow classroom series collections</p>

Reading Instructional Practices 3-5

2016-2017	2017-2018	2018-2019
<p>Renewed focus on matching books to readers</p> <p>Reading Levels and “Bands of Text”</p>	<p>Reading stamina and volume to move readers through levels of text</p> <p>Development of specific skills in each unit related to TC Learning Progressions</p> <p>Building repertoire for differentiated small-group instruction using Learning Progressions and Bands of Text</p>	<p>Moving readers through levels of text, cont’d</p> <p>Continued, refined focus on differentiated small group instruction using multiple points of data</p>

Reading Assessment K-2

Currently using the Developmental Assessment of Reading, 2nd Edition (DRA2) to monitor student growth and progress three times a year.

Currently using TC Running Records to monitor student progress and growth through reading levels between the DRA Assessment windows.

We will need to transition to a new Assessment System, as the DRA is becoming outdated.

Reading Assessment K-2

Assessment...	Pros...	Cons...
<u>DRA</u>	<ul style="list-style-type: none">● Benchmarked for beginning, middle, and end of year● Aligned with most reading levels● Written Response component in 2nd	<ul style="list-style-type: none">● Assessment is becoming outdated● Not aligned with CCSS● Lengthy to score when the Written Responses begins
<u>Fountas and Pinnell Benchmark Assessment System</u>	<ul style="list-style-type: none">● Benchmarked for beg, middle, and end of year● Aligned with reading levels● Aligned with CCSS	<ul style="list-style-type: none">● Difference in performance expectations in K and 1● Expense to purchase kits for all classroom teachers● Training required to learn the new assessment● As we transition, we will be using different assessments

Reading Assessment 3-5

- Currently, our main reading assessment is the Developmental Assessment of Reading, 2nd Edition (DRA2). This assessment was last updated in 2006.
- New TC Units come with Performance Assessments tightly aligned with the learning outcomes of the unit and the Common Core State Standards.
- TC Performance Assessments involve written responses to grade-level text.
- As we fully implement the new reading units, we will need to phase out the DRA in favor of a faster, more efficient, and updated assessment system.

Reading Assessment 3-5

Assessment...	Pros...	Cons...
<u>DRA</u>	<ul style="list-style-type: none">● Benchmarked for beginning, middle, and end of year.● Somewhat aligned with reading levels● Written Response component.	<ul style="list-style-type: none">● Lengthy to administer and score● 4th and 5th Grade level correlations vary greatly● Assessment is out of date, not aligned with CCSS
<u>Fountas and Pinnell Benchmark Assessment System</u>	<ul style="list-style-type: none">● Benchmarked for beg, middle, and end of year● More tightly aligned with reading levels● Faster to administer and score● Aligned with CCSS	<ul style="list-style-type: none">● Expense to purchase kits for all classroom teachers● Training required to learn the new assessment (CILs can train teachers)

Budget Implications

Year	School	Quantities	Total Cost
2018-19	WIS	24 Kits - Levels L-Z (1 per classroom teacher, 1 for SPED, 1 for Reading Department) 1 Kit - Level A-N (for below level readers)	\$11, 687.50 <i>\$425 per kit, plus shipping</i>
2019-2020	HES	25 Kits - Levels A-N (1 per classroom teacher, 1 for SPED, 2 for Reading Department) 1 Kit - Levels L-Z (1 for above level readers)	\$11, 989.25 <i>\$425 per kit, plus shipping</i>

Systems of Support

- Teacher's College Consultant - 5 days per year
- Professional Development via CILs
- Instructional Coaching
 - Planning
 - Instruction
 - Use of Assessment
- Materials Acquisition - Classroom libraries, mentor texts, etc.

Parent Communication

- PTO Presentations
- WIS Reading Website:
<https://sites.google.com/westonps.org/wisreading>
- Hurlbutt Reading Website- Stay Tuned!
- Parent Workshops - Stay Tuned!
- Back To School Night
- Teacher Pages/Grade Level Communications

Needs...

- Books for classroom libraries and “book clubs”
- Continue to grow leveled book collections for explicit reading instruction (K-2)
- Fountas and Pinnell Assessment System

Weston Public Schools
New Course Proposal for 2018-19

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
Lisa Deorio, Matt Filip

Department: Science

1. Name Of Course or Program:

AP Environmental Science

2. Population to be served:

This is a full-year course intended for juniors and seniors interested in AP Environmental Science.

3. Identify and discuss the Need

The phasing out of Geophysical Science as of the 2015-16 school year allows students to have more options in what courses they take as upperclassman. Students take biology and chemistry in ninth and tenth grade, respectively. They then have the opportunity to explore a variety of courses throughout eleventh and twelfth grade.

We currently offer full-year elective lab courses in the following disciplines:

- *AP Biology, AP Chemistry, and AP Physics*
- *Honors Physics and standard level Physics*
- *Standard level Environmental Science.*

In addition, we offer half-year (non-lab) courses in *Human Anatomy and Physiology, Animal Behavior, and Forensics.*

The addition of a full-year course in AP Environmental Science will offer students another upper division AP science course that is a full-year elective lab course to bring WHS in alignment with many DRG A schools.

Currently we offer four sections of standard Environmental Science. Students have expressed an interest in having an AP Environmental Science option. Over 30 students recently signed a petition requesting that we offer the course.

4. Impact on Other Courses / Schedules

We anticipate that the current Environmental Science sections will be split between the AP level and standard level, or that some students will take AP Environmental Science rather than AP Biology.

5. Budget Related Items

- Staffing: no increase
- Supplies: Approximately \$7,500-\$8,000 for AP textbooks (*quote for 2 sections*)
***See attached textbook proposals
- Equipment: N/A
- Other: AP Training for one teacher (approximately \$1,000)
- Estimated Overall Cost of Proposal: \$8,500-\$9,000
- Field Study is a critical element of AP Environmental Science, both through on-site work and off-campus trips. Additional funding is not necessary for this requirement.

6. Evaluation for Program Success or Continuation:

We will consider the course a success based on student interest/enrollment in the course, student feedback on an in-class survey, and student performance data.

7. Other Information for Consideration (optional):

New Canaan, Staples, Wilton, Darien, and Ridgefield High Schools all offer a similar course.

8. **Please attach a description of the course including the units of study.**

<https://apstudent.collegeboard.org/apcourse/ap-environmental-science/course-details>

Textbook Possibilities:

- 1) ***AP Environmental Science*** at HS (planning for 2 sections)

Option 1-

Environment: The Science Behind the Stories (AP Edition, 2018), including *Mastering Environmental Science eText* access (up to 6 years) – Pearson

Per Book: \$135.97 x 50 books = \$6,798.50

Shipping/Handling = \$509.89

TOTAL = \$7,308.39

Option 2-

Environmental Science for AP - Friedland and Relyea (2nd edition: 2015, published by Bedford, Freeman and Worth) with *online teacher resources*

Per Book: \$156.39 x 50 books = \$7,819.50

Shipping/Handling = \$156.39

TOTAL = \$7,975.89

Option 3-

Environmental Science for AP - Friedland and Relyea (2nd edition: 2015, published by Bedford, Freeman and Worth) with *online teacher resources and online student access (eBook, supplemental resources, assignments)*

Per textbook: \$135.14 x 50 books = \$6,757.00

Per eBook access: \$30.00 x 50 = \$1,500.00

Shipping/Handling = \$165.14

TOTAL = \$8,422.14

Topic Outline

The following outline of major topics serves to describe the scope of the AP Environmental Science course and exam. The order of topics in the outline holds no special significance, since there are many different sequences in which the topics can be appropriately addressed in the course. The percentage after each major topic heading shows the approximate proportion of multiple-choice questions on the exam that pertain to that heading; thus, the percentage also indicates the relative emphasis that should be placed on the topics in the course.

I. Earth Systems and Resources (10–15%)

- A. Earth Science Concepts
(Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude)
- B. The Atmosphere
(Composition; structure; weather and climate; atmospheric circulation and the Coriolis Effect; atmosphere–ocean interactions; ENSO)
- C. Global Water Resources and Use
(Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation)
- D. Soil and Soil Dynamics
(Rock cycle; formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation)

II. The Living World (10–15%)

- A. Ecosystem Structure
(Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes)
- B. Energy Flow
(Photosynthesis and cellular respiration; food webs and trophic levels; ecological pyramids)
- C. Ecosystem Diversity
(Biodiversity; natural selection; evolution; ecosystem services)
- D. Natural Ecosystem Change
(Climate shifts; species movement; ecological succession)
- E. Natural Biogeochemical Cycles
(Carbon, nitrogen, phosphorus, sulfur, water, conservation of matter)

III. Population (10–15%)

- A. Population Biology Concepts
(Population ecology; carrying capacity; reproductive strategies; survivorship)
- B. Human Population
 - 1. Human population dynamics
(Historical population sizes; distribution; fertility rates; growth rates and doubling times; demographic transition; age-structure diagrams)
 - 2. Population size
(Strategies for sustainability; case studies; national policies)
 - 3. Impacts of population growth
(Hunger; disease; economic effects; resource use; habitat destruction)

IV. Land and Water Use (10–15%)

- A. Agriculture
 - 1. Feeding a growing population
(Human nutritional requirements; types of agriculture; Green Revolution; genetic engineering and crop production; deforestation; irrigation; sustainable agriculture)
 - 2. Controlling pests
(Types of pesticides; costs and benefits of pesticide use; integrated pest management; relevant laws)
- B. Forestry
(Tree plantations; old growth forests; forest fires; forest management; national forests)
- C. Rangelands
(Overgrazing; deforestation; desertification; rangeland management; federal rangelands)
- D. Other Land Use
 - 1. Urban land development
(Planned development; suburban sprawl; urbanization)
 - 2. Transportation infrastructure
(Federal highway system; canals and channels; roadless areas; ecosystem impacts)
 - 3. Public and federal lands
(Management; wilderness areas; national parks; wildlife refuges; forests; wetlands)
 - 4. Land conservation options
(Preservation; remediation; mitigation; restoration)
 - 5. Sustainable land-use strategies
- E. Mining
(Mineral formation; extraction; global reserves; relevant laws and treaties)

- F. Fishing
(Fishing techniques; overfishing; aquaculture; relevant laws and treaties)
- G. Global Economics
(Globalization; World Bank; Tragedy of the Commons; relevant laws and treaties)

V. Energy Resources and Consumption (10–15%)

- A. Energy Concepts
(Energy forms; power; units; conversions; Laws of Thermodynamics)
- B. Energy Consumption
 - 1. History
(Industrial Revolution; exponential growth; energy crisis)
 - 2. Present global energy use
 - 3. Future energy needs
- C. Fossil Fuel Resources and Use
(Formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demand; synfuels; environmental advantages/disadvantages of sources)
- D. Nuclear Energy
(Nuclear fission process; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fusion)
- E. Hydroelectric Power
(Dams; flood control; salmon; silting; other impacts)
- F. Energy Conservation
(Energy efficiency; CAFE standards; hybrid electric vehicles; mass transit)
- G. Renewable Energy
(Solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages)

VI. Pollution (25–30%)

- A. Pollution Types
 - 1. Air pollution
(Sources — primary and secondary; major air pollutants; measurement units; smog; acid deposition — causes and effects; heat islands and temperature inversions; indoor air pollution; remediation and reduction strategies; Clean Air Act and other relevant laws)
 - 2. Noise pollution
(Sources; effects; control measures)
 - 3. Water pollution
(Types; sources, causes, and effects; cultural eutrophication; ground-water pollution; maintaining water quality; water purification; sewage treatment/septic systems; Clean Water Act and other relevant laws)

- 4. Solid waste
(Types; disposal; reduction)
- B. Impacts on the Environment and Human Health
 - 1. Hazards to human health
(Environmental risk analysis; acute and chronic effects; dose-response relationships; air pollutants; smoking and other risks)
 - 2. Hazardous chemicals in the environment
(Types of hazardous waste; treatment/disposal of hazardous waste; cleanup of contaminated sites; biomagnification; relevant laws)
- C. Economic Impacts
(Cost-benefit analysis; externalities; marginal costs; sustainability)

VII. Global Change (10–15%)

- A. Stratospheric Ozone
(Formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; effects of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties)
- B. Global Warming
(Greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties)
- C. Loss of Biodiversity
 - 1. Habitat loss; overuse; pollution; introduced species; endangered and extinct species
 - 2. Maintenance through conservation
 - 3. Relevant laws and treaties

LABORATORY AND FIELD INVESTIGATION

Because it is designed to be a course in environmental *science* rather than environmental studies, the AP Environmental Science course must include a strong laboratory and field investigation component. The goal of this component is to complement the classroom portion of the course by allowing students to learn about the environment through firsthand observation. Experiences both in the laboratory and in the field provide students with important opportunities to test concepts and principles that are introduced in the classroom, explore specific problems with a depth not easily achieved otherwise, and gain an awareness of the importance of confounding variables that exist in the “real world.” In these experiences students can employ alternative learning styles to reinforce fundamental concepts and principles. Because all students have a stake in the future of their environment, such activities can motivate students to study environmental science in greater depth. **Colleges often require students to present their laboratory materials from AP science courses before granting college credit for laboratory, so students should be encouraged to retain their laboratory notebooks, reports, and other materials.**

Curriculum Committee Meeting

October 11, 2017 8:15 AM

Central Office Conference Room

1. Call to order

Meeting was called to order at 8:20 a.m.

Present Committee Members:

Denise Harvey (Chairperson), Elise Major, Sara Spaulding

Present Administration:

William McKersie, Superintendent; Kenneth Craw, Assistant Superintendent; Craig Tunks, Director of Digital Learning & Innovation; Lois Pernice, Director of Pupil Services; Laura Kaddis, HES Principal; Patty Falber, WIS Principal; Dan Doak, WMS Principal; Lisa Deorio, WHS Principal; Sharon Rodko, HES Librarian; Andrea Noble, K-5 ELA and Social Studies CIL; Carolyn Vinton, K-5 Math and Science CIL

Members of the Public:

Ellen Uzenoff, Tony Pesco, Gina Albert, Samantha Nestor

2. Presentation and discussion of HES digital innovation initiative

Discussion:

- Ms. Rodko shared her presentation highlighting the integration of iPad technology in the K-2 classrooms at HES. During the 2016-2017 school year, teachers introduced the use of various iPad apps such as Chatterpix and Telegami as a way for students to demonstrate their learning. Ms. Rodko stated that the four C's are used within a project using the iPad and shared examples in her video presentation.
- Ms. Noble shared two examples of how iPad video apps assist students in class projects and emphasized that the iPad makes the entire process simpler and quicker to bring to completion. Ms. Vinton also shared math presentations by students using iPad apps.
- Ms. Spaulding asked if video recording helped in verbal fluency. Ms. Noble explained that it is a good vehicle for students who have frustration with putting ideas to paper when the thinking is there.
- Ms. Major expressed concern in protecting student privacy with the infusion of more student technology. Dr. Tunks explained that teachers can make recommendations of applications and web sites to be used on devices, but everything is vetted by the technology department first for State compliance.
- Ms. Major inquired more specifically about how student privacy was protected with the use of video sharing. Mrs. Kaddis replied that parents can opt out of this type of sharing as this is updated yearly on the demographic page in PowerSchool.
- Ms. Harvey asked Dr. Tunks about the existence of empirical data on one-to-one digital device impact on students below grade four. Dr. Tunks said currently it is a challenge to find a comparable demographic as this may not be an area of high interest for researchers.

- Ms. Harvey also asked how experiences are communicated to parents and how do students reinforce what they learned on the iPad at home. Most teachers send an email blast that encapsulates the classroom experience. Teachers are working with parents on finding a balance on screen time,. As most children are coming in with digital knowledge, reinforcing iPad learning applications is not a focus.

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

Discussion:

- Dr. Craw stated that Project Challenge renewal has been ongoing for a year. The Project Challenge Committee has made eight recommendations, which will be formally presented at the November Curriculum Committee meeting; several of the recommendations were informed by the student and parent meetings conducted last spring. Some of the highlights of the recommendations include:
 - The curriculum will be developed around concrete themes.
 - The timeline for master project is being refined.
 - The committee will be reviewing the enrichment program at WIS.
 - There are recommendations related to scheduling, especially at WIS, as concerns were expressed around students missing some core subjects.
 - School counselors are working on a social-emotional component.
 - Training and professional development will take place with general education staff for the purpose of enhancing their ability to meet the needs of talented and gifted students.
 - Recommendations have been made regarding communication and feedback from teacher to student.
- Mrs. Pernice added that the district will stay with the two tests that are currently in use during the identification process. Enrollment in the program is on a rolling basis. Referrals may come from teachers and parents, and students may refer themselves as well.

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

Discussion:

- Dr. Craw provided an updated proposed equipment list that contained a comparison quote of items purchased used versus new. Dr. Craw will be submitting a grant proposal to the Weston Education Foundation.
 - Ms. Uzenoff suggested reaching out to Weston residents who work for or have connections to equipment companies who might be interested in either donation or assistance with special pricing.
 - Ms. Major inquired about warranty on used equipment. Dr. Craw responded he will look into this.
- The Committee discussed the progress on the proposed course.
 - Expert-in-residence, Mr. Bramante, met with the Weston High School science teachers to develop interest and discuss the proposed course.

- Mr. Bramante will visit again to give a presentation to interested students on how to write and present their research proposal, the vehicle by which a student is accepted into the course.
- Mrs. Deorio added that the WHS Writing Center would also be involved in assisting students with their written proposals.
- The committee that will review the student proposals will likely include the high school science department, writing center, as well as Mr. Bramante.
- The pilot year for the course will start small in terms of the number of students. The application process will assist in reaching the right number.
- The Committee agreed to move the Honors Science Research course proposal to the full Board for review.

5. Approval of September 2017 Curriculum Committee Minutes

Motion Passed: Move that the Curriculum Committee approve the minutes of the September 13, 2017 meeting passed with a motion by Denise Harvey and a second by Elise Major.

3 Yeas – 0 Nays

6. Other Curricular Issues

Discussion:

- Mrs. Spaulding inquired about student requirement of keeping a log of at-home reading time, as she thought this practice had been discontinued in the lower schools. This question will be clarified at the next Committee meeting in November during a presentation on the reading program as a whole.
- No other items were put forth for discussion. Meeting was adjourned at 9:40 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent