

# **Curriculum Committee Meeting**

Wednesday, December 13, 2017 8:15 AM

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

I. **Call to order**

II. **Presentation and update on K-5 science renewal**

III. **Discussion of WIS new course proposal:  
Information Literacy & Digital Skills**

IV. **Discussion of WHS new course proposal:  
Accelerated Algebra & Geometry**

V. **Discussion of WHS College and Career Center**

VI. **Other curricular items**



Weston Board of Education  
Curriculum Committee Meeting

December 13, 2017

8:15 a.m.

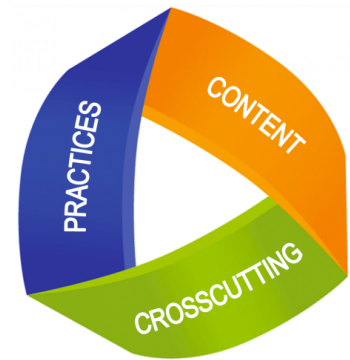
Central Office  
Conference Room

**A G E N D A**

1. Presentation and update on K-5 science renewal
2. Discussion of WIS new course proposal: Information Literacy & Digital Skills
3. Discussion of WHS new course proposal: Accelerated Algebra & Geometry
4. Discussion of WHS College and Career Center
5. Other curricular issues

**The next meeting of the Curriculum Committee is scheduled for January 17, 2018.**

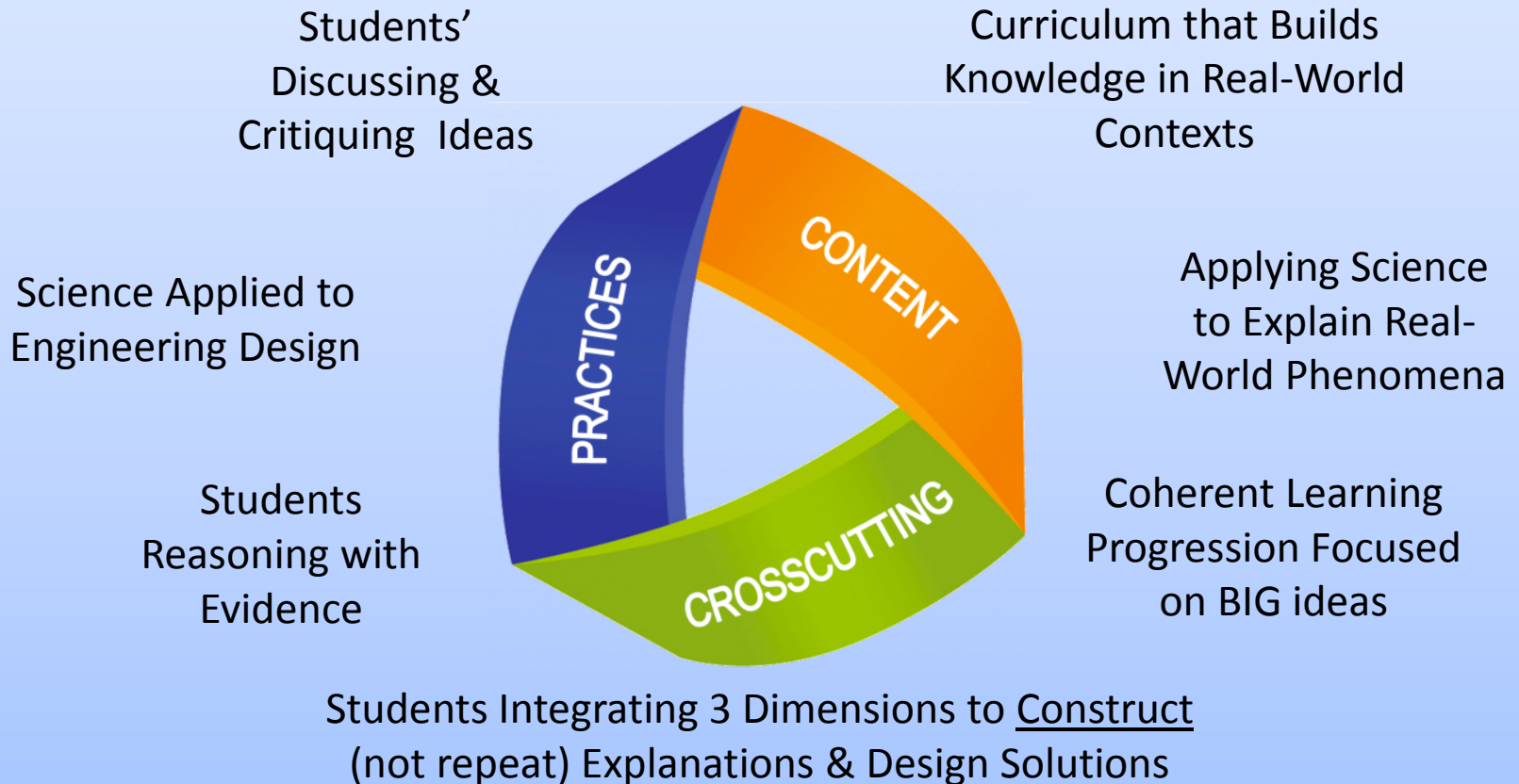
# Next Generation Science Standards Weston Implementation Overview



- Overview & Purpose of NGSS
- Shifts in Weston
- Curriculum Renewal Process
- State Implementation Timeline
- Lingering Questions
- Proposed Weston Implementation Timeline

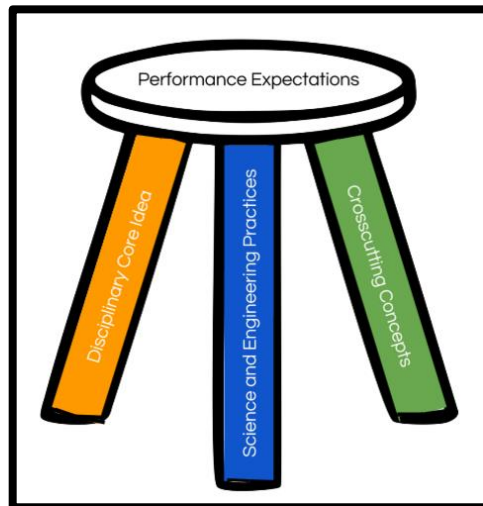
February 8, 2017

# 3 Dimensional Science: What does it look like?

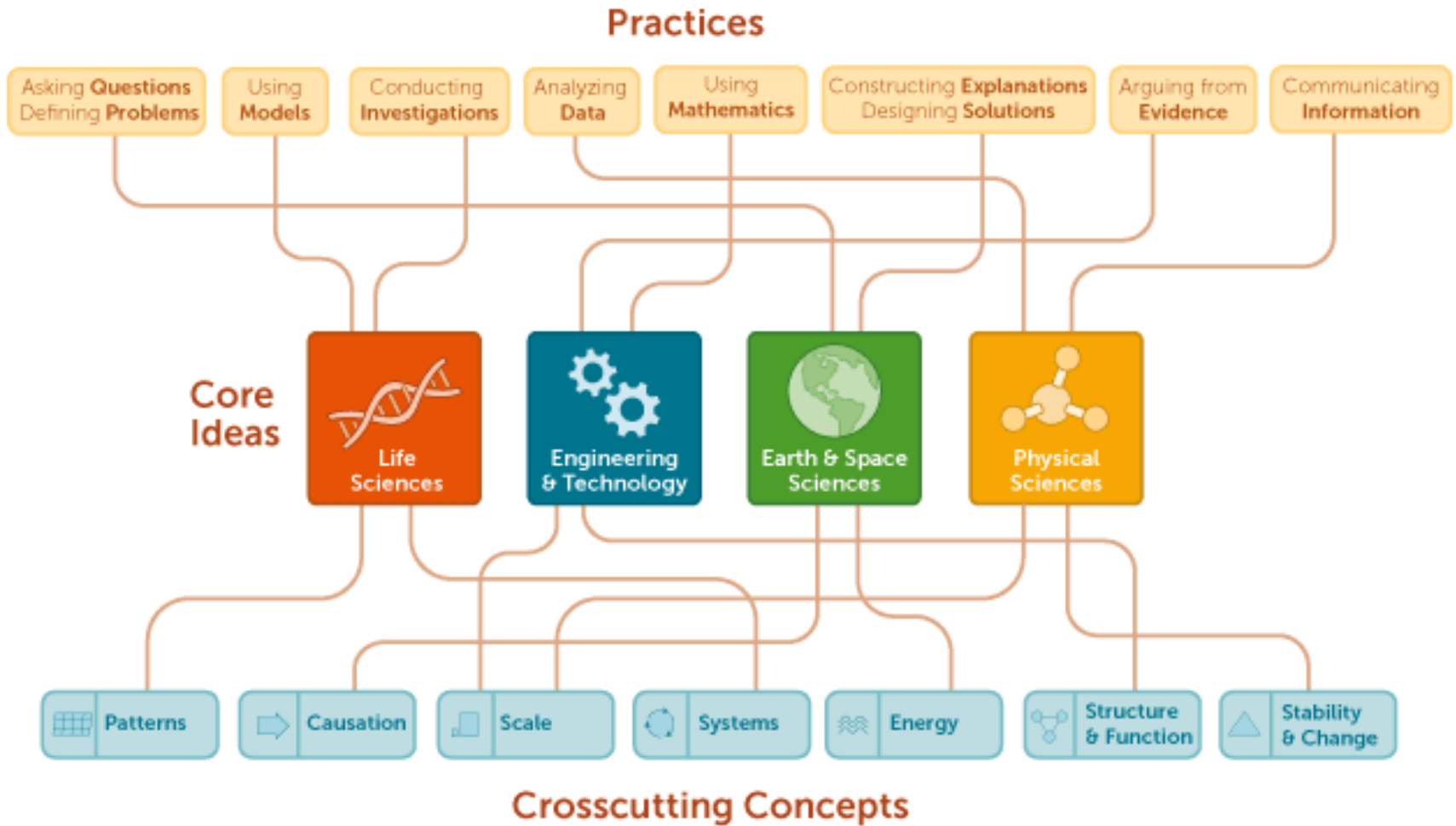


# The Vision of the NGSS

Three dimensional learning allows students to actively engage with the **practices** and apply the **crosscutting concepts** to deepen their understanding of **core ideas** in order to explain phenomena or solve problems.



# The 3 Dimensions



# 3-Dimensional Teaching and Learning: What Counts as Evidence of Science Understanding?

## Current Connecticut Standards

**Describe** the **effects** of the strengths of pushes and pulls on the motion of objects.

**Describe** the basic **structures** of an animal cell, including the nucleus, cytoplasm, mitochondria and cell membrane, and how they **function** to support life.

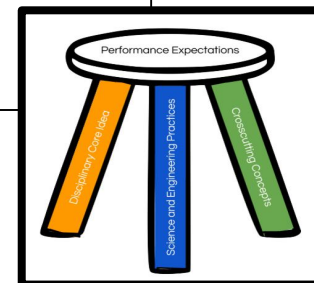
**Use mathematical operations to analyze and interpret data, and present relationships between variables in appropriate forms.**

## Next Generation Standards

**Plan and conduct an investigation to provide evidence** of the **effects** of balanced and unbalanced forces on the motion of an object.

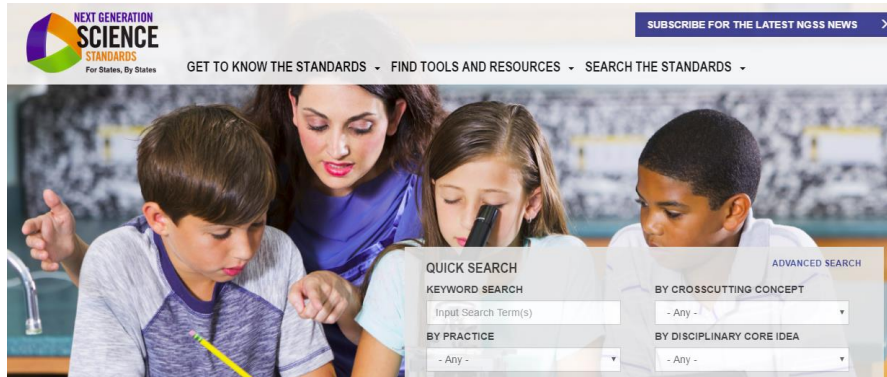
**Develop and use a model** to describe the **function** of a cell as a whole and ways parts of cells contribute to the function.

**Use mathematical representations to support explanations of how** natural selection **may lead to** increases and decreases of specific traits in populations over time.



# NGSS Performance Expectations

[www.nextgenscience.org](http://www.nextgenscience.org)



Students who demonstrate understanding can:

**5-LS1-1. Support an argument that plants get the materials they need for growth chiefly from air and water. [Clarification Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.]**

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

## Science and Engineering Practices

### Engaging in Argument from Evidence

Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).

- Support an argument with evidence, data, or a model. (5-LS1-1)

## Disciplinary Core Ideas

### LS1.C: Organization for Matter and Energy Flow in Organisms

- Plants acquire their material for growth chiefly from air and water. (5-LS1-1)

## Crosscutting Concepts

### Energy and Matter

- Matter is transported into, out of, and within systems. (5-LS1-1)

*Connections to other DCIs in fifth grade:*

**5.PS1.A** (5-LS1-1)

*Articulation of DCIs across grade-levels:*

**K.LS1.C** (5-LS1-1); **2.LS2.A** (5-LS1-1); **MS.LS1.C** (5-LS1-1)

*Common Core State Standards Connections:*

*ELA/Literacy -*

**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5-LS1-1)

**RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5-LS1-1)

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5-LS1-1)

*Mathematics -*

**MP.2** Reason abstractly and quantitatively. (5-LS1-1)

**MP.4** Model with mathematics. (5-LS1-1)

**MP.5** Use appropriate tools strategically. (5-LS1-1)

**5.MD.A.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5-LS1-1)

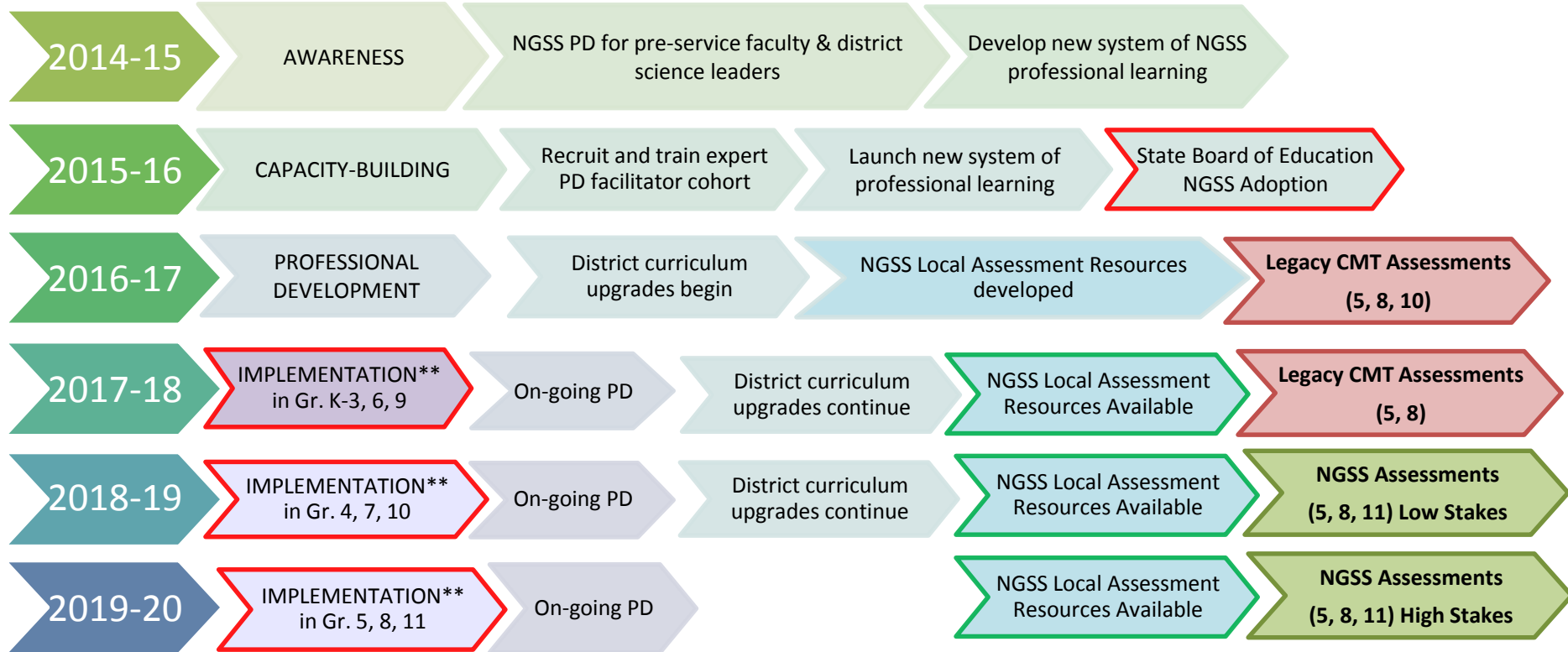
\* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

# NGSS in Weston: Pieces already in motion

- Extending our investment in inquiry
- Scientific sense-making- Note-booking
- Engaging performance-based units- AIM, PADI
- Engineering Design Education- Science, PLTW
- MS Science Discovery- Nature of Science
- Sequence change at HS- rigor and equity

# DRAFT\* 5-Year NGSS Implementation Timeline

November 2016



\* Subject to change dependent on federal and state law and policies.

\*\* An option for transitioning away from current state standards to teaching NGSS. Districts have flexibility to develop their own transition and implementation plans.



# Current Units

## Kindergarten:

- Properties\*
- Weather
- Living Things

## Grade 1:

- Sunshine and Shadows
- Force and Motion\*
- Life Cycles

## Grade 2:

- States of Matter
- Soils\*\*
- Plants\*\*

# NGSS Units

## Kindergarten:

- Pushes and Pulls
- Weather
- Animals and Plants in their environments

## Grade 1:

- Light and Sound
- Sun, Moon, and Stars
- Animal and Plant life cycles, heredity and structures for survival

## Grade 2:

- Properties of matter
- Landforms and water bodies and how they change
- Ecosystems

## Current Time

Approx. 2 hours a week, split with SS:

Ave. 60 minutes a week

\* AIM unit

\*\* Double Unit

# Current Units

## Grade 3:

- Rocks and Minerals
- Animal Adaptations\*\* \*
- Ecosystems\*\* \*

## Grade 4:

- Water
- Electricity and Magnetism
- Force and Motion

## Grade 5:

- Sound
- Light
- Senses and Perception
- The Earth in the Solar System\*

# NGSS Units

## Grade 3

- Balanced and unbalanced forces
- Animals, environmental changes and survival
- Variation of traits
- Weather and Climate

## Grade 4

- Changes to Earth's features
- Energy conversion and transfer
- Waves and information
- Structure and function for survival

## Grade 5

- Matter
- Food chains and ecosystems
- Earth's systems (geosphere, biosphere, hydrosphere, atmosphere and their interactions.)
- Stars and the solar system

## **Current Time**

### Grade 3 – 4

Approx. 2.25 hours a week, split with SS

Ave. 68 minutes/week

### Grade 5

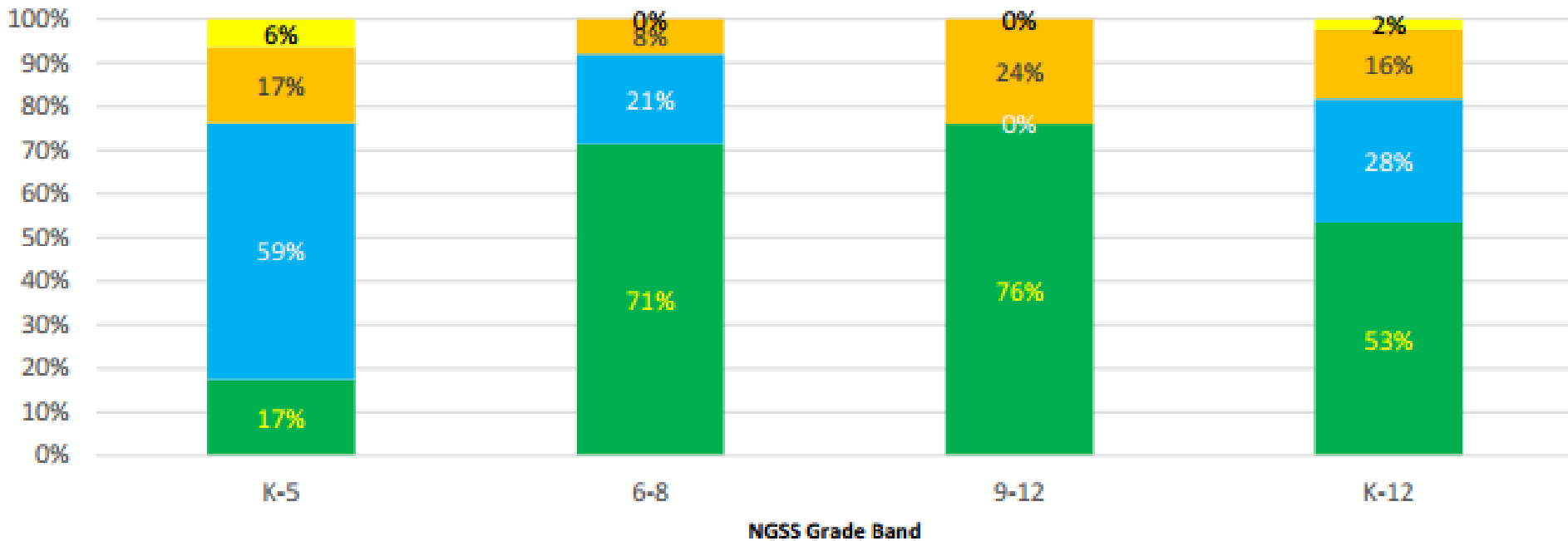
Approx. 2.25 hours a week or Ave. 135 minutes/week

\* AIM unit

\*\* Double Unit

# CT SDE Content Crosswalk

G3. Where Matched NGSS Concepts (K-12) Were Found in CT K-10 Standards Organized by NGSS Grade Band\*



\* NGSS is articulated by grade for K-5 and by grade *band* for 6-8 and 9-12. These results reflect that system. E.g., an NGSS grade 5 concept found in Grade 4 in CT counts as a match found earlier in CT standards.

- % of Matched NGSS Concepts Found Both Earlier and Later in CT Standards
- % of Matched NGSS Concepts Found Earlier in CT Standards (would be taught later if adopted)
- % of Matched NGSS Concepts Found Later in CT Standards (would be taught earlier if adopted)
- % of Matched NGSS Concepts Found at the Same Grade/Grade Band in CT Standards



# Challenges, Questions & Opportunities

## Challenges:

## K-5

Professional Development for teachers needs to include content as well as instructional methods.

Complete content cannot be accessed with current time allotted for science instruction.

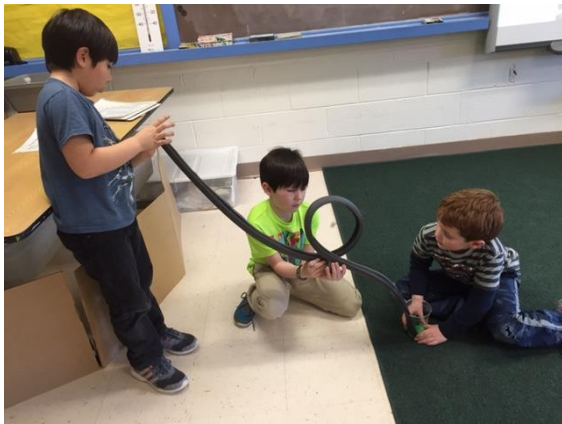
Intermediate School's roll-out of new reading curriculum next year will impact PD availability and timing of WIS implementation.

## Questions:

Can science instructional time be maximized with creative scheduling changes?

Could an increase in teacher teaming help with resources, content specialty, and PD needs?

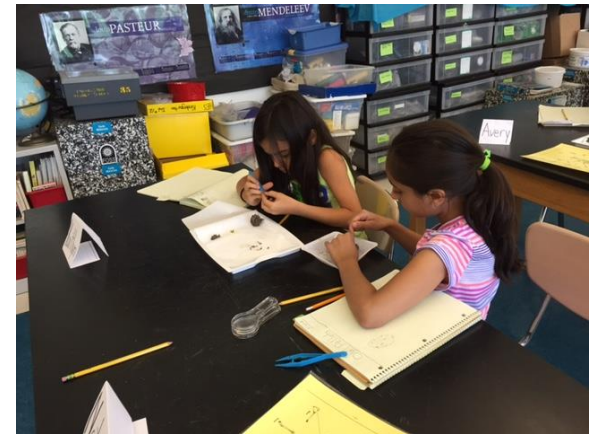
Do budgetary resources allow for complete k-5 roll-out in 18-19? (HES is most ready for roll-out, but to be partially ready for assessment, WIS should start no later than 18-19.)



## Opportunities:

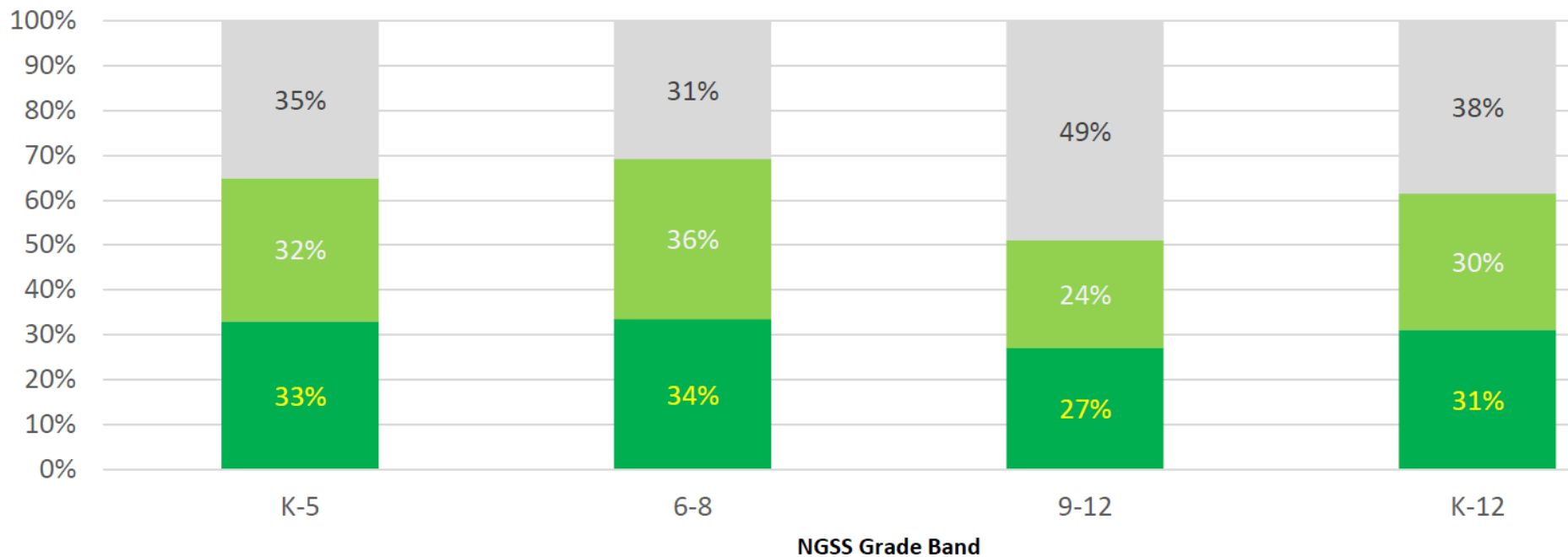
Students engage in increased STEM learning.

Increased engagement in scientific thinking and connections.



# Content Match Between CT Science Standards and NGSS

G1. Percentages of NGSS Concepts (K-12) With and Without Matches in CT Standards (K-10)  
Organized by NGSS Grade Band



- % of NGSS Concepts with Strong Matches
- % of NGSS Concepts with Moderate Matches
- % of NGSS Concepts with No (or Minimal) Matches

# Middle School- Grade Band (6-8)

## Current Model

6

Water

Ecosystems

Weather &  
Climate

Simple  
Machines

7

Plate Tectonics

Chemistry

Cells & Body  
Systems

Food  
P & P

8

Genetics &  
Heredity

Forces &  
Motion

Astronomy

Chemistry

# Content Matches

*Human Impacts*

*Natural Selection & Adaptations*

*Waves & Electromagnetic Radiation*

6

Water

Ecosystems

Weather & Climate

~~Simple Machines~~

7

Plate Tectonics

Chemistry

Cells & Body Systems

~~Food P & P~~

8

Genetics & Heredity

Forces & Motion

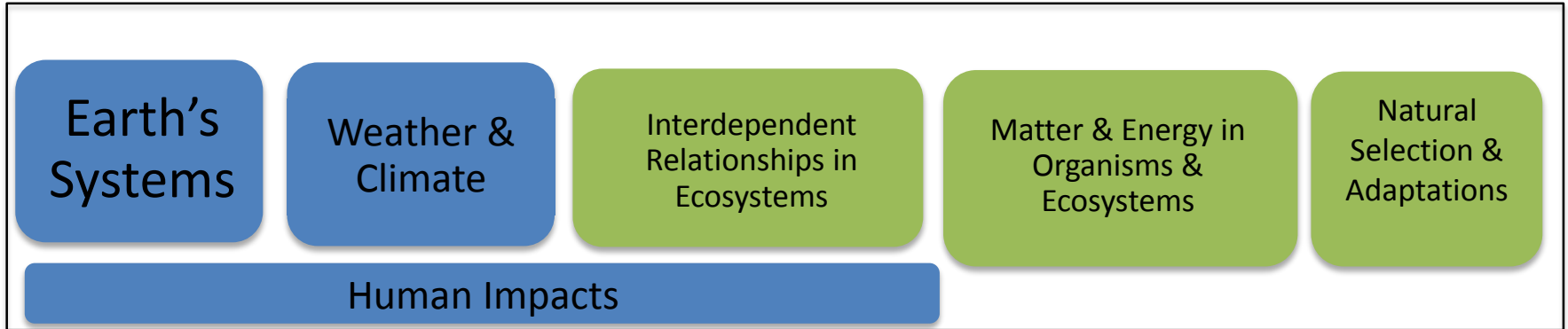
Astronomy

Chemistry

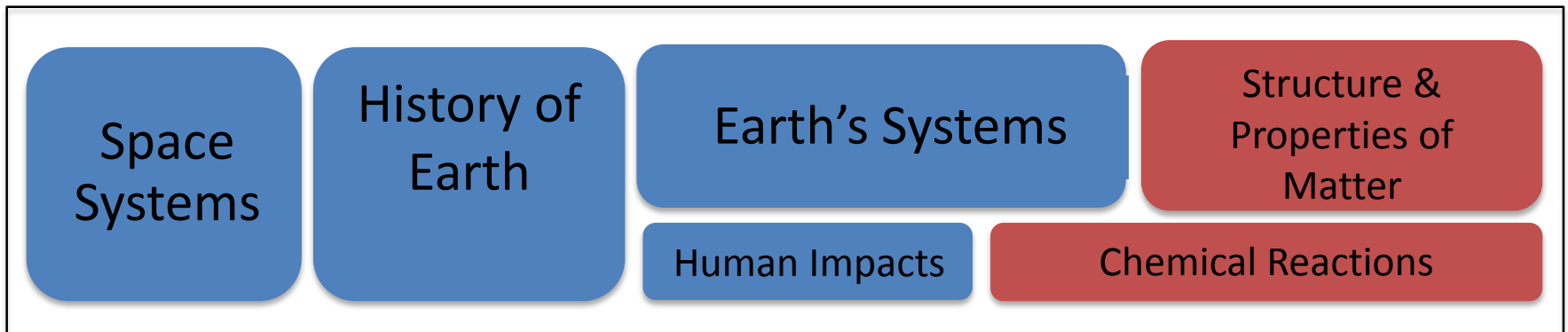
Some inefficiencies

# Proposed Arrangement (6-8)

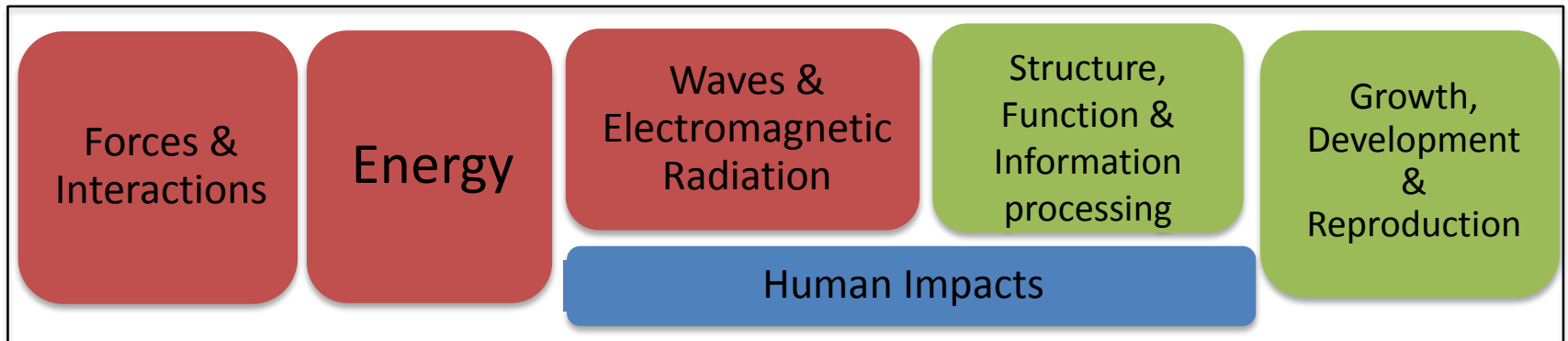
6



7



8



# High School- Revisions *within* courses

## Science Department Course Offerings

All students must complete three years of Science to graduate.

### Freshman Year

BIOLOGY

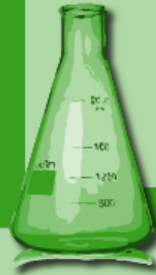
HONORS BIOLOGY



### Sophomore/Junior Year

CHEMISTRY

HONORS CHEMISTRY



### Junior/Senior Year

PHYSICS

AP PHYSICS I

HONORS PHYSICS

AP PHYSICS C

ENVIRONMENTAL  
SCIENCE

AP BIOLOGY

AP CHEMISTRY

**Science  
Research  
Program**

### Science Electives



HUMAN ANATOMY  
AND PHYSIOLOGY

ANIMAL  
BEHAVIOR



FORENSICS  
(2017-18)

# Challenges, Questions & Opportunities

## 6-12

- Curriculum Units require re-design, capacity already built through professional development
- Challenge: Quality of commercially available instructional materials
- Lingering questions about *which* HS standards will be assessable for the 11<sup>th</sup> grade assessment.
  - May have implications for how we route students through pathway (ex: Envi Sci vs Physics for grade 11)
  - NOT exploring introductory survey course or year-long earth science course for high school
  - Determination of standards for HS assessment may have implications for existing HS units or even MS units.

# DRAFT\* Weston NGSS Implementation Timeline

9-12 6-8 3-5 K-2

	2015-16	2016-17	2017-18	2018-19	2019-20
	Legacy CMT Assessments	Legacy CMT Assessments	Legacy CMT Assessments (5, 8)	NGSS Assessments (5, 8, 11) Low Stakes	NGSS Assessments (5, 8, 11) High Stakes
		AWARENESS	PILOT RESOURCES	PROFESSIONAL DEVELOPMENT	
			(PD Focus – New Reading Curriculum)	PROFESSIONAL DEVELOPMENT	
				IMPLEMENTATION	
				IMPLEMENTATION	
PROFESSIONAL DEVELOPMENT		District curriculum upgrades		Continued implementation, reflection, and revision	
		IMPLEMENTATION Grade 6	IMPLEMENTATION Grades 7, 8		
PROFESSIONAL DEVELOPMENT		District curriculum upgrades		Continued revisions based on state determination of assessable performance expectations	
		IMPLEMENTATION Biology	IMPLEMENTATION Chemistry, Physics		

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*Curriculum, Staff Development and Technology*

**New Course Proposal for 2018 - 2019**

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: WIS Proposal Submitted By: Pattie Falber, Principal, WIS

**1. Name Of Course or Program:**

Information Literacy & Digital Skills

**2. Population to be served:**

Students grades 3 to 5

**3. Identify and discuss the Need**

A few years ago the number of specials at WIS was reduced so teachers could have more time in the classroom for academic content. After much discussion and consideration, it was decided at the time to remove computer time as a special and implement a more holistic, integrated approach. The goal was for the skills and applications to be taught in the context as they are needed. This goal for the most part still makes sense – students are able to apply what they are learning, and technology is not seen as a stand-alone content area, however we have identified some challenges to this approach.

As we strive to help our students become digitally literate and confident with technology, we need to provide our students with explicit instruction so they are comfortable and productive with their computers. Among the important skills that need to be explicitly taught is keyboarding. By third grade, children are developmentally ready to learn to type and keyboard correctly. As students begin using their digital devices to record and share their thoughts, they need to be able to type without losing their train of thought. They need to know where the keys are so they can organize ideas instead of spending time searching for the right key. Currently, we pull third grade classes for introductory lessons on keyboarding, while relying on homework to practice these skills. These pull-out classes currently come from a content area class such as reading, writing, or math, resulting in a loss of content instructional time.

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Additionally, all of our students need explicit time and instruction on how to do a proper internet search. Students need to be able to access information quickly, analyze search results, effectively evaluate resources, and synthesize findings. As teachers create and embed innovative activities and projects that use technology, students need to learn and master the skills to successfully and responsibly complete this classwork.

**4. Impact on Other Courses / Schedules**

The course would share the allotted time for health. Each grade would have one semester of Information Literacy & Digital Skills and two semesters of health. We feel that we can still meet the objectives and goals of the health curriculum within the reduced allotted time.

**5. Budget Related Items**

- Staffing (FTE needed): no additional staffing will be needed
- Supplies: N/A
- Equipment: Student Chromebooks
- Other (software): Keyboarding software currently available in district
- Estimated Overall Cost of Proposal: \$0

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

Evaluations will include completion of projects and skills assessments.

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

While the course is still under development, the overall objective would be to provide students with the necessary skills and competencies to use technology appropriately and purposefully, and to develop digital citizens. In the lessons, we will explore many different topics including library and information skills, computer applications for productivity and creativity, and teamwork with design-thinking activities. Our students will be working on a wide range of educational technology driven projects in several different spaces: the LLC, the classroom, the MakerSpace, and production rooms. Foundational skills such as keyboarding, digital citizenship, internet use, and website evaluation will be woven throughout the curriculum with higher level skills such as coding, multimedia projects, and robotics. The skills that students will learn will prepare them for the authentic use of technology within the content areas and enhance the learning.

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School: WHS Proposal Submitted By: Janine Russo

Department: Math

**1. Name of Course or Program:**

Accelerated Algebra & Geometry

**2. Population to be Served:**

Students who complete Math 8 with a minimum grade of A-, and/or students who complete 8<sup>th</sup> grade Algebra 1 with a grade below a C.

**3. Identify and Discuss the Need:**

Over the last several years, the changes in our K-8 math program have prepared our students to enter high school at a higher level. The K-8 program, and in particular the 6-8 Math in Focus courses offer an integrated approach to algebraic and geometric concepts, skills, and reasoning. Our traditional Algebra 1 followed by Standard Geometry course sequence at the high school level no longer serves the needs of all algebra students, as it is very repetitive. A side-by-side analysis of the Math 8 course and the 9<sup>th</sup> grade Algebra 1 course shows a significant amount of content overlap. Additionally, many of the standard geometry topics are covered by the Math 7 and Math 8 courses.

Also of note is the fact that many students (19 in 2017-2018) double up on Geometry and Algebra 2 in their sophomore year. Several students also take Geometry over the summer. These students desire to accelerate in order to take Pre-Calculus as juniors. This proposed course would minimize the repetition and allow students to complete the remaining algebra and geometry concepts during their 9<sup>th</sup> grade year, preparing them to take Algebra 2 in 10<sup>th</sup> grade, without the strain of “doubling up” and taking a sixth academic course during their sophomore year.

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**4. Impact on Other Courses / Schedules:**

The course will be taken from our current Algebra 1 FTE. We currently run four sections of Algebra 1 in 9<sup>th</sup> grade. Some of those sections would become the Accelerated Algebra & Geometry course, and the remaining would remain Algebra 1.

Down the line, we anticipate an effect on the standard Geometry and Algebra 2 courses, but most likely just a reallocation of the number of sections of each of those courses.

**5. Budget Related Items:**

- Staffing (FTE needed): 0.4 (not additional, will be embedded in the current schedule)
- Supplies: N/A
- Equipment: N/A
- Other (software): N/A
- Estimated Overall Cost of Proposal: \$0

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

Students completing this course as well as Algebra 2 with a high rate of success and qualification for Pre-Calculus as juniors.

**7. Other Information for Consideration: (optional)**

While this course is intended to lead into Standard Algebra 2, it will have a foundation in more rigorous algebra than our current Standard Geometry course. Thus, we anticipate the possibility of some of the students successfully completing the proposed course with a strong enough algebraic foundation to potentially take Honors Algebra 2.

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

See attached list of topics.

# **Accelerated Algebra & Geometry**

## *Proposed Course Sequence*

### ***Unit 1: Angle Relationships***

- Review of Algebra 1 concepts of solving equations and systems of equations embedded in geometric relationships
- Types of angles
- Angle pairs: complementary, supplementary, vertical
- Angle pairs formed by parallel lines

### ***Unit 2: Writing and Graphing Linear Equations***

- Review of slope-intercept form
- Point-slope and standard forms
- x- and y- intercepts
- Connecting algebra to geometry
  - Parallel and perpendicular lines on the coordinate plane
  - Distance formula (and review of Pythagorean Theorem)
  - Coordinate geometry - “proving” geometric figures on the coordinate plane (all types of triangles, specifying quadrilaterals)
  - Triangle Congruence - SSS, SAS, ASA, AAS (algebraically proving congruence)
  - Transformations

### ***Unit 3: Inequalities***

- Solving and graphing inequalities (including compound and 2-variable)
- Inequalities related to triangles

### ***Unit 4: Polynomials, Factoring and Quadratics***

- Review of basic exponent rules
- Adding, subtracting, multiplying polynomials
- Factoring polynomials
- Solving quadratic equations by factoring
- Connecting Algebra to Geometry
  - Angle/Segment bisectors and tri-sectors
  - Revisit angles formed by parallel lines
  - Geometry-centered problem solving

### ***Unit 5: Similarity***

- Ratio and proportion (including quadratics)
- Similar figures (with a focus on triangles)
- Similar figures in the coordinate plane (dilations)

### ***Unit 6: Trigonometry***

- Pythagorean Theorem review
- Special right triangles
- Right triangle similarity (altitude on hypotenuse)
- Right triangle trigonometry (sine, cosine, tangent ratios)
- Laws of Sines and Cosines (non-right triangle trigonometry)

### ***Unit 7: Circles***

- Area and circumference
- Area of sectors and segments of circles
- Arc length
- Equation of a circle
  - Area and circumference of circles in the coordinate plane

### ***Unit 8: Area and Volume***

- Area of parallelograms, triangles, trapezoids and regular polygons
- Volume of prisms, cylinders, pyramids, cones, spheres
- Connecting area and volume to the linear equations and the coordinate plane
  - Area of bounded regions
  - Volume of solids of revolution

# Weston Public Schools

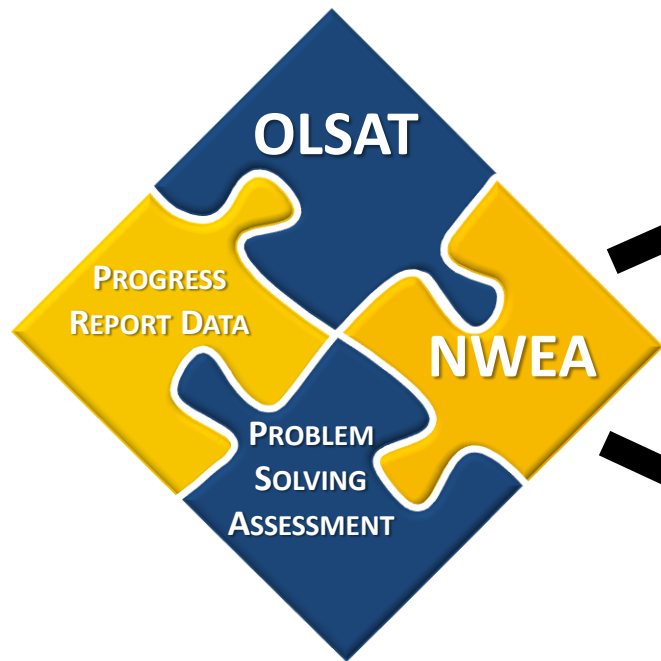
## Middle School Mathematics Pathways

5<sup>th</sup> Grade

6<sup>th</sup> Grade

7<sup>th</sup> Grade

8<sup>th</sup> Grade



Math 6

Math 7

Math 8

Algebra

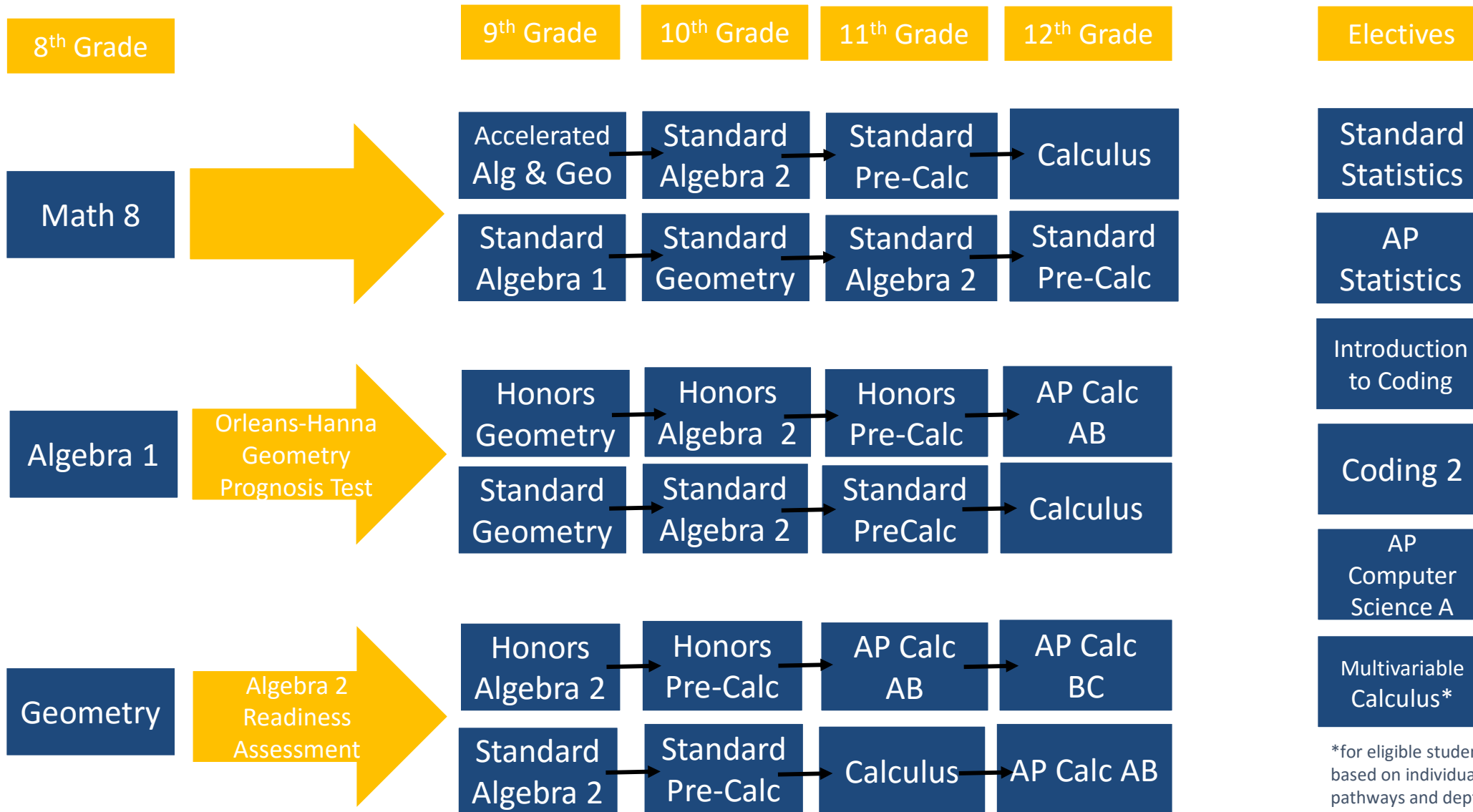
Pre-Algebra

Algebra

Geometry

# Weston Public Schools

## High School Mathematics Pathways



\*for eligible students based on individual pathways and dept recommendation

## School Counselor Roles and Responsibilities Changing Needs

The increasing demands of the college timetable as well as our numerous programs necessitate that we review and adjust the staffing resources necessary to service our students specifically in the area of the College and Career Center (CCC). The table below outlines the increased demands placed on the school counseling department in facilitating the college process.

Function	Then (2011)	Now (2017)
<b>School Wide Standardized Testing</b>	2 In-School Assessments (PSAT, CAPT)	9 School-Based Assessments (PSAT, Pre-ACT, SAT, ACT) 2 In-School, 7 Saturday Assessments
<b>School Based Testing Accommodations</b>	An average of 1 student requiring school-based testing, 100% extended time.	An average of 8 students requiring school-based testing, requiring us to have a separate room for students with 100% extended time for the most recent PSAT.  Increased requests by parents for school-based testing (100% extended time or more) to test on alternate days such as Saturdays and Sundays.
<b>Early Program College Applications (i.e., EA, ED)</b>	80% of students applied to an Early Action/Decision Program.  Mailing student 'file' to colleges and universities.  Small senior group meetings to inform them of the colleges' process.	92% of students to an Early Action/Decision Program.  The application process has moved to a more individualized online procedure. This, in turn, has led to an increase in one-on-one appointments with seniors at the start of the school year to thoroughly go over the college and application process.
<b>Parent Programming</b>	3 Evening Programs  Back To School Night, Financial Aid Night, Junior College Planning Evening Seminars	9 Programs – 2 Daytime, 7 Evening  Senior Parent Coffee, Back to School Night, Freshman Parent 101, Sophomore Parent Breakfast, Financial Aid Night, College Admissions Panel, Junior College Planning Evening Seminar, 8 <sup>th</sup> Grade Parent Transition Night.

<b>Daytime Programming for Students</b>	3 Programs (Freshman Seminars, Junior Seminars, Senior Seminars)	11 Programs (Freshman Seminars twice a year, Sophomore Seminars twice a year, Junior Seminars twice a year, Senior Seminars three times a year including a post high school transition program), Alumni Panel, Career Assembly.
<b>Course Selection</b>	(Minimally) 15 minute individual planning appointments for all rising 10 <sup>th</sup> , 11 <sup>th</sup> , & 12 <sup>th</sup> grade students; follow up with students and families as needed.	(Minimally) 15 minute individual planning appointments for all rising 10 <sup>th</sup> , 11 <sup>th</sup> , & 12 <sup>th</sup> grade students; follow up with students and families as needed.
<b>504 Case Management Responsibilities</b>	20% of our students had a 504 plan or an IEP, which includes testing accommodations, which is the counselor's responsibility to manage.	30% of our students now have a 504 plan or an IEP, which includes testing accommodations, which is the counselor's responsibility to manage.
<b>Depth of College Application Counseling</b>	Met with students and parents regarding the college process starting at the end of junior year	<p>Increased demand from parents and students for help with the college process starting sophomore year; this includes requests for additional meetings, phone calls and emails from the research phase of the college process which typically begins junior year, through deciding on a college to attend during the spring of senior year.</p> <p>Counselors support students in completing applications due to increased usage of alternative applications (Coalition and UCAS) and an increase in the amount of schools students are applying to.</p> <p>Outreach with colleges and international institutions has increased and Counselors now attend the college admission officer visits from over 200 colleges.</p>
<b>Support Staff</b>	3 Administrative Assistants	2 Administrative Assistants as one of the positions was not filled. Counselors now are in charge of setting up all 504 meetings.

<b>Senior Internship</b>	50 students were involved in the program	Approximately 200 students, 98% of the senior class, participate in the internship program. Additionally, there is now a presentation component as well as an online program for which the counselors are responsible.
<b>Social/Emotional: Counseling/Group Counseling</b>	Met with students individually for counseling on an as needed and ongoing basis.	Limited time to see students for individual counseling other than emergencies and 504/IEP counseling. The school counselor and social worker run two groups per grade focusing on the relevant needs of the students. Approximately, 10% of students in WHS participate in groups.

It has become evident that facilitating the functions of the College and Career Center requires the expertise of a school counselor in order to provide families with a more personalized experience. The administration will be proposing a change in the staffing model for the CCC, which will include having a certified school counselor, with a strength in college and career, responsible for running the CCC. This position will allow us to expand on the in-depth programming we currently offer.

As always, the administration is seeking to add the certified counselor to the CCC in the most cost effective manner. We are actively exploring staffing arrangements that will result in either no additional costs or possibly a savings to the budget. The Board will be provided with a detailed proposal, including its impact on the budget, at the December Curriculum Committee meeting.