

Curriculum Committee Meeting

Tuesday, March 20, 2018 9:00 AM

WIS Classroom 118, 24 School Road, Weston, CT 06883-1623

I. Call to Order

II. Presentation of WHS new course proposals for Honors Civil Engineering & Architecture and Honors Principles of Engineering for the 2018-19 school year

III. Presentation and discussion of the renewal of the K-12 health and school counseling curricula

IV. Presentation and discussion of proposed WMS master schedule

V. Approval of February minutes

VI. Other curricular issues

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: Weston High School

Proposal Submitted By: Mackenzie Robens, Jamie Charles
Matt Filip

Department: Technology

1. **Name of Course or Program:** *Civil Engineering and Architecture – Honors*

2. **Population to be served:**

This course is designed for advanced students enrolled within the Project Lead the Way (PLTW) program who have met the entrance requirements for the course and elect to demonstrate mastery of the content in a way that is more aligned with the national examination.

3. **Identify and Discuss the Need**

PLTW is a nationally recognized program that offers college credit at the conclusion of each of the course offerings at Weston High School based on an individual student's overall GPA and performance on an end-of-course assessment. The assessment is written by members of the PLTW program and covers the entire year of content. The exam is administered during the regularly scheduled final exam block in June by the teacher of each course.

Weston High School has had the PLTW program for nine years. Although schools such as Rochester Institute of Technology and Duke University recognize these courses as those that can satisfy entry level collegiate credits, Weston High School has always designated all four PLTW courses at the standard level. Introduction to Engineering Design (IED) and Computer Integrated Manufacturing (CIM) are standard level classes that give students an opportunity to try engineering to see if they have an interest in the field, and are geared towards freshmen and sophomores. The upper level courses, Civil Engineering and Architecture (CEA) and Principles of Engineering (POE), contain a more in-depth curricula, and are populated by students that have a real interest in the field. Because standard course weighting can, at times, hurt a student's overall GPA even if they are performing at a high level, some students have chosen to not take these courses, which is hindering upper level enrollment.

Due to the recognition of these courses at the collegiate level and the increase in content requirements for the PLTW program's advanced courses, it is logical to provide all students

the choice to take POE and CEA at a standard or honors designation, to retain our current population while at the same time better meeting the needs of our higher level students.

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

Since standard and honors designations would be offered in the same class period, there are no anticipated impacts on student schedules. If there is an increase in enrollment, it is possible that other electives in the building would have a decrease in their enrollments.

5. **Budget Related Items**

None, all required materials are currently available.

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

- Student performance on the PLTW end of course exam
- Student enrollment in CEA
- Student feedback provided to instructor

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

The PLTW end-of-year exam is one of the deciding factors when determining student college credit eligibility; it also drives the distinguishing aspect of the course that separates honors from standard designation. Currently, this course is largely project-based with minimal summative assessments. Students who elect to take the honors designation of the course will be responsible for taking four tests, one at the conclusion of each quarter. These major tests will provide a platform for advanced students to demonstrate their knowledge in a traditional summative setting, holding them accountable for understanding course content in greater depth. Furthermore, the final weighting will be impacted to emphasize the importance of these major exams.

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

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: Weston High School

Proposal Submitted By: Mackenzie Robens, Jamie Charles
Matt Filip

Department: Technology

1. **Name of Course or Program:** *Principles of Engineering – Honors*

2. **Population to be served:**

This course is designed for advanced students enrolled within the Project Lead the Way (PLTW) program who have met the entrance requirements for the course and elect to demonstrate mastery of the content in a way that is more aligned with the national examination.

3. **Identify and Discuss the Need**

PLTW is a nationally recognized program that offers college credit at the conclusion of each of the course offerings at Weston High School based on an individual student's overall GPA and performance on an end-of-course assessment. The assessment is written by members of the PLTW program and covers the entire year of content. The exam is administered during the regularly scheduled final exam block in June by the teacher of each course.

Weston High School has had the PLTW program for nine years. Although schools such as Rochester Institute of Technology and Duke University recognize these courses as those that can satisfy entry level collegiate credits, Weston High School has always designated all four PLTW courses at the standard level. Introduction to Engineering Design (IED) and Computer Integrated Manufacturing (CIM) are standard level classes that give students an opportunity to try engineering to see if they have an interest in the field, and are geared towards freshmen and sophomores. The upper level courses, Civil Engineering and Architecture (CEA) and Principles of Engineering (POE), contain a more in-depth curricula, and are populated by students that have a real interest in the field. Because standard course weighting can, at times, hurt a student's overall GPA even if they are performing at a high level, some students have chosen to not take these courses, which is hindering upper level enrollment.

Due to the recognition of these courses at the collegiate level and the increase in content requirements for the PLTW program's advanced courses, it is logical to provide all students the choice to take POE and CEA at a standard or honors designation, to retain our current population while at the same time better meeting the needs of our higher level students.

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

Since standard and honors designations would be offered in the same class period, there are no anticipated impacts on student schedules. If there is an increase in enrollment, it is possible that other electives in the building would have a decrease in their enrollments.

5. **Budget Related Items**

None, all required materials are currently available.

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

- Student performance on the PLTW End of Course Exam
- Student enrollment in POE
- Student feedback provided to instructor

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

The PLTW end-of-year exam is one of the deciding factors when determining student college credit eligibility; it also drives the distinguishing aspect of the course that separates honors from standard designation. Currently, this course is largely project-based with minimal summative assessments. Students who elect to take the honors designation of the course will be responsible for taking four tests, one at the conclusion of each quarter. These major tests will provide a platform for advanced students to demonstrate their knowledge in a traditional summative setting, holding them accountable for understanding course content in greater depth. Furthermore, the final weighting will be impacted to emphasize the importance of these major exams.

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

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and motion. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

What type of engineer or engineering technologist would you like to be?

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

Students have the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APB) learning. By solving rigorous and relevant design problems using engineering and science concepts within a collaborative learning environment, APB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

The following is a summary of the units of study that are included in the course for the 2014-2015 academic year. Alignment with NGSS, Common Core, and other standards is available through the PLTW Alignment web-based tool.

POE Unit Summary

Unit 1	Energy and Power (30%)
Unit 2	Materials and Structures (24%)
Unit 3	Control Systems (28%)
Unit 4	Statistics and Kinematics (18%)

Unit 1: Energy and Power

The goal of Unit 1 is to introduce students to mechanisms, energy sources, and alternative energy applications. Students will gain an understanding of mechanisms through the application of theory-based calculations accompanied by lab experimentation.

They will also learn that as energy and power are transferred and transformed, losses to friction in the system will occur. Students will understand that such losses affect the overall efficiency of the system. They will have an opportunity to investigate thermal energy and alternative energy applications. Students will explore and gain

experiences relating to solar hydrogen systems and thermal energy transfer through materials. The unit concludes with students working in teams to solve a design problem that focuses on energy and power. They will use the knowledge and understanding built through the previous learning events to create a solution to the problem. It is important for students to understand that an acceptable solution is one that fits the criteria and constraints of the design brief.

Energy and Power Lesson Summary

- Lesson 1.1 Mechanisms
- Lesson 1.2 Energy Sources
- Lesson 1.3 Energy Applications
- Lesson 1.4 Design Problem – Energy and Power

Lesson 1.1 Mechanisms

Throughout this course students will have an opportunity to learn about some of the major engineering and engineering technology fields available to them. In this unit students will interview a professional to learn more about that individual's career path and roles in their current position. The interview will be the first portion of a course-long career report.

Mechanisms are the basic components of most machines and consist of gears, sprockets, pulley systems, and simple machines. Today mechanisms can be found in everyday life from the basic components of a bicycle to the high-tech equipment used in the medical industry. Engineers and scientists use mechanisms to manipulate speed, distance, force, and function to meet a wide range of design and application requirements. Due to the wide range of applications involving mechanisms, it is important that designers and end-users understand the characteristics, applications, and limitations of mechanisms.

In Lesson 1.1 Mechanisms, students will gain an understanding of mechanisms through the application of theory-based calculations accompanied by lab experimentation.

Lesson 1.2 Energy Sources

Technological systems would not be possible without energy, work, and power. Although it is common to hear these terms used interchangeably in conversation, each is different and crucial to creating, using, or maintaining a technological system.

Most power used today is stored or made available when needed. In the past power that was created was often used immediately. A windmill might have been used to pump water or irrigate a field. A water wheel's rotary motion might have been used to ground grains into flour. These systems did not consist of many steps or processes between the energy source and its end use. Today's society demands that energy be stored and transported reliably and predictably to the end user. When energy and power change form, some of it is lost along the way to friction. Engineers are being challenged to find creative ways to generate energy and make systems more efficient.

Lesson 1.3 Energy Applications

Today's consumer demands effective energy management. Consumers rely on efficient and accessible energy to

power automobiles, homes, appliances, and electronics. National trends regarding energy management include appliance and home energy star ratings and the development of alternative and renewable energy sources. The Law of Conservation of Energy states that energy cannot be gained or destroyed but instead transferred from one form to another.

Understanding how energy is transferred from one form to another allows engineers to design efficient applications utilizing energy. We know that many sources of energy won't last forever, and that many sources of energy have negative consequences on the environment. In the past individuals were forced to harness power that humans or animals created from the energy stored in food. Power could also be harnessed from surrounding resources like wind, flowing water, heat from the sun, or from combustible materials like wood.

This lesson is designed to provide students with an opportunity to investigate thermal energy and alternative energy applications. Students will explore and gain experiences relating to energy transformations in solar hydrogen systems and thermal energy transfer through materials.

Lesson 1.4 Design Problem – Energy and Power

Problems exist everywhere, and they vary in their degree of complexity and importance. Regardless of how problems are identified or from where they come, engineers use the design process to creatively and efficiently solve problems.

Solutions to problems are sometimes created by teams. These teams work together, constantly communicating with each other, to create the desired product. The team may receive a problem for which they are expected to create a solution with very few constraints. This allows the team to think creatively and use their ingenuity.

In this lesson students will work in teams to solve a design problem that focuses on energy and power. They will use the knowledge and understanding developed throughout unit one to create a solution to the problem. It is important for students to understand that an acceptable solution is one that fits the criteria and constraints of the design brief.

Unit 2: Materials and Structures

The goal of Unit 2 is for students to have a more concrete understanding of engineering through materials properties and statics. Students begin by learning about beam deflection and then forces on truss structures. They learn to identify forces acting on those structures and then gain the ability to calculate internal and external forces acting on those structures.

The students learn about material properties, which lead students to the ability to properly select a material for a given task. Creating new products to meet a given need or want is not the only concern in this area of study. How to reuse/recycle materials for continued and unique uses is also learned.

The primary way of studying materials properties in this unit is through destructive and non-destructive material testing on various materials. Tensile testing is the major destructive test. Students are engaged in how machines perform these tests and use either a classroom machine or a simulation to further their understanding of these processes.

This unit concludes with a design problem whereby students, working in teams, follow the design process to solve a design problem.

Materials and Structures Lesson Summary

- Lesson 2.1 Statics
- Lesson 2.2 Material Properties
- Lesson 2.3 Material Testing
- Lesson 2.4 Design Problem – Materials and Structures

Lesson 2.1 Statics

Statics is the basis for the study of engineering mechanics, specifically rigid-body mechanics. Statics is concerned with the equilibrium of bodies that are at rest or that move at a constant velocity. Using measurements of geometry and force, Archimedes studied statics concepts in ancient Greece. Most of his work centered on simple machines for construction of buildings.

In this lesson students will learn how to identify and calculate forces acting on a body when it is in static equilibrium. Students will calculate internal and external forces of a truss. They will use this knowledge to design, build, and test their own truss designs.

Lesson 2.2 Material Properties

Material properties are an important piece of information that engineers rely on when selecting the best material for a design solution. For instance in the 1988 Challenger space shuttle disaster, an o-ring seal failed, causing the death of seven astronauts. A misunderstanding about the limits of a material led to this accident.

Engineers often deal with the design of useful products that require materials with certain characteristics or properties. Complexity is increased when we consider that new materials are constantly being developed, and their application in new products drives economic growth. Engineers, therefore, must know how to make sense of the multitude of different materials available. When existing materials don't provide the desired properties, engineers create new materials called synthetics. Synthetic materials allow engineers to be extremely innovative when designing solutions to society's needs.

Sometimes the focus isn't on the creation of a new material, but on the creation of advanced recycling technology. Nike is one of several corporations assisting engineers with innovative recycling technology. For instance, Nike has worked with engineers to develop a method of recycling athletic shoes. The recycled shoes are ground up and used for the production of basketball courts, tracks, playgrounds, etc.

This lesson is designed to provide students with an opportunity to investigate the basic categories and properties of materials. Students will discover how products are made and how they are recycled once they are no longer useful.

Lesson 2.3 Material Testing

Material Testing is a critical process that determines whether a product is reliable, safe, and predictable in function. Material testing is basically divided into two major categories: destructive testing and nondestructive testing.

Destructive testing is defined as a process where a material is subjected to a load in a manner that will ultimately cause the material to fail. Machines have been developed specifically to conduct destructive testing. These machines exert force on the sample and record information such as resulting deformation, the amount of stress that builds up inside the sample, elastic behavior, strength, etc.

When non-destructive testing is performed on a material, the part is not permanently affected by the test. The part is usually still serviceable. The purpose of non-destructive testing is to determine whether the material contains imperfections.

Over many years, tests have been developed for measuring the common properties of engineering materials, including acoustical, electrical, magnetic, physical, optical, and thermal properties. But why is material testing so significant?

Lesson 2.4 Design Problem – Materials and Structures

Students have been exposed to the different types and properties of materials in previous lessons. They have also tested and been made aware of the importance of choosing the right material in regards to safety and environmental impacts. Students will now apply what they have learned to a design problem using the design process as their guide.

Problems exist everywhere, and they vary in their degree of complexity and importance. Regardless of how problems are identified or from where they come, engineers use the design process to creatively and efficiently solve problems.

Problems are most often solved by engineering teams. These teams work together, constantly communicating with each other, to create the desired product. The team may receive a problem for which they are expected to create a solution with very few constraints, which allows them to be quite creative.

In this lesson students will work in teams to solve a materials design problem. They will use the knowledge and understandings developed throughout the unit to solve the problem. It is important for students to understand that an acceptable solution is one that fits the constraints and specifications of the design brief.

Unit 3: Control Systems

The goal of Unit 3 is for students to recognize the abundance of and infinite variety of computer use in our daily lives.

Students learn to control mechanical systems by recognizing computer outputs and gaining an understanding of how to write code to control them. They additionally experiment with various input devices and learn how they can adapt computer code to control computer outputs.

Furthermore students gain an understanding of fluid power, both hydraulic and pneumatic. They begin to recognize the power and control advantages of fluid power.

The unit concludes with students working in teams to solve a design problem that focuses on using control

systems. They will integrate their prior knowledge, skills, and understandings from Unit 1: Simple Machines, Unit 2: Material Properties, and this unit. Students will decide what input devices to use, how to code their use, and the various output devices necessary to create a solution to the problem.

Commercial Applications Lesson Summary

Lesson 3.1 Machine Control

Lesson 3.2 Fluid Power

Lesson 3.3 Design Problem – Control Systems

Lesson 3.1 Machine Control

From iPods to automobiles, we use computers every day. Computers are sometimes so small and hidden that we don't even realize we're using a computer. Many of us never think about automobiles containing computers; however, today's vehicles are packed with tiny computers that regulate and monitor systems such as air bags and cruise control. How much more control will computers take from drivers in the future? What will drivers be willing to let their cars do for them? With GPS systems that provide routes and track speed, what are the barriers for autonomous cars?

In this lesson students will learn how to control mechanical processes using computer software and hardware. The software communicates through a hardware interface with different inputs and outputs.

Lesson 3.2 Fluid Power

The primary components and principles of fluid power systems allow industry and machinery to achieve a multitude of tasks. Although fluid power has been used throughout history, it is far from obsolete. In fact fluid power provides exceptional power advantages. Fluid power technologies impact areas from commercial farm machinery to respirator equipment used to provide oxygen to medical patients. Fluid power possesses some very important characteristics. Fluid power has a large amount of power per unit volume or mass. This is generally referred to as power density. Systems are able to multiply force. Another advantage is that fluid can change direction quickly without damaging a system. This allows engineers and designers to utilize flexible piping and hoses to transfer fluid in a variety of directions.

In this lesson students will be introduced to both pneumatic and hydraulic power. They will learn the basic components of each system and how they are designed to manipulate components through work and power. Students will see a clear connection to the previous lesson's applications regarding manipulating mechanisms using work and power.

Lesson 3.3 Design Problem – Control Systems

In previous lessons students were introduced to a variety of ways to transfer energy through mechanical systems. Some of those systems included simple machines, gear systems, pulley systems, sprocket systems, and fluid power. They also learned how to control different mechanisms by writing programs utilizing control software. Students will now apply what they have learned to a design problem using the design process as their guide. Problems exist everywhere, and they vary in their degree of complexity and importance. Regardless of how problems are identified or from where they come, engineers use the design process to creatively and efficiently solve problems.

Solutions to problems are oftentimes created by teams. These teams work together, constantly communicating with each other, to create the desired product. The team may receive a problem for which they are expected to create a solution with very few constraints. This allows the team to think creatively and use their ingenuity.

In this lesson students will work in teams to solve a design problem that focuses on control systems. They will use the knowledge and understanding gained throughout the course to create a solution to the problem. It is important for students to understand that an acceptable solution is one that fits the constraints and specifications of the design brief.

Unit 4: Statistics and Kinematics

In Unit 4 students are engaged in learning to use statistics to evaluate an experiment. Later they begin a study of dynamics, specifically kinematics, and apply statistical skills to study freefall motion.

Students use theoretical and experimental data as a basis for learning statistical analysis. By collecting, organizing, and interpreting the data, students build the skills needed to understand data results.

They further use these new skills and knowledge to design a vehicle that will propel itself. Later, students will address the problem of designing a machine to accurately launch an object a specified distance. Examining projectile motion is at the core of this design problem.

Commercial Building Design Lesson Summary

Lesson 4.1 Statistics

Lesson 4.2 Kinematics

Lesson 4.1 Statistics

Statistics allow for informative decision-making formulated from theoretical and experimental data analysis. Data analysis has become so integrated into today's modern lifestyles that most individuals are unaware of its role in their daily lives. This can be seen in reality shows that base results upon contestants' national popularity and voting results. Box office movie rankings are based on weekend ticket sales. At an individual level, people use statistics for calculating gas mileage, green calculations such as average energy consumption, insurance rates, and calculating class rank and GPA.

In this lesson students will learn the processes of gathering, organizing, interpreting, and formulating an understanding of data through probability and statistics.

Lesson 4.2 Kinematics

While statics is concerned with bodies at rest or moving at a constant acceleration, dynamics is concerned with the accelerated motion of bodies. The study of dynamics developed much later than statics because of the need for accurate measurement of time. Galileo Galilei was a major early contributor, performing experiments with pendulums and falling bodies. Newton's development of the three fundamental laws of motion was the springboard for increased understanding and work by other scientists. The two major branches of dynamics are kinematics, which is concerned with the geometric aspects of motion, and kinetics, which is concerned with the

forces causing the motion.

In this lesson students will create a vehicle to learn important aspects of motion and freefall. Students will solve a problem that will help them to understand the kinematics concepts involved in projectile motion.

Weston School Counseling & Health Programming

Renewal Update



**STRONGER
TOGETHER**

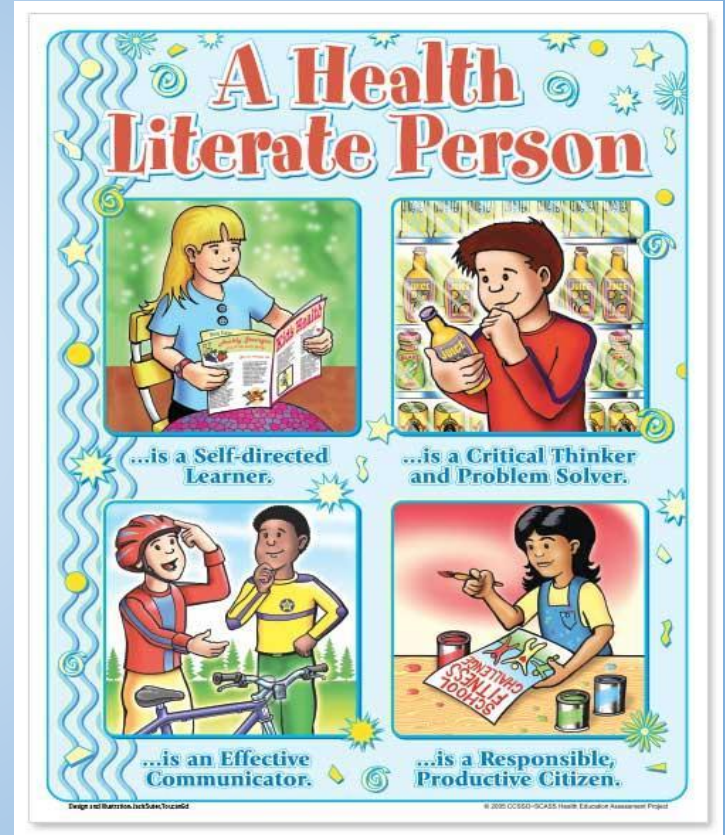


March 20, 2018

What is Health Literacy?

“Health literacy is the ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance ones own health and the health of others.”

Shape America



SHAPE America-National Standards



SHAPE
America

SOCIETY
OF HEALTH
AND PHYSICAL
EDUCATORS®

Standard 1: *Students will comprehend **concepts** related to health promotion and disease prevention to enhance health.*

Standard 2: *Students will **analyze the influence** of family, peers, culture, media, technology, and other factors on health behaviors.*

Standard 3: *Students will demonstrate the ability to **access valid information** and products and services to enhance health.*

Standard 4: *Students will demonstrate the ability to use interpersonal **communication skills** to enhance health and avoid or reduce health risks.*

Standard 5: *Students will demonstrate the ability to use **decision-making skills** to enhance health.*

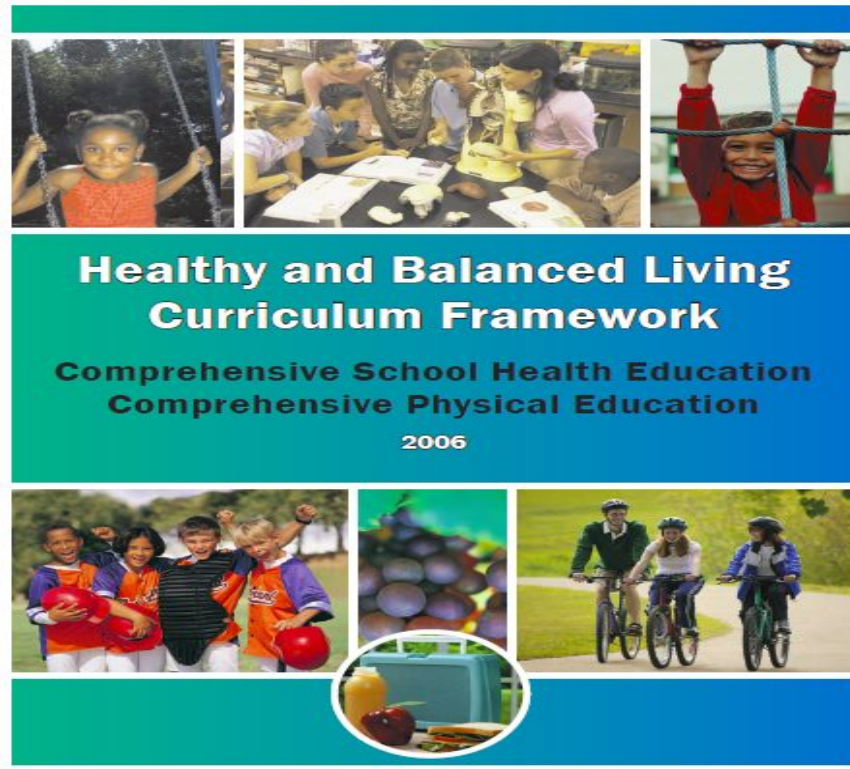
Standard 6: *Students will demonstrate the ability to use **goal-setting skills** to enhance health.*

Standard 7: *Students will demonstrate the ability to practice health-enhancing behaviors and **avoid or reduce health risks**.*

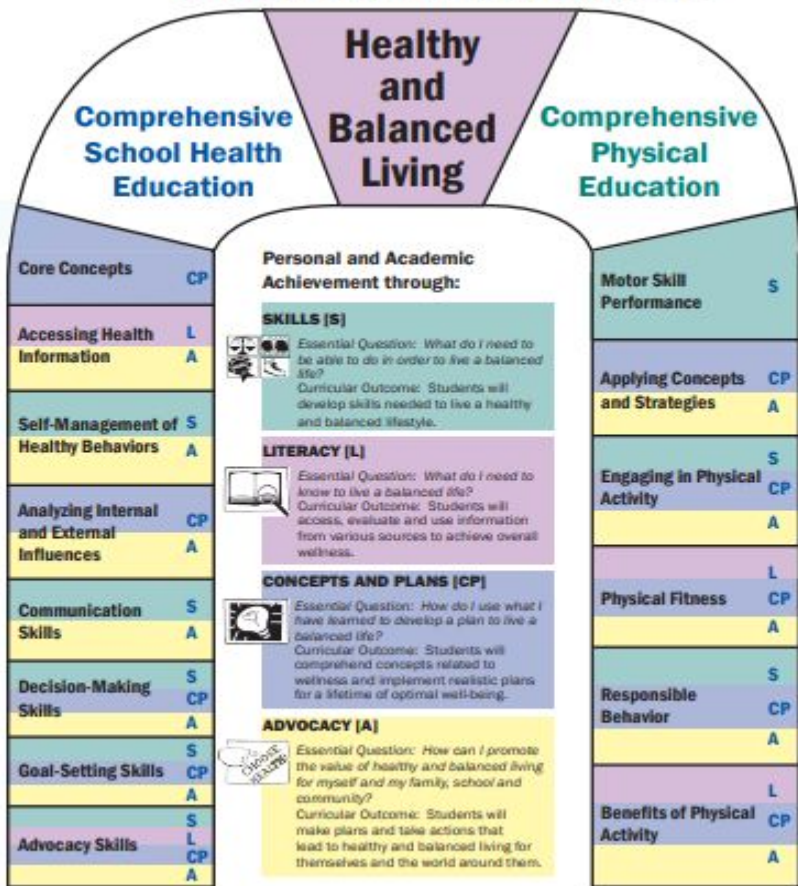
Standard 8: *Students will demonstrate the ability to **advocate** for personal, family, and community health.*

State of Connecticut

Healthy and Balanced Living Frameworks



BIG IDEA: How do I live a healthy and balanced life?



An Environment that is Safe – Physically, Socially, Emotionally and Intellectually

Comprehensive School Health Education

Standard 1: Core Concepts

Essential Question: What do I need to know to stay healthy?
 Curricular Outcome: Students will comprehend concepts related to health-promotion and disease prevention to enhance health. CP

Standard 2: Accessing Health Information

Essential Question: How and where do I find information and resources?
 Curricular Outcome: Students will demonstrate the ability to access valid health information and products and services to enhance health. L A

Standard 3: Self-Management of Healthy Behaviors

Essential Question: What can I do to avoid or reduce health risks?
 Curricular Outcome: Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce health risks. S A

Standard 4: Analyzing Internal and External Influences

Essential Question: What influences my healthy behaviors and decisions?
 Curricular Outcome: Students will analyze the influence of family, peers, culture, media, technology and other factors on health. CP A

Standard 5: Communication Skills

Essential Question: How can communication enhance my personal health?
 Curricular Outcome: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. S A

Standard 6: Decision-Making Skills

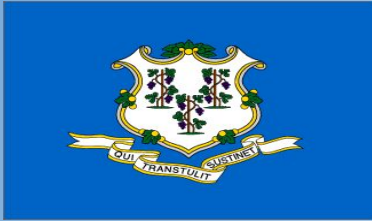
Essential Question: How do I make good decisions to keep myself healthy?
 Curricular Outcome: Students will demonstrate the ability to use decision-making skills to enhance health. S CP A

Standard 7: Goal-Setting Skills

Essential Question: How do I use the goal-setting process to improve my health?
 Curricular Outcome: Students will use goal-setting skills to enhance health. S CP A

Standard 8: Advocacy

Essential Question: What can I do to promote accurate health information and healthy behaviors?
 Curricular Outcome: Students will demonstrate the ability to advocate for personal, family and community health. S L CP A



State of Connecticut Laws and Regulations



- [CT Gen Stat § 10-16b \(2012\)](#) (a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; **health and safety, including, but not limited to, human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, safety**, which may include the dangers of gang membership, and accident prevention
- [CT Gen Stat § 10-19 \(2012\)](#) (a) The knowledge, skills and attitudes required to understand and avoid the effects of **alcohol, of nicotine or tobacco and of drugs**, as defined in subdivision (17) of section 21a-240, on health, character, citizenship and personality development shall be taught every academic year to pupils in all grades in the public schools
- [CT Gen Stat § 10-19 \(2012\)](#) (b) Commencing July 1, 1989, each local and regional board of education shall offer during the regular school day planned, ongoing and systematic instruction on **acquired immune deficiency syndrome**, as taught by legally qualified teachers.

Newer Statutes

- 12Public Act No. 16-188 Add **cancer awareness** to their health and safety program of instruction, including developmentally appropriate instruction in performing self-examinations to screen for breast and testicular cancer. (Effective July 1, 2017)
- Public Act No. 14.196 Implementation of the **sexual abuse and assault awareness and prevention program**. (Effective October 1, 2015)
- Public Act No. 15-94 Inclusion of **cardiopulmonary resuscitation instruction** as part of the health and safety curriculum based on guidelines for emergency cardiovascular care issued by the American Heart Association, and include, but need not be limited to, hands-on training. In addition, the **safe use of social media**. (Effective July 1, 2017)
- Public Act No. 17-42 (c) Commencing with classes graduating in 2023, and for each graduating class thereafter, **one credit in health and safety education**

District:

Date:

Connecticut State Department of Education

Person(s) Completing Review:

Health Education Compliance Review Worksheet
2015-16

School Health Education Requirements

CSDE Health Education Compliance Review Worksheet

Evidence
Sufficient
(check &
cite source)

Eviden
ce
Insuffi
cient
(check
&
provid
e
comme
nts)

A. State Mandates

Document
ation

Oth
er

There are three state mandates relating to health education instructional content:

1. Connecticut General Statutes (CGS) Section 10-16b Health and Safety Education.
2. CGS Section 10-19(a) teaching about alcohol, nicotine or tobacco and drugs
3. CGS Section 10-19(b) acquired immune deficiency syndrome

1. C.G.S. Section 10-16b Health and Safety Education

A program of study in health and safety education must be offered Grades K-12 in a planned, ongoing and systematic fashion and include, at a minimum:

HECAT Assessment Tool

What the HECAT Can Help You Do:

- Identify a curriculum that best meets the school district's health education course of study and is of the highest quality.
- Focus on the most relevant health outcomes and critical health behaviors of youth.
- Analyze any curriculum, locally or commercially developed, for elementary, middle, and high schools.
- Analyze acceptability, appropriateness, and affordability of curricula.
- Analyze teacher materials, instructional strategies, and assessment of student learning.
- Assess affordability and feasibility of implementing curricula.
- Accommodate local revision to address priorities, interests, and needs; allow for community review; and accommodate local school board review and approval.
- Identify strengths and weaknesses to inform decisions about curriculum selection and to guide revision.

To obtain a copy of the HECAT, choose one of the following options:

Download the document and related materials from the CDC Web site:
www.cdc.gov/HealthyYouth/HECAT

Request by e-mail: cdc-info@cdc.gov

Request by phone: (800) CDC-INFO

Request by phone for hearing impaired: (888) 232-6348

Go to the following CDC Web sites for information about:

- National Health Education Standards: www.cdc.gov/HealthyYouth/SHER/standards/

- Characteristics of Effective Health Education Curriculum: www.cdc.gov/HealthyYouth/SHER/characteristics/

- Adolescent and School Health: www.cdc.gov/HealthyYouth

- Centers for Disease Control & Prevention: www.cdc.gov

HECAT

Health Education Curriculum Analysis Tool



Health by Grade Level

Elementary (K-5)

K-2 - 33 classes @ 30 minutes each

3-5 - 22 classes @ 30 minutes each - reduced by $\frac{1}{3}$ for new Digital Learning course

Middle School (6-8)

28 classes @ 47 minutes each - 1 trimester

High School (9-12)

22 classes @ 56 minutes each - 1 quarter

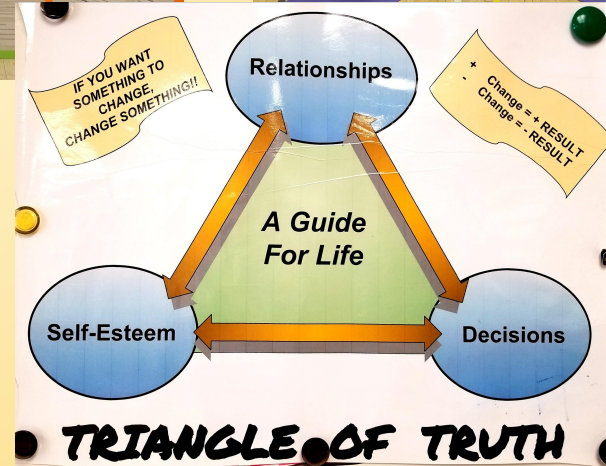
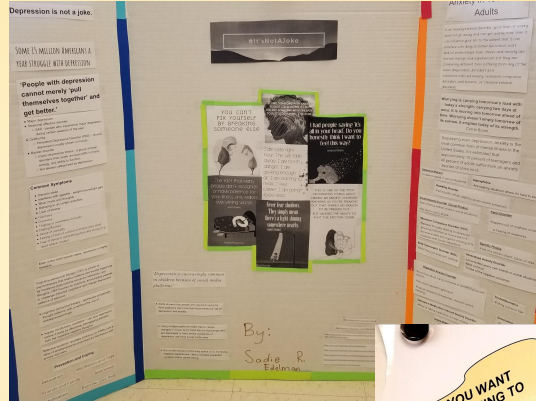
Elementary Focus



- **Character Building**
- **Communication and Cooperation**
- **Personal Safety Including Substance Use**
- **Advocacy**
- **Body Systems**

Middle School Focus

- Substance Abuse
- Stress
- Nutrition
- Body/Self Image
- Healthy Relationships
- Sexual Responsibility
- Mental/Emotional Health



High School Focus



- Freshman - Intro to High School/ Substance Abuse
- Sophomore - Human Sexuality/ Baby Think it Over Project
- Junior - Independent Research Project
- Senior - Life After High School

At-A-Glance Support

*Visuals to support what
we do and when we do it*



9th

***How to Thrive in High School *Substance Abuse**

- introduction to school services, goal setting, perceptions vs. reality, positive choices, substance use and abuse

10th

***Sexuality *Relationships *STI's/Contraception**

- sexuality education, sexual health, healthy and unhealthy relationships, STI's and contraception

11th

***Junior Independent Research Project**

- independent research project exploring a health related topic of personal interest

12th

***Mental Health *Sexual Health *Health and Safety**

- life after Weston High School, aiding in the transition to college life/independent living

WESTON HIGH SCHOOL

6th

***Stress Management *Puberty *Nutrition**

- managing stressors, body changes, balancing meals

7th

***Nutrition *Marijuana, Alcohol, and Vaping
*Body Image**

- essential nutrients and fast food, how substances affect our futures, peer and media influence on self-image

8th

***Harder Drugs *Mental Health *Sexuality**

- self-advocacy, connecting relationships and self-esteem to decisions, anxiety and depression, sexuality and sexual responsibility

WESTON MIDDLE SCHOOL



Weston Public School's



K-12 Health Education

Developing "health literate" students

"Health literacy is the ability to access, understand, appraise, apply, and advocate for health information and services in order to maintain or enhance one's own health and the health of others."

Shape America

WESTON INTERMEDIATE SCHOOL

3rd

***Responsibility *Other Body Systems *Bullying**

- responsible decisions, nervous, skeletal, endocrine systems, developing skills to combat bullying

4th

***Cooperation *Nutrition *Fitness *Risky Behaviors**

- cooperative skills, meal creation, components of fitness, advocating in risky situations

5th

***Character *Decision Making *Goal Setting
*Social and Emotional Wellness *Puberty**

- character traits, positive decisions, short and long term goals, emotional wellness, body changes

HURLBUTT ELEMENTARY SCHOOL

K

***Fire Safety *Feelings *Dental Health**

***Cardiovascular System**

- fire skills, emotional intelligence, oral hygiene, the heart

1st

***Personal Safety *Allergies *Nutrition *
Respiratory System**

- personal and social safety, common allergens, nutritious foods, lung health

2nd

***Communication *Empathy *Risky Behaviors**

- interpersonal skills, understanding empathy, empathy skills, examining and avoiding risky situations

Safety

Students will identify ways to keep themselves safe at home and at school. They will learn about safety hazards and how to avoid them. They will also discuss allergen, stranger, appropriate touch, and personal safety.

Body Systems

Focus will include personal hygiene that can help enhance through lessons on better handwashing, brushing teeth, and personal systems. Cardiovascular, respiratory, skeletal, muscular and the nervous system will be explored.

Nutrition

Students will identify the five food groups using the "Food Pyramid" and learn to develop an understanding of a balanced meal including all five food groups.

Risky Behaviors

Students will identify healthy and unhealthy risks for their age group. They will begin to understand how people can influence their choices. Substances will be discussed in an age appropriate manner.

Communication

Students will learn to identify different emotions and discover ways to express feelings. They will learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities.

3 - 5**Responsibility**

Students will demonstrate characteristics needed to be a responsible and responsible individual within a group. Students will examine what responsibility looks like and model positive behaviors.

Body Systems

Students will identify personal behaviors and choices that are health enhancing through lessons on body systems. Focus will be placed upon recognizing the benefit through skill development.

Character

Focus will be placed upon empathy, respect, integrity, perseverance, tolerance, and honesty through a variety of cooperative activities. Students will explore how physical, social and emotional environments can affect their physical, nutritional, emotional and wellness team. They will show their physical, nutritional, emotional and social strengths and to demonstrate emotional intelligence skills.

Nutrition and Personal Fitness

Students will explore the connection between the five components of physical fitness and make parallels to the CT physical education standards. Personalizing will be achieved by making connections to the essential skill groups and indicators as they create a personal menu.

Liberty

Physical, social, and emotional changes that occur during puberty will be explored. Students will work on age appropriate movie and have the opportunity to ask questions privately. Boys and girls are separated for this lesson.

Stress Management

Students will define stress, anxiety, depression and stress and research coping strategies. Students will use the "mood meter" to explore feelings and probe where they may fall to identify stressors, analyze situations and make connections.

Nutrition

Students explore USDA website researching the Food Pyramid. They will assume food choices and develop skills to explain something they have learned. They will also learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities.

Physical

Students give a little deeper into the topic of human growth and development. Focus is on expanding their knowledge of physical and emotional body changes that occur during the development of adolescence. They give in a safe and comfortable environment.

7**Nutrition**

Students will explore the essential nutrients and will create menus including diet, behavior and a goal. Students will also research the importance of nutrition and how it affects their health. They will also learn to work cooperatively in related activities.

Self/Body Image

Social media and culture influence upon our self/body image is explored. Students will learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities.

Substance Abuse

A major emphasis is placed upon alcohol, marijuana, and vaping. Students will learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities.

8**Substance Abuse**

Students will explore the connection between relationships, self-esteem and substance abuse. They will learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities.

Emotional Health

Healthy, happy and well state mental health issues are examined. Students create campaigns in our "Create a Mental Health Rally" to promote awareness about emotional health issues.

Healthy and Unhealthy Relationships

A key to healthy relationships is communication and understanding. Students will learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities.

Sexuality and Sexual Responsibility

The importance of sexual decisions and the impact they will have upon their lives is explored. Students will learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities.

9

Students will participate in "Introduction to Services" unit where they will meet with guidance counselor's, library media specialists, the nurse and college counselor's. Students will discuss their goals and long term goals that will lead them to becoming successful high school students. They will explore and discuss the importance of decision making and investigate current issues in health and nutrition. They will also learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities.

10

Students review the male and female reproductive systems making connections to reproductive health. There is a special discussion about sexuality including personal and social influences on sex and sexuality. Students complete a writing piece on their own sexuality. They will also learn to work cooperatively in related activities. They will also learn to work cooperatively in related activities.

11

Students take part in the "Learn Independent Research Project". Students will assess on a health related topic of their choice independently. Ideally, students select a topic that they have an interest in or a personal connection to. Research continues throughout the quarter with some assistance from our library media specialist. The project culminates with high quality presentations directed toward their peers.

12

Students will focus on "Life After Weston High School". Support structures for a healthy transition into college/campus life and/or more independent living environments is explored. Key components of this transition include topics related to health and wellness, academic life, living environments, and personal safety. Students will also examine mental illness, medication and relevant lesson content in our mental health unit. Students will watch the movie "Haze" which depicts the dangers of alcohol abuse on college campuses. Sexual responsibility is reviewed and students learn how to self screen for breast and testicular cancers.

**Content and timing may change year to year based upon community and school concerns.*

WESTON PUBLIC SCHOOLS HEALTH EDUCATION



Ms. Anne Aquila
9-12

Mrs. Christina Gallo
6

Mrs. Lois Miller
K-5

Mr. Chris Pace
7

Mrs. Patty Powers
7-8

Mr. Dennis Richetelli
9-12

anneaquila@westonps.org
christinagallos@westonps.org
loismiller@westonps.org
christopherpace@westonps.org
pattypowers@westonpr.org
dennisrichetelli@westonps.org



Developing health literate students.

SHAPE America has recently expanded its definition of health literacy to the "ability to access, understand, appraise, apply and advocate for health information and services in order to maintain or enhance one's own health and the health of others." Oct 2, 2017

Need For Flexibility

Our curriculum is a working document and is designed to be flexible. We change and adapt to respond to community and societal concerns and issues.

- **The Opiate Crisis** - added new lessons, revised projects, and incorporated parent connection assignments in grades 8, 9, and 12.
- **Mental/Emotional Health** - enhanced units K-5, Revised grade 6 stress unit, added new unit, PBA, and parent connection in grade 8, embedded mental/emotional health into all high school units.
- **Vaping** - added to substance abuse lessons K-5, included in grade 7 substance abuse PBA, embedded into grade 8 substance abuse lessons and decision making discussions. SRO visits grade 7 and 8 Health classes to discuss.
- **Sexual Harassment/Assault** - Invited outside agency to speak with grade 8 students, held team community meeting. Considering moving to grade 7 to be proactive.

*Currently
Working On.....*



EMOTIONAL INTELLIGENCE CONNECTIONS

- **Embedding Anchor Tools and EI language into Existing Lessons**

- *Mood Meter*
- *RULER*
- *Meta Moment*
- *Blueprint*



- **Revising Performance Based Assessments**

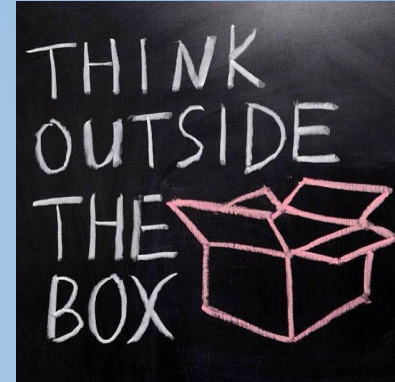
- *Students will need to use the anchor tools to be successful while completing authentic real world tasks*

- **Classroom Discussions**

- *Make connections between curricular content, decisions, emotions, feelings, and the EI anchor tools*

Collaboration, Technology, Art, and Practical Skills

- Constant collaboration and group work
- The use of Google Classroom for management, organizing, and assessment
- Sharing Google docs, sheets, slides
- Exploring updated websites to access and analyze information
- Using Padlet, Poplet, Canva
- Using Kahoot as an assessment tool
- Using art supplies to demonstrate learning
- Creating graphic organizers
- Designing menus
- Coloring and doodling for stress relief
- Making posters, tri-folds, board games, dioramas, magnets
- Presenting timelines, PSA's, formal presentations
- ***ALWAYS – encouraged to problem solve and think outside the box!***



challenge

- *Time*
- *Pull-outs*
- *Need for Flexibility*
- *Teacher Prep*

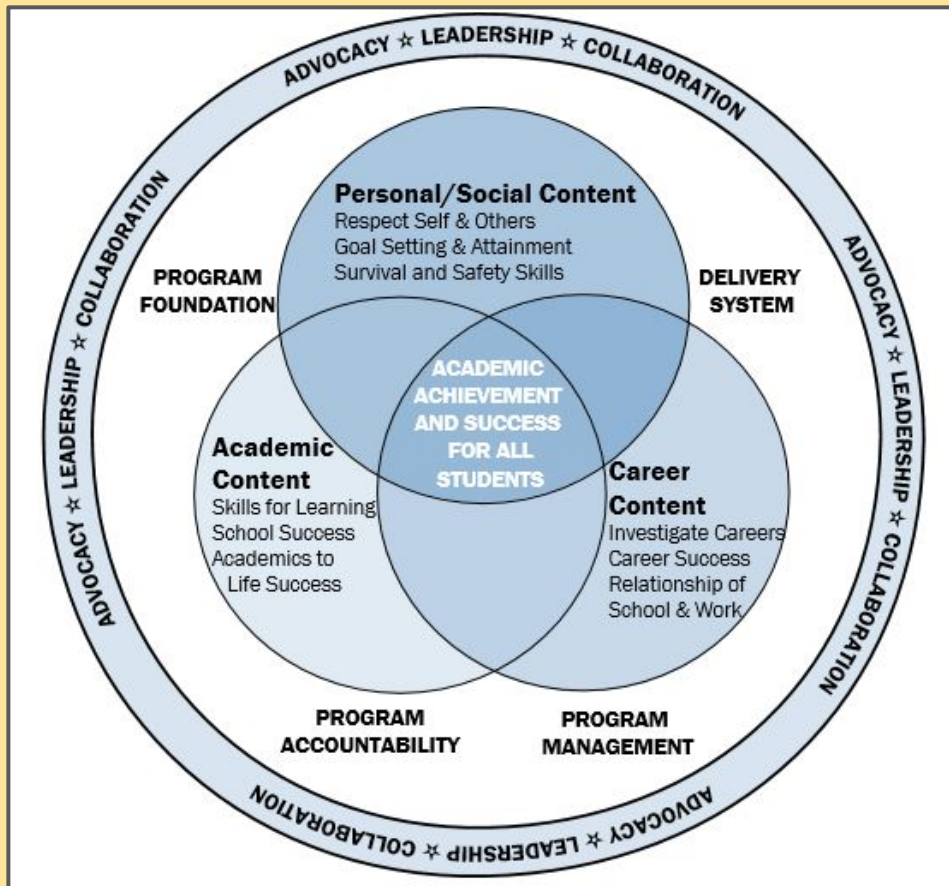


A Collaborative Approach



Advocate
Collaborate
College
Academics
Passion
Love
Strenghts
Individual
School
Career
Planning
Personal
Encourage
Guidance
Support
Referrals
Professional
Social
Ethics
Classroom
Groups
Counseling

CONNECTICUT MODEL COMPREHENSIVE SCHOOL COUNSELING PROGRAM



WPS SCHOOL COUNSELING CURRICULUM K-12

STATEMENT of PHILOSOPHY

Throughout the Weston Public Schools, Professional School Counseling services are predicated on the understanding that each student is a unique, developing, capable individual who will learn from experience and grow personally, socially, and academically throughout childhood and adolescence. Respectful of the dignity and worth of each individual, counselors assist and support students as they begin to understand themselves, develop decision making and problem solving skills, and plan for the future. Counseling services promote effective communication and life planning skills that help students grow into responsible, self-sufficient and contributing members of society.

MISSION

The mission of the Weston K-12 Comprehensive School Counseling Program is to empower all students to become independent and productive citizens in a contemporary global society by promoting academic potential, fostering social-emotional well-being, and exploring future aspirations.

School Counseling Services

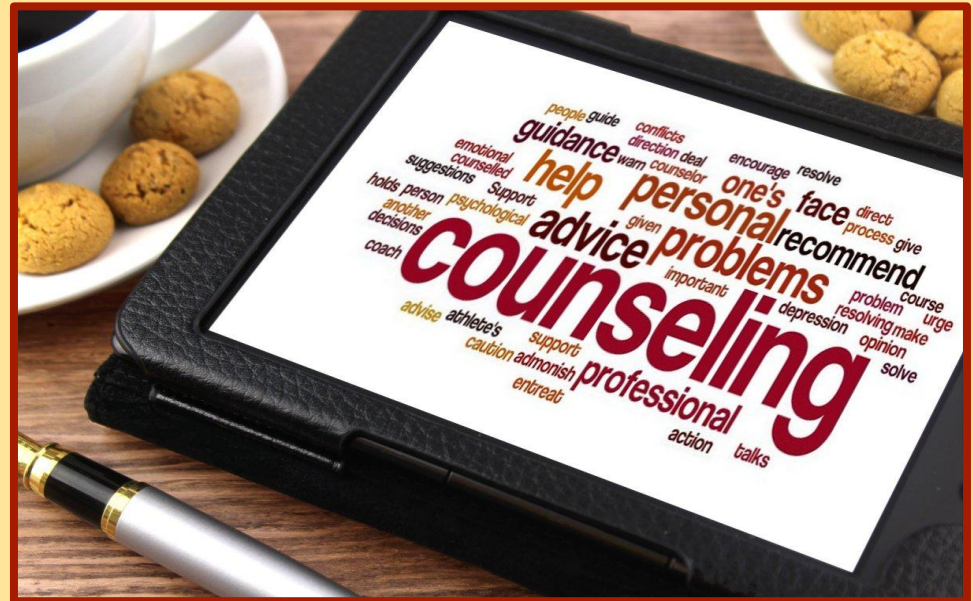
The procedures, activities and services of the school counseling program ensure appropriate and timely response to academic, career and personal/social concerns:

- *Intervention services are delivered through individual and/or group counseling.
- *For many services the focus is on preventative awareness and intervention. These services are delivered in collaboration with teachers, administrators, and student services staff through individual, group and classroom activities.
- *A significant aspect of counseling services is focused on responsive services as personal, social/emotional issues come forward on a daily or weekly basis.
- *Counselors provide input on the WHS crisis team for school wide emergency and crisis situations.
- *The consultation process is used by school counselors to share and exchange information to help students succeed in their academic, career and personal/social development.
- *Collaboration with other school-based specialists and/or community services assists school counselors in identifying services for students with a potential need for intervention.

Individual Counseling

School Counselors are available to students on an as needed basis for individual counseling as well as for ongoing counseling support or counseling services. In addition, School Counselors manage 504 students with mandated weekly counseling services. Some of the main topics addressed in counseling sessions include:

- Stress and Anxiety Management
- Depression
- Substance Abuse
- Emotional & Behavioral Regulation
- Self-Advocacy
- Grief and Loss
- Social Media Responsibility
- Self-Esteem
- Healthy/Abusive Relationships
- Crisis Management
- Problem Solving & Resiliency
- Family Systems



Group Counseling

- Students are identified by counseling staff, teachers or administrators, parents/guardians, or choose to participate in a group designed to enhance self-esteem, foster positive peer relationships and learn strategies for dealing with complicated social stressors that occur during childhood and adolescence.
- Specifically, these groups address the following;
 - School Attendance
 - Academic Performance/Balance
 - Emotional Intelligence
 - Establishing & Enhancing Healthy Relationships
 - Coping Skills (preventative and reactive strategies)
 - Transitions
 - Social Skills
 - Changing Families



New Programs Since Last Renewal

- PBIS Positive Behavior Interventions and Supports
- Student Success Plans
- Emotional Intelligence
- Increase in student counseling groups
- Effective School Solutions: HS in district program to address students with emotional concerns. Licensed Social Workers provide individual, group and family therapy.

PBIS: Provide a positive school climate for all students. Reward Positive behavior. Help students understand the perspective of others and recognize when others need support. Also provides for 3 tiers of intervention for students with continued concerns.

Building based PBIS programs:

- HES: BEE
- WIS: PRIDE
- MS: SOAR
- HS: TROJAN

WHS Student Success Plans

The **Student Success Plan** is a collection of programs and services that addresses academic, personal/social, and career topics for students in grades 6-12. It also incorporates essential **21st Century Skills**.

The purpose of the Student Success Plan is to:

- ❖ Set personal and academic goals
- ❖ Support rigorous high school expectations
- ❖ Explore postsecondary education and careers

The following slides describe the Student Success Plan components by grade level.



SSP - Grade 9

Freshman Orientation/ True TROJAN	A, P/S
Positive School Climate Presentation	P/S
Introduction to College & Career Center	C
Individual Meetings with Counselors	A, P/S, C
Course Selection/ Credit Checks/ Create Academic Plan	A
Introduction to Naviance	A, C
Gameplan Survey	A,C
Trojan Time	A, P/S

*Guaranteed experiences that incorporate 21st Century Skills into the academic (A), personal/
social (P/S), and career (C) domains*

SSP - Grade 10

Resume Builder	P/S, C
“Do What You Are” Interest Inventory	P/S, C
Career Interest Profiler	C
Career Assembly	C
College and Career Center Resources	C
Testing Information & Calendar	A
PSAT	A
Individual Meetings with Counselors	A, P/S, C
Course Selection/ Credit Checks/ Review Academic Plan	A
Trojan Time	A, P/S

Optional Programs:

- v College Admissions Panel**
- v Financial Aid Night Presentation**

Guaranteed experiences that incorporate 21st Century Skills into the academic (A), personal/ social (P/S), and career (C) domains

SSP - Grade 11

Junior Seminar	A, P/S, C
Junior Questionnaire	A, P/S, C
My Game Plan	A, P/S, C
Resume	A, C
Career Interest Profiler	C
College Visits in the College and Career Center	C
Individual Meetings with Counselor	A, P/S, C
Post-secondary meeting in the CCC	A, C
Alumni Presentation	A, P/S, C
Testing Information	A
PSAT	A
Course Selection/ Credit Checks/ Review Academic Plan	A
Trojan Time	A, P/S

Optional Programs:

- v Junior Parent Night Presentation**
- v College Admissions Panel**
- v Financial Aid Night Presentation**

Guaranteed experiences that incorporate 21st Century Skills into the academic (A), personal/ social (P/S), and career (C) domains

SSP - Grade 12

Senior Seminar/ Application Process	A, P/S, C
Individual Meetings with Counselor	A, P/S, C
Testing Information	A
College Visits in the College and Career Center	C
College and Career Center Resources/ Scholarships	A,C
Senior Survey	A, P/S, C
Trojan Time	A, P/S

Optional Programs:

- v College Admissions Panel**
- v Financial Aid Night Presentation**
- v Senior Internship**

Guaranteed experiences that incorporate 21st Century Skills into the academic (A), personal/ social (P/S), and career (C) domains

WMS Student Success Plans at WMS

Academic Development	Personal/Social Development	Career Development
<p>Transition planning and Student Orientations</p> <p>Course selection process (1:1 in Gr. 8)</p> <p>Classroom Counseling Lessons</p> <p>Goal-setting & Learning Skills Inventories in Naviance</p> <p>Academic data team reviews and timely interventions</p> <p>Learning experiences outside of the classroom</p>	<p>Weekly Advisory lessons</p> <p>Individual and group counseling</p> <p>Internet safety presentations</p> <p>Personality/interest inventories in Naviance</p> <p>Community meetings related to current needs and personal accountability</p> <p>Team building and social responsibility (Nature's Classroom and field trips)</p>	<p>Career key interest and ability inventories</p> <p>Career scavenger hunt</p> <p>Career Day with Keynote Speakers and Presenters & Reflection (Grade 8 only)</p>

Changes since the last curriculum renewal...

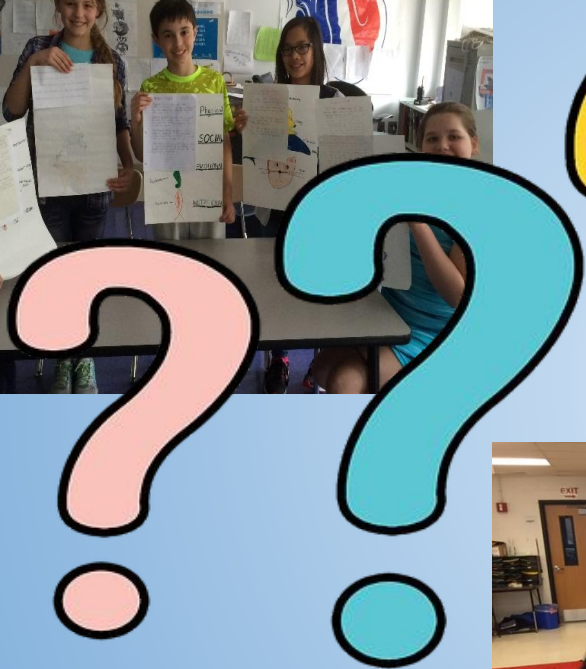
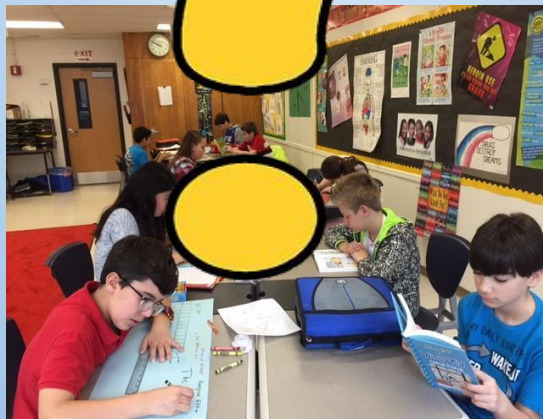
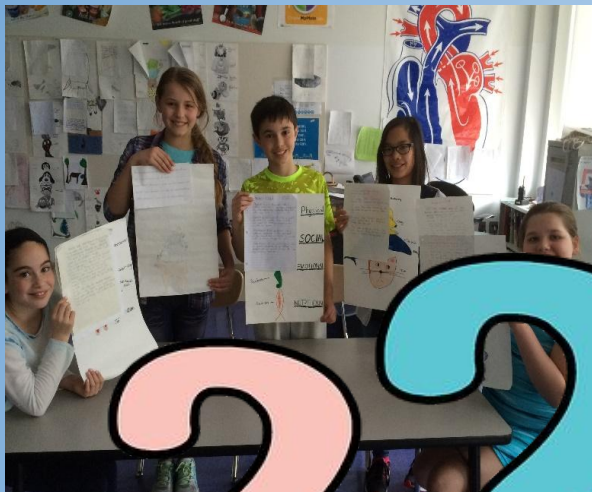
- ❖ Social Media: Speed and types of communication. Increased online bullying.
- ❖ Sexual Harassment and abuse
- ❖ Substance Abuse
- ❖ Behavior Regulation
- ❖ Anxiety and Depression
- ❖ Additional staff collaboration to address concerns:
 - Student Assistance teams, CORE teams, Crisis teams, teacher collaboration with counselors, Special Education staffings
- ❖ Students speaking up when they have concerns for other students
- ❖ Use of PowerSchool and Naviance for staff, students and parents

School Counseling Curriculum

- K-5th: Provide lessons in the classrooms to address a variety of topics.
- MS/HS: Classroom lessons and the use of the advisory period to address topics.
- Each topic is addressed and reinforced throughout the grades and is designed at the appropriate developmental level with materials and content.

Topics Include:

- ❖ Building Self-Awareness
- ❖ Understanding & Using Self-Control
- ❖ Problem Solving Strategies
- ❖ Positive Communication
- ❖ Kid-Sized vs. Adult Sized Problems
- ❖ Making Good Choices
- ❖ Building Resiliency
- ❖ Handling Teasing & Bullying
- ❖ Respecting Differences
- ❖ Taking Responsibility for self:
 - Attitude
 - Learning
 - Behavior
- ❖ Stress Reduction Strategies
- ❖ Exclusion Behavior
- ❖ Goal Setting
- ❖ Intent vs. Impact
- ❖ Impact of Words or Actions



DRAFT
Weston Middle School
Master Schedule Proposal
February 23, 2018

Recommendation: The current seven-period schedule can no longer effectively support the implementation of a rich array of middle school programs; therefore, this report recommends that the middle school adopt an eight period schedule in order to have more flexibility to deliver the full curricula and to implement the teaming model with greater fidelity.

Background: Weston Middle School has had the same master schedule for many years. Curricular programs and services have changed significantly during that time, resulting in the need to rethink the allocation of minutes. A scheduling committee consisting of broad representation of middle school educators was convened in 2016 to review the current schedule and identify ways it could better meet the needs of students. The following report represents the culmination of this work, which is in the process of being shared with the larger middle school faculty for their additional input and support. (See Appendix A for current and proposed master schedules, student schedules, and teacher schedules.)

Timeline: The administration is currently simulating the proposed eight period schedule in PowerSchool with an anticipated implementation for the 2018-19 school year.

Committee Members:

Dan Doak, Principal
Dru Walters, Co-Chair, Assistant Principal
Tom Ragusa, Co-Chair, Special Education
Allison Agler, Math
Marcie Ames, Special Education
Rich Blozie, Technology and Engineering
Meredith Buckley, English
Michele Clark, Math (WTA building representative)
Barbara George, Social Studies
Jeff Holmes, Music
Gretchen Mancuso, French
Ande Ogden, School Counseling
David Rosvally, Science
Melanie Welsh, Science

Purpose: An effective master schedule is designed to carry out the priorities of the school. Several priorities guided the development of a new master schedule. These include:

1. Ensuring all students have equitable access to essential programs and services.
2. Providing a strong framework for a middle school teaming model to support smaller learning communities within the larger school. This includes provisions for common planning time for teacher teams.
3. Taking into account fluctuations in enrollment that may impact the size of teams over time.

Supporting Data:

Student enrollment data indicates that there is inequitable access to the core curriculum resulting from the need for students to receive intervention and enrichment services. High needs students and students identified as talented and gifted represent the population of middle school students most directly impacted by conflicts in the schedule. When these students are not able to take their practical and fine arts classes with their peers, it has a negative impact on the make up of those classes.

The table below highlights the WMS practical and fine arts enrollment by grade level. It flags the percentage of students who are unable to access various subjects in the curriculum.

WMS Practical and Fine Arts Enrollment by Grade: 2017-18						
PFA	Grade 6 (n=198)		Grade 7 (n=186)		Grade 8 (n=197)	
	Total Not Enrolled	% Not Enrolled	Total Not Enrolled	% Not Enrolled	Total Not Enrolled	% Not Enrolled
Art	45	22.7%	25	13.4%	44	22.3%
Music	17	8.6%	18	9.6%	14	7.1%
Health	28	14.1%	7	3.7%	15	7.6%

PE	0	0%	1	.5%	1	0.5%
Coding/ PLTW	52	26.2%	34	18.2%	13	6.9%
Science Discovery Wkshp	NA	N/A	28	15.0%	NA	N/A
Passion Project	N/A	N/A	N/A	N/A	31	16.6%

Schedule Comparison:

The proposed schedule provides an additional period during the day for students to receive intervention and enrichment opportunities. In our current schedule, these opportunities take place during one of the the practical or fine arts courses (PFAs). At the middle school level, all should be able to access our exploratory curriculum. Our current schedule lists eight periods; however, one of these periods is dedicated to a 30-minute grade-level lunch. The proposed schedule provides eight periods in addition to a 30-minute grade level lunch.

Key Statistics	Current Schedule	Proposed Schedule
Start Time/End Time	7:45 - 2:30	7:45 - 2:30
Total Minutes / Day	405 min.	405 min.
Number of Periods	7	8
Length of Periods	49 min.	42 min.
# of Academic blocks	5	5
# of PFA blocks	2	2
Extension block	0	1
Lunch/recess	30 min.	30. min.
Passing times	4 min.	4 min.

Teacher Schedule: Teachers would continue to teach 25 periods per week, as stated in the WTA contract. Each period would be 42 minutes in length, rather than the current 49 minutes, except for period 1. Period 1 would be 49 minutes long to allow for the morning show to be presented. Supervisory minutes would increase from an average of “no more than 100 minutes per week” to “no more than 105 minutes per week.” This would allow us to assign teachers to an “every other day” extension block. Time available for team meetings, hands-up meetings, parent conferences, and curriculum partner time would increase from 120 minutes to 168 minutes per week. Teachers would have at least an additional 57 minutes available beyond the guaranteed 300 minutes of prep time. Overall, this schedule supports our teaming model by providing our teachers more time during the school day to collaborate with colleagues.

Work Hours	Current Schedule	Proposed Schedule
Teaching Assignment	25 periods in a 5-day cycle	25 periods in a 5-day cycle
Supervisory Duty	Up to 100 min / week	Up to 105* min / week
Planning Time Free From Administrative Assignment	300 min / week	357** min / week or more

*Above contract guidelines by 5 minutes

**Significantly above contract requirement of 300 minutes of prep time

Extension Block: This is the key feature of the proposed schedule. The additional block of time mitigates many of the pressures on our current schedule. Equity and access to our curriculum had been identified as an area of concern through our Project Challenge review, as well as the recent review of our special education program. In addition, we are able to provide additional time for teachers to collaborate with colleagues, including special education teachers, to meet the needs of all students. It also supports our district commitment to promote connections between students and staff so that students are known well by several adults.

Extra Help:

This schedule would allow teachers to use time during the day when they are not teaching or supervising students during the extension block to provide extra help. Under this schedule, teachers would have the flexibility to provide extra help during the school day, if the teacher would find this advantageous. Many times teachers and students give up their lunch to get extra help or complete make ups. The extension block would provide teachers with another option for meeting student needs.

Function and Benefits of Extension Block		
Eliminates Student Pull Outs from Core Program For:	Reduces Some Teacher Pull Out For:	Students Assigned to an Extension Block Classroom May Use the Period For:
Project Challenge	PPTs	Working On Assignments
Learning Strategies	504 meetings	Accessing Teachers or Counselors
Math Lab	Staffings	Using the Library
Writing Intervention	Parent Meetings	Using the Makerspace
Reading Intervention		Instrumental Practice
Some Instrumental Lessons		Collaborating with another student
Counseling Groups		Independent Reading

Role of the Teacher Supervising Extension Block: Similar to Quiet Study at WHS, this time is supervisory, and not teaching time. Teachers would not be responsible for planning or grading. Teachers would be free to offer extra help to students during this time. Students would be able to sign out to use other resources in the school as long as supervision is available. Every effort will be made to assign students to an extension block supervised by one of their academic team teachers. Teachers not assigned to extension block supervision would be assigned to lunch or bus duty.

Advisory Time: We plan to continue our current model with a special advisory day schedule. We will need to re-evaluate our advisory program to determine if the current weekly meeting is appropriate.

Teaming: Middle level research indicates that having smaller learning communities within the larger school environment is beneficial to the academic, social, and emotional development of young adolescents. Teams consisting of an interdisciplinary group of teachers who share the same students are able to support and nurture the needs of middle level learners, particularly as they transition from the self-contained model of the elementary school and move on to the high school level.

This new schedule with the extension block allows greater flexibility in creating teacher schedules in order to ensure shared common planning time, which is essential to the team model. Currently, we struggle to provide team teachers with consistent common planning time. Some teachers on the team by the nature of their schedule are unable to attend team meetings. In addition, there is the need for special education and general education teachers to have common blocks so they can plan for differentiation of instruction for all learners.

The new schedule will continue to support time for team meetings, including Hands Up, parent conferences, and curriculum partner time. There will continue to be four team meetings a week.

Enrollment: If enrollment continues to decline to the level where only eight sections are needed per grade level, we would be able to return to a pure team model in which students on a team would have the same group of teachers. Each academic teacher would teach four sections in addition to the extension block. Under this model, the extension block would become a fifth teaching assignment rather than a duty assignment with expectations for direct instruction, either as enrichment or remediation.

Contractual Considerations: Contract language currently allows for 25 classes per week and guarantees teachers 300 minutes per week of duty-free preparation time during the school day. This proposed schedule would allow for additional preparation time. However, in order to cover the Extension Block as a duty, some teachers would be at an average 105 minutes per week, which is five minutes over the current contract language that specifies no more than 100 minutes.

Future Opportunities: There will naturally be a transition period as staff and students acclimate to the new schedule, as typically happens with the change process. The middle school administration will be seeking feedback during the first year of implementation in order to make any necessary modifications. In addition, this new schedule can be leveraged to grow the middle school instructional programs in ways that would not have been possible with the existing schedule. There are several areas for future consideration.

1. **Establish World Language as a daily subject in Grade 6:** Currently, sixth grade Spanish and French classes meet on an every other day basis. This has been a function of the current schedule, which lacks the amount of class periods necessary to accommodate daily language instruction. Weston is currently behind DRG A in this respect, as most districts teach world language on a daily basis in grades 6-8. In the next budget cycle, the administration will likely bring

forward a proposal with a modest increase in FTE (~.7 FTE) to address this deficiency beginning in the 2019-20 school year.

2. **Flex the schedule in order to support an engaging, challenging, and exploratory curriculum:** Exemplary middle school instruction is characterized by putting students at the center by being active participants in the learning process. Learning experiences should appeal to students and incorporate opportunities for students to investigate their own questions or concerns. Consequently, the schedule may need to be flexed in order to provide students with extended learning blocks to engage in performance-based tasks and inquiries. The proposed schedule could be leveraged to provide extended blocks on a periodic basis.
3. **Further Personalize Learning with the Extension Block.** There is potential with declining enrollment for this block to become part of a teacher's course load, rather than a supervisory period. As a class, teachers would provide conferencing support, enrichment and/or tutoring to students on their team. For example, small group or individual reading and writing conferences could take place during this time. Math tutoring could be provided. Support with organization and study skills is another service. The development of enrichment opportunities during Extension Block could also be explored.

WMS Proposed Master Schedule

2018-2019

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:34	Academic	Academic	Academic	Academic	Academic	Academic
2	8:38 – 9:20	Academic	Academic	Academic	Academic	PFA	PFA
3	9:24 – 10:06	Extension	Extension	PFA	PFA	Academic	Academic
4	10:10-10:52	Academic	Academic	Extension	Extension	PFA	PFA
		Lunch 10:56-11:26	Lunch 10:56-11:26	5 10:56-11:38	5 10:56-11:38	5 10:56-11:38	5 10:56-11:38
				Academic	Academic	Extension	Extension
		5 11:30-12:12	5 11:30-12:12	Lunch 11:42-12:12	Lunch 11:42-12:12	6 11:42-12:24	6 11:42-12:24
		Academic	Academic			Academic	Academic
		6 12:16-12:58	6 12:16-12:58	6 12:16-12:58	6 12:16-12:58	Lunch 12:28-12:58	Lunch 12:28-12:58
		PFA	PFA	Academic	Academic		
7	1:02-1:44	Academic	Academic	PFA	PFA	Academic	Academic
8	1:48 – 2:30	PFA	PFA	Academic	Academic	Academic	Academic

WMS Proposed Schedule 2018-2019

Sample Proposed Student Schedule

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:34	English	English	Science	Science	Math	Math
2	8:38 – 9:20	Social Studies	Social Studies	Math	Math	Art Health Pass. Proj.	Tech & Eng.
3	9:24 – 10:06	Math Lab	Learning Strategies	PE	Tech & Eng.	English	English
4	10:10-10:52	English	English	Math Lab	Extension Block	PE	Chorus
		Lunch 10:56-11:26	Lunch 10:56-11:26	5 10:56-11:38	5 10:56-11:38	5 10:56-11:38	5 10:56-11:38
				English	English	Reading Adv.	Extension Block
		5 11:30-12:12	5 11:30-12:12	Lunch 11:42-12:12	Lunch 11:42-12:12	6 11:42-12:24	6 11:42-12:24
		Math	Math			Social Studies	Social Studies
		6 12:16-12:58	6 12:16-12:58	6 12:16-12:58	6 12:16-12:58	Lunch 12:28-12:58	Lunch 12:28-12:58
		Music	Spanish	Social Studies	Social Studies		
7	1:02-1:44	Science	Science	Sci. Disc. Workshop Health Art	Chorus	Science	Science
8	1:48 – 2:30	PE	Art Tech & Eng. Wellness	French	French	Learning Strategies	Learning Strategies

WMS Schedule 2017-2018

Sample Student Schedules

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:38	English	English	Science	Science	Math*	Math*
2	8:42 – 9:31	Social Studies	Social Studies	Math	Math	Reading Advantage	Art Health PP
3	9:35 – 10:24	PE	Math Lab	Social Studies	Social Studies	English*	English*
4	10:28-11:17	10:28 – 10:58 LUNCH		PE	Math Lab	Social Studies	Social Studies
5		11:02-11:51 English	11:02-11:51 English	11:21 – 11:51 LUNCH		11:21-12:10 Learning Strategies	11:21-12:10 Learning Strategies
6	11:55-12:44	OST	Reading Advantage	English	English	12:14 – 12:44 LUNCH	
7	12:48 – 1:37	Math	Math	French	French	Chorus	PE
8	1:41 – 2:30	Science	Science	SDW Health Art	Chorus	Science	Science

NO Music, Art, Tech.
& Eng., Wellness, WL

NO Tech & Eng.

No Tech & Eng.
or W.L.

**WMS Proposed Schedule
2018-2019
Sample 7th Grade Teacher Schedule**

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:34			Social Studies	Social Studies		
2	8:38 – 9:20			Social Studies	Social Studies		
3	9:24 – 10:06						
4	10:10-10:52			Extension Duty			
		Lunch 10:56-11:26	Lunch 10:56-11:26	5 10:56-11:38 Social Studies	5 10:56-11:38 Social Studies	5 10:56-11:38	5 10:56-11:38
		5 11:30-12:12	5 11:30-12:12	Lunch 11:42-12:12	Lunch 11:42-12:12	6 11:42-12:24	6 11:42-12:24
		6 12:16-12:58	6 12:16-12:58	6 12:16-12:58 Social Studies	6 12:16-12:58 Social Studies	Lunch 12:28-12:58	Lunch 12:28-12:58
7	1:02-1:44						
8	1:48 – 2:30			Social Studies	Social Studies		

Curriculum Committee Meeting

February 21, 2018 10:00 a.m.

Central Office Conference Room

1. Call to Order

Meeting was called to order at 9:59 a.m.

Present Committee Members:

Sara Spaulding (Chairperson), Dan McNeill, Ellen Uzenoff (attended via phone conference)

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent; Pattie Falber, WIS Principal; Lisa Deorio, WHS Principal; Meredith Starzyk, Director, WHS Counseling; Janine Russo, 6-12 Math CIL; Jamie Charles, 6-12 CIL Science and Technology; Ann Lindenmeyer, District Data Coordinator

Members of the Public:

Gina Albert, Rajan Sekaran

2. Discussion of WHS Honors Physics C-Electricity and Magnetism new course proposal for 2018-19 school year

Discussion:

- For the past few years, students wishing to learn the content of Physics C-E & M did so as an independent study whereby they would enroll in a second year of AP Physics C-Mechanics. The AP Physics C-Mechanics teacher would give course materials, assignments and guidance, but the course was essentially an independent study.
- The new course would continue using this model whereby no formal lecture will be given and no lab experiments will be performed.
- The purpose of the proposal is to formally approve this course for the WHS Program of Studies.
- The course will be designated an honors course and not an AP course, due to strict College Board guidelines.
- Instead of independent study credit, students will receive credit and a grade as an honors course, which will show on their transcript. They will also be eligible to sit for the AP exam.
- Mrs. Charles provided a regional schools comparison of physics course sequences, which shows that Weston offers a comprehensive physics pathway (attached).

3. Update on first year of implementation of WHS Honors Multivariable Calculus course

Discussion:

Mrs. Russo presented an update on the Honors Multivariable course.

- Last year, the District put in place a creative solution to extend the high school math pathway for eligible students to take Honors Multivariable Calculus.

- This year there is one student taking the course, which is scheduled three times per eight-day schedule to meet with a teacher during the CASE period; next year two students will be eligible.
- The instructor uses three of his six CASE periods to facilitate the course.
- Overall, the feedback from the instructor is good; the only negative is the lack of a whiteboard in the CASE classroom.
- Instructor Mr. Joyce prepared a curriculum for the course over the summer. He is using a combination of MIT open courseware and a calculus textbook.
- Committee members commended Mr. Joyce and Mrs. Russo for their efforts.

4. Information and update on State Systemic Improvement Plan (SSIP) meeting with representatives from the Connecticut State Department of Education

Discussion:

- Weston Public Schools was one of 12 districts identified for having an achievement gap between students with disabilities and their typical peers in grade three. The metric used to determine this gap was the third grade Smarter Balanced Assessment (SBA) for English Language Arts.
- Dr. Craw commented that Weston’s achievement gap is exacerbated by the overall high level of achievement from our non-high needs cohort.
- Earlier this month, members of a district committee met with the State to review the results. The committee was able to demonstrate growth with this cohort through the use of multiple measures.
- From their conversations with the State, the team identified the following things to work on:
 - Focus on greater inclusion in the regular classroom; and
 - The integration of assistive technology to support reading instruction.

5. Information on the release of State accountability reports

Discussion:

Dr. Craw outlined the results of the Next Generation Accountability Report for 2016-17.

- There are 12 indicators, as well as sub-indicators, that make up the accountability index score.
- Over 50% is dedicated to academics but the report also focuses on absenteeism, physical fitness, graduation rates, and arts access.
- All DRG A districts went down this year except for New Canaan.
- Some areas show room for improvement in Weston— There is an achievement gap between *non-high needs* students and the *high-needs* subgroup. For Weston, this gap appears to be larger than the State and our DRG A counterparts. The absenteeism rate is also an area to address.
- Participation rate is critical in the high needs subgroup. In particular, the high school and intermediate school did not meet the participation rate in science. Since the high needs subgroup is a small group, having just a few families choose to opt-out of standardized testing greatly affects the District’s participation rate.
- Committee members agreed to move this discussion to the February Board of Education meeting.

6. Approval of December 2017 minutes

Motion Passed: passed with a motion by Dan McNeill and a second by Sara Spaulding.
3 Yeas - 0 Nays.

7. Other curricular issues

Discussion:

Mrs. Uzenoff requested there be a future follow up discussion on the Visual Arts Drawing course that will be divided into two one-semester courses.

No other items were put forth for discussion. Meeting was adjourned at 9:50 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent