

Curriculum Committee Meeting

Wednesday, October 17, 2018 8:15 AM

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

I. **Call to order**

II. **Update on implementation of the new middle school master schedule**

III. **Update on World Language renewal update: Sixth grade World Language Program**

IV. **Review of K-12 PPS/SPED professional learning on October 8**

V. **Update on Public Act No. 17-42, An Act Concerning Revision to the High School Graduation Requirements**

VI. **Approval of September 2018 minutes**

VII. **Other curricular issues**

Professional Development Schedule - October 8, 2018

Grade/Dept.	Morning 8:00 - 10:00	Facilitator	Location
HES Faculty	Emotional Intelligence Workshop	Kaddis	HES LRC
WMS Faculty	"Nurtured Heart" Behavioral Support in the Classroom	Melissa Callen, ESS	WMS Library
WHS Faculty	Structures to Support All Students	Mafucci	WHS Library
Grade 3 - 5 Lang. Arts teachers, LMS, Speech & Language, SPED	Moving Students Up Reading Levels Using F&P Data	Bluestein/Wilhelm	WIS LRC
Grade 5 Math/Sci teachers, SPED, and Math Intervention, Project Challenge	Math instructional strategies for new teaming model	Vinton	WIS 208
6-12 Social Studies	Inquiry Workshop at the Mark Twain House	Dr. James Golden	Mark Twain House, Hartford, CT
K-12 Physical Education	Project Adventure training	Powers	WMS Blue Gym

Professional Development Schedule - October 8, 2018

Grade/Dept.	Morning 10:00 - 12:00	Facilitator	Location
K-2 Teachers	Strategy to Habits for Teachers-Small Group Structures and Instruction	Noble/Perez	HES LRC
3-5 Lang Arts Teachers, Reading Specialists, LMS	Using Informational Text Learning Progressions to Teach Small Groups	Bluestein/Wilhelm	WMS LRC
Grade 5 Math/Sci teachers	Science - Waves, Energy and Information	Vinton	WMS 208
3-8 Project Challenge	Thematic Unit Analysis	Craw	WIS 212
6-8 English/Language Arts	Strategies for articulating an aligned curriculum	Cincotta	WMS Think Tank
6-8 Math	SBA infusion project	Russo	WMS
6-8 Science/Technology	Collaboration on Strategies for Implementation & Measurement of Goals (Department; PF/SLO)	Charles/Teacher teams	WMS
K-8 World Language	Strategies for articulating an aligned curriculum with Proficiency Guidelines	Fernandes	WMS F8
PK-12 SpEd teachers, K-12 Counselors, School Psychologists, Social Workers, BCBAs, SLPs, OT/PT	IEP Best Practices	Rizzo/Laubin	WMS LRC
K-8 Visual Arts	Designing Assessments for Collecting Meaningful Data	Carroll/Reamer	Art Rooms
K-8 Music	Essential Questions for purposeful learning	Morris	B10
K-12 Physical Education	Project Adventure training	Powers	WMS Blue Gym
WHS All Faculty	WHS All School Data Work	Administrative Team	WHS Library
6-12 Social Studies	Inquiry Workshop at the Mark Twain House	Dr. James Golden	Mark Twain House, Hartford, CT

Professional Development Schedule - October 8, 2018

Grade/Dept.	Afternoon 1:00 - 3:00	Facilitator	Location
K-2 Teachers	Getting to know the new science units	Vinton and Pilot teachers	Science Lab
3-5 Teachers	Emotional Intelligence and Tech choices (1 hour each)	Sabini/Knudsen/Dunn/ Wilhelm	Various
6-8 English/Language Arts	Using IAB data to inform authentic instruction	Cincotta	WMS Think Tank
9-12 English/Language Arts	Developing authentic learning through semiotic analysis	Cincotta	WHS D-10
6-8 Math	NCTM Conference Reflections and Share-Out; continue SBA infusion work	N/A	WHS E-6
9-12 Math	NCTM Conference Reflections and Share-Out; Collaboration on Strategies for Implementation & Measurement of Goals (Department; PF/SLO)	N/A	WHS E-6
6-12 Science	Sharing/designing classroom activities and assessments modified to align with the 3-D nature of the NGSS	Charles	G-7
6-12 Technology (PLTW & Coding)	Common Practices in PLTW courses: Collaboration on Instructional Resources and Strategies	Tech Team	C-2 / G-4
6-12 Social Studies	Inquiry Workshop at the Mark Twain House	Dr. James Golden	Mark Twain House, Hartford, CT
K-12 World Language	Strategies for articulating an aligned curriculum with Proficiency Guidelines	Fernandes	WMS F8/ WHS C3
PK-12 SpEd teachers, K-8 Counselors, School Psychologists, Social Workers, BCBA's, SLP's, OT/PT	Comprehensive Evaluations and IEEs	Rizzo/Laubin	WMS LLC
9-12 Counselors	CCC training for postsecondary planning	Starzyk, Green	WHS B1
K-12 Physical Education	Project Adventure training	Powers	WMS Blue Gym
K-12 Visual Arts	Technology Productivity Tools to Support Instruction	Webster/Girardi	B6
K-12 Music	Aligning measurement tools with intended outcomes	Morris	B10
Library Media Specialists & Education Technology Staff	Assessing Library Media Skills	Tunks	WHS LLC



Substitute Senate Bill No. 1026

Public Act No. 17-42

AN ACT CONCERNING REVISIONS TO THE HIGH SCHOOL GRADUATION REQUIREMENTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) For classes graduating from 1988 to 2003, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(b) For classes graduating from 2004 to ~~[2020]~~ 2022, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

~~[(c) Commencing with classes graduating in 2021, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science, including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations~~

for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.]

(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.

(d) Commencing with classes graduating in [2021] 2023, and for each graduating class thereafter, local and regional boards of education shall provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements [or end of the school year examinations] described in subsection (c) of this section, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, as defined in section 10a-1, pursuant to subdivision (4) of subsection (g) of this section; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education programs state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

(e) Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

(f) Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section

10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards; (2) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; [(2)] (3) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; [(3)] (4) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; [(4)] (5) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; [(5)] (6) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or [(6)] (7) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.

(h) A local or regional board of education may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting the requirements of this section. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in accordance with the provisions of this subsection.

(i) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, of World War II or the Korean hostilities, as described in section 51-49h, or of the Vietnam Era, as defined in subsection (a) of section 27-103, who withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.

(j) For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive.

Sec. 2. Subsection (a) of section 10-4 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Said board shall have general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education; shall provide leadership and otherwise promote the improvement of education in the state, including research, planning and evaluation and services relating to the provision and use of educational technology, including telecommunications, by school districts; shall adopt state-wide subject matter content standards, provided such standards are reviewed and revised at least once every ten years; shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials, instructional technological resources and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils; shall keep informed as to the condition, progress and needs of the schools in the state; and shall develop or cause to be developed evaluation and assessment programs designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report, pursuant to subsection (b) of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education, on an annual basis.

Sec. 3. Section 10-5e of the general statutes is repealed. (*Effective July 1, 2017*)

Approved June 13, 2017

Weston High Schools Requirements for Graduation

Area	Current Weston High School Credit Requirements	Area	Class of 2023 Credit Requirements
English – including composition	4.0*	Humanities, including civics and the arts	9
Social Studies - including 1.0 US History and 0.5 American Government	3.0		
Fine and Performing Arts	1.0	Science, Technology, Engineering and Mathematics	9
Mathematics - including Algebra I, Geometry and Algebra II	3.0		
Science - including 1.0 life science and 1.0 physical science	3.0		
Technology (STEM elective)	1.0	Physical Education and Wellness	1.0
Physical Education	1.04		
Health	0.6	Health and Safety Education	1.0
Electives – cluster credit requirements: 2 credits must be distributed in at least three of the following cluster areas: <ul style="list-style-type: none"> • Art and Music • Business, Computer Science, Technology • World Language • Applied Learning Experiences 	7.4	World Language	1.0
		Electives	3.0
		Mastery-based Diploma Assessment	1.0
		TOTAL CREDITS	24.0

* Every WHS student must also successfully complete the Weston High School Writing Portfolio

Curriculum Committee Meeting

September 26, 2018 8:15 a.m.

Central Office Conference Room

1. Call to Order

Meeting was called to order at 8:23 a.m.

Present Committee Members:

Sara Spaulding (Chairperson), Dan McNeill

Present Administration:

William McKersie, Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent; Michael Rizzo, Assistant Superintendent of Pupil Services; Pattie Falber, WIS Principal; Lisa Deorio, WHS Principal; Laura Kaddis, HES Principal; Carolyn Vinton, K-5 Math and Science CIL

Members of the Public:

Gina Albert

2. Discussion of updates to WIS enrichment programming

Discussion:

- Rudd Anderson, WIS Project Challenge teacher, received training on Math in Focus in preparation for this year.
- The goal of using a push-in model is to enable more students to receive enrichment.
- Mr. Anderson will work closely with teachers to deliver enrichment on a biweekly basis to all classrooms, enabling enrichment to be more fluid than in past practice.
- Mrs. Falber emphasized that the purpose of the new delivery approach to enrichment was to deepen and broaden understanding of math content. It is not intended as math acceleration.
- This year the focus will be on math; there will be no pull-out writing enrichment provided by the Project Challenge teacher. Classroom teachers will provide differentiation in writing through the Writers Workshop approach.

3. Information regarding WIS fifth grade teaming model

Discussion:

- This year WIS implemented a two-teacher team model whereby one teacher teaches a two-hour math/science block, while their teammate teaches a two-hour reading/writing block and then students switch classes. (The teachers will teach social studies to their own classes.)
- The two-hour block will allow more integration of subjects.
- The need to implement new science units into the schedule was the impetus for this approach to teaming.
- The teacher teams allow for improved planning time and less prep time per subject. This is crucial due to significant content level preparation in fifth grade.

4. Review of 2018 Smarter Balanced Assessment and School Day SAT results

Discussion:

- Smarter Balanced Assessment
 - Individual Smarter Balanced Assessment (SBA) student reports will go out on September 28, except for eighth grade results.
 - Eighth grade results are being withheld because one math item that needs to be excluded from students' scores. As a result, Individual Student Reports for current Grade 9 students need to be reprinted and will be sent by the end of October.
 - In sixth grade math there was an anomaly. There has been a 24% decrease over the past three years in their performance—an average of an eight-point dip per year. Several factors have been ruled out—gender, high needs, attendance.
 - Sixth grade teachers and administration have met to look at this anomaly and how to address it.
 - Going forward, teachers will embed SBA type questions into the math curriculum, a practice that proved to be quite effective for grade eight in the previous school year.
 - It should be noted that this practice is not focused on test prep, but rather weaving the types of questions into the curricular units.
- School Day SAT results
 - Weston's School Day SAT results are very strong when compared to the state and DRG A reference group. However, when Weston's scores are compared to the top 10 performing districts, there is a very narrow band and the difference is very small.
 - This year 17% of Weston students cancelled their scores.

5. Update on Honors Science Research Program

Discussion:

- The Honors Science Research Program is currently up and running as planned.

6. Update on WHS Honors Physics C: E & M and Honors Multivariable Calculus

Discussion:

- These two courses were added to the WHS Program of Studies in recent years to address the needs of one or two students who wanted to extend beyond our math and physics pathways.
- Some challenges are being realized with the multivariable calculus (MVC) course in that one teacher is splitting her time between teaching one student MVC for half of the cycle and teaching CASE for the other half. As a result, the teacher is unable to service students in need of math support while she is working with the MVC student.
- The arrangement for Honors Physics C – E & M has become increasingly complex to manage. The teacher is spending a considerable amount of time providing direct instruction outside of his full-time teaching load, which is currently in negotiation.
- In summary, the administration is finding that these arrangements are not an efficient use of resources and are creating contractual challenges with the teachers' union. These individualized student situations will need to be addressed differently going forward as we cannot efficiently run courses for one or two students.

- The committee discussed exploring the possibility of offering online courses to address these types of situations and suggested further discussion on whether an online course could receive a grade/credit.

7. Information on WHS trip to France

Discussion:

- Last year Weston did not have enough students in combination with Joel Barlow HS to run the program.
- The district should know soon if there is enough interest this year to move forward with the trip.
- This is the same trip as put forth last year where the students stay with a host family for part of the trip.
- Students will miss four days of school, and the cost is just under \$2,500.
- This item will be put on the Board agenda if there are enough students who sign up.

8. Approval of June 2018 minutes

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

9. Other curricular issues

No other items were put forth for discussion. Meeting was adjourned at 9:43 a.m.

Respectfully submitted,

June Curiano
Administrative Assistant to the Assistant Superintendent