

Curriculum Committee Meeting

Wednesday, June 9, 2021 9:00 AM

Via Zoom Dial In: 1-646-558-8656 Passcode: 538989, 24 School Road, Weston, CT
06883-1623

I. Call to Order

II. Textbook Adoptions

- A. WHS Social Studies American Tapestry Course
(half-year elective)
- B. Grade 8 Spanish

III. Information on WHS music field trip to Disney March 2022

IV. Discussion on K-5 enrollment for 2021-2022

V. Follow-up discussion regarding use of ESSER II funds

VI. Approval of April and May minutes

VII. Other curricular issues

Weston Public Schools

Textbook Adoption Form

Textbooks reviewed during the process:

Title: A Different Mirror for Young People: A History of Multicultural America
Author: Ronald Takaki
Publisher: Triangle Square
Publication Date: 2012

Title: On the Freedom Side: How Five Decades of Youth Activists Have Remixed American History
Author: Wesley C. Hogan
Publisher: University of North Carolina Press
Publication Date: 2019

Title: Racial and Ethnic Groups, 15th Ed.
Author: Richard T. Schaefer
Publisher: Pearson
Publication Date: 2019

Research Conducted:

(Survey of DRG, high performing districts in Fairfield County and in the Tri-State Consortium. List districts surveyed and text used if course is offered.)

District **Text**

This course is unique in DRG A. The other considered texts (Schaefer, Takaki) are used in outside districts with established multicultural studies courses. However, they did not meet the criteria established by this committee.

Pilot:

(If the text was piloted, please explain the process and include dates. If the textbook was not piloted, please explain the rationale for not piloting.)

Not piloted because course is not currently offered.
--

Weston Public Schools Textbook Adoption Form

Committee Recommendations:

The committee recommends *On the Freedom Side: How Five Decades of Youth Activists Have Remixed American History* because it newly published, meets the established criteria, and was written by an authoritative source on multicultural studies through documentary methodology.

Title: *On the Freedom Side: How Five Decades of Youth Activists Have Remixed American History*

Author: Wesley C. Hogan

Publisher: University of North Carolina Press

Publication Date: 2019

Planned date of next edition: unknown

DRP Score: 70+

Unit Cost: \$27.95

Number of texts being purchased: 30

Total cost (including shipping): \$838.50

Based on criteria established, explain why this textbook is being recommended for purchase.

This text meets all criteria outlined on page one. It focuses on recent history, which will minimize overlap with American Studies/APUSH content. The text demonstrates an awareness of the audience's interests by making connections between historical and contemporary events. It engages an audience of young people by focusing on the role of youth as change-makers in American society, and taps into students' civic-mindedness. Wesley C. Hogan is a research professor at Duke University, the current director of Duke's Center for Documentary Studies, and has worked in partnership with the SNCC Legacy Project. Her text is written in a way that is highly engaging, and is not constructed like a typical textbook. However, it is written at a late high school/early college level which will appropriately challenge our students' growth in critical reading skills.

Recommendation approved by:

Nicholas Torres

Date: June 3, 2021

CIL

Click here to enter text.

Date: Click here to enter a date.

Principal

Click here to enter text.

Date: Click here to enter a date.

Assistant Superintendent



Weston Public Schools Textbook Adoption Form

School: WHS **Date:** 6/3/2021

Subject Area: Social Studies – American Tapestry: Multiculturalism in the US (new half-year elective course)

Grade Level: Secondary **Grades:** 10-12

Committee Members:

Lisa Wolak, WHS Principal
Christine Cincotta, 6-12 CIL (ELA)
Nicholas Torres, 6-12 CIL (Social Studies)

Selection criteria or parameters established for this textbook:

Relevance and Accuracy

- Text should be new enough to reflect the current state of immigration policy, specifically with respect to Deferred Action for Childhood Arrivals (DACA)
- Primary source highly preferable

Engagement

- Provide students with youth perspective, in order to pique interest and allow students to take perspectives more readily
- Social and emotional connections, such as empathy, respect, and ethical decision-making

Rigor and Accessibility

- Support school and department goals to improve analytical reading skills
- Create appropriate challenge to foster growth in literacy
- Text should be organized in short/medium-length chunks, and take narrative form so that students find it enjoyable to read

Weston Public Schools

Textbook Adoption Form

Textbooks reviewed during the process:

Title: An African American and Latinx History of the United States
Author: Paul Ortiz
Publisher: Beacon Press
Publication Date: 2018

Title: Harvest of Empire: A History of Latinos in America
Author: Juan Gonzales
Publisher: Penguin Books
Publication Date: 2011

Title: We Are Here to Stay: Voices of Undocumented Young Adults
Author: Susan Kuklin
Publisher: Candlewick
Publication Date: 2019

Research Conducted:

(Survey of DRG, high performing districts in Fairfield County and in the Tri-State Consortium. List districts surveyed and text used if course is offered.)

District Text

This course is unique in DRG A. Harvest of Empire is included in CT SERC's outline for potential African American and Puerto Rican Studies texts, but is 10+ years old.

Pilot:

(If the text was piloted, please explain the process and include dates. If the textbook was not piloted, please explain the rationale for not piloting.)

Not piloted because course is not currently offered.
--

Weston Public Schools Textbook Adoption Form

Committee Recommendations:

The committee recommends We Are Here to Stay: Voices of Undocumented Young Adults because it has recently been revised, meets the established criteria, and provides students with primary source textual and photographic content related to the experience of undocumented youth.

Title: We Are Here to Stay: Voices of Undocumented Young Adults

Author: Susan Kuklin

Publisher: Candlewick

Publication Date: 2019

Planned date of next edition: unknown

DRP Score: 62-70

Unit Cost: \$14.69

Number of texts being purchased: 30

Total cost (including shipping): \$440.70

Based on criteria established, explain why this textbook is being recommended for purchase.

This text meets all criteria outlined on page one. It was originally set to publish in 2017, but was edited to reflect the most recent legal and policy changes regarding DACA. The text creates a window into the experience of “Dreamers” through their own accounts of living as undocumented immigrants in America. The young people in the book are still in the same general age range as our students, which students will find relevant and engaging. The book also provokes social and emotional themes such as empathy, respect, and ethics. Contrary to many books on this topic, We Are Here to Stay is focused on the humanity of individuals, rather than political implications of the immigrant experience. Finally, it is written for a high school audience and will appropriately challenge students’ literacy skills.

Recommendation approved by:

Nicholas Torres

Date: June 3, 2021

CIL

Click here to enter text.

Date: Click here to enter a date.

Principal

Click here to enter text.

Date: Click here to enter a date.

Assistant Superintendent



Weston Public Schools Textbook Adoption Form

School: WMS

Date: 6/1/2021

Subject Area: World Languages

Grade Level: 8th grade Spanish

Grades: 8th grade

Committee Members:

Mr. Dan Doak – WMS Principal
Mrs. Mercedes Fernandes – WL CIL K-12
Ms. Colleen Geel – 8th grade Spanish teacher
Mrs. Luiza Kosminsky – 7th grade Spanish teacher
Ms. Mayra Montalvan – 8th grade Sp. Substitute teacher

Selection criteria or parameters established for this textbook:

- Textbook must support and enhance the curriculum
- Textbook must provide authentic print and audio input
- Textbook must provide authentic communicative tasks that are engaging and age appropriate.
- Vocabulary must be current and relevant
- Tasks must be diverse, with some activities very simplistic and others leading into higher thinking application of learning
- Textbook presentation must be clear and succinct
- Textbook is accompanied by practice activities
- Textbook and activities are accessible online
- Textbook must support vertical articulation with WHS program

Weston Public Schools Textbook Adoption Form

Textbooks reviewed during the process:

Title: Auténtico
Author: Myriam Met – Peggy Paolo Boyles – Richard Sayers
Publisher: Savvas
Publication Date: 2018

Title: Espanol Santillana
Author: Dr. Miguel Santana – Dr. Lori Langer de Ramirez
Publisher: Vista Higher Learning
Publication Date: 2015

Title: Encuentros 1B
Author: Jose Blanco – Rafael de Cardenas Lopez
Publisher: Vista Higher Learning
Publication Date: 2022

Title: Senderos 1B
Author: José Blanco
Publisher: Vista Higher Learning
Publication Date: 2018

Research Conducted:

*(Survey of DRG, high performing districts in Fairfield County and in the Tri-State Consortium.
List districts surveyed and text used if course is offered.)*

District	Text
Wilton	No textbook
Westport	No textbook
Fairfield	Carnegie – EMC ancillary materials
New Canaan	No textbook but looking for online support program.

During the 2019-2020 school year, the WL CIL conducted research for available textbooks but did not identify a better option for replacement of our current textbook. The research continued into the 2020-21 school year when new options became available. The CIL has routinely attended the ACTFL and NECTFL conferences where she has met with several publishers and requested textbook samples to review. The CIL also conducted research in the DRG A schools to find out which textbooks they use (if any). During the course of the 2020-2021 school year the committee met to review and discuss the textbooks. The committee narrowed the selection to two textbooks: *Aunténtico* (Savvas) and *Encuentros 1B* (Vista Higher Learning).

Pilot:

(If the text was piloted, please explain the process and include dates. If the textbook was not piloted, please explain the rationale for not piloting.)

The textbook was piloted from mid-February to May 2021 by Ms. Geel and Ms. Montalvan in 8th grade Spanish classes. Students liked the new presentation of concepts, materials, and assessments. Ms. Geel and Ms. Montalvan piloted one chapter of the textbook and they piloted samples of the online activities, audiovisual materials, and assessments. The teachers reported that the communicative activities were highly authentic and engaging for the students, with relevant vocabulary, up-to-date authentic input, and succinct grammar presentations. Both the textbook and the online resources provided a clear framework for the students to practice and progress in their language skills.

Committee Recommendations:

Encuentros 1B supports and enhances the 8th curriculum. The units presented in the textbook match our curricular units; therefore, they are the ideal complement for students to achieve higher communicative proficiency. The units focus on highly cultural and authentic communicative tasks while embedding the new vocabulary and grammar to be acquired. The audiovisual and print materials are age appropriate, engaging, and up-to-date. The teacher's edition provides a variety of teaching suggestions including differentiated instruction for developing learners, expanding learners, special needs learners, and heritage learners. It also offers teaching suggestions for multiple intelligences, cooperative learning, Total Physical Response (TPR), and critical thinking skills. The companion website, Supersite, provides access to the e-book, practice activities, assessments, and gradebook.

Title: *Encuentros 1B*

Author: José Blanco

Publisher: Vista Higher Learning

Publication Date: 2022

Planned date of next edition: 2022

DRP Score: [Click here to enter text.](#)

Unit Cost: 134.95

Number of texts being purchased: 120

Total cost (including shipping): 14,656.58

Based on criteria established, explain why this textbook is being recommended for purchase.

This textbook meets the pre-established criteria and for all the reasons mentioned above, it will be a great resource to support our program.

Recommendation approved by:

Mercedes Fernandes

Date: 06-04-2021

CIL

[Click here to enter text.](#)

Date: [Click here to enter a date.](#)

Principal

[Click here to enter text.](#)

Date: [Click here to enter a date.](#)

Assistant Superintendent

Weston High School Music Department

Overnight Field Trip Request for Festival Disney, March 3 - 7 2022

April 22, 2021

Request:

The Weston High School music department would like to continue the tradition of providing our musical ensembles performance experiences at venues outside of the school district. This overnight trip will include students from several of our ensembles with a planned destination of Orlando and the Walt Disney World Resort for participation in performances in *Festival Disney*. Ensembles will participate in Disney master-led instrumental and vocal workshops including "Soundtrack Sessions" at the Disney Recording Studios. In this unique workshop, students will learn new repertoire and set their personal performance to a short Disney film using sound studio technology. They will also work with guest conductors in the "You're Instrumental" and "Disney Sings" workshops. Each group will perform on the Disney stage in concerts at Disney Springs. The trip schedule is outlined on the attached itinerary.

Purpose and relation to the Curriculum:

To prepare concert repertoire for masterclasses with music professionals at Disney
To prepare a concert and perform in the Disney Resort.
To experience recording in a professional sound studio and work with Disney conductors.
To visit the Disney parks and enjoy professional Disney performances.

Depart/Return: Thursday, March 3, 2022 at 2:30pm / Monday, March 7, 2022 11:00pm

Chaperones: Liz Morris, Choral Director and Music CIL, Meghan Stewart, Orchestra Director, Steve Fasoli, Band Director, 3 additional staff members (TBD) and a registered nurse.

Minimum number of students: approximately 80 - 100

Cost Estimate per Person:

100 paying participants	\$1400 (anticipated)
7- 8 chaperones	\$0

Transportation: Coach bus to local airport, airline flight TBD, Coach buses for transportation in Orlando

Lodging: Disney Resort Hotel

State Department Checks: There are no travel advisories currently posted for Orlando, FL for American travelers. With the current pandemic, we anticipate that there will be some safety requirements for travel and performance.

Weston Public Schools

Weston, Connecticut

Music Department Trip: Disney World Orlando, March 3-7, 2022

****This page must be returned with the deposit check****

Child Full Legal Name: _____ Child Date of Birth: _____

Parent/Guardian #1 Name: _____

Parent/Guardian #1 Phone Number: _____ Call / Text

Parent/Guardian #2 Name: _____

Parent/Guardian #2 Phone Number: _____ Call / Text

Parent/Guardian Email address(es): _____

Other Emergency Contact(s)- name, relationship, contact phone number: _____

I give permission for my child to travel as per the included itinerary for a Weston High School Field Trip to Walt Disney World, Orlando, Florida. I understand that all school rules will be strictly enforced and any violation of those rules can result in the student being sent home at the parent/guardian's expense and that other appropriate disciplinary actions may be taken upon the student's return to Weston High School (including suspension from school).

Parent/Guardian Signature

Date

To help ensure an enjoyable and safe trip for both students and chaperones, I give permission for my child's luggage to be inspected.

Parent/Guardian Signature

Date

We, the student and parents/guardians listed above, understand that all school rules will be strictly enforced and any violation of those rules can result in the student being sent home at the parent/guardian's expense and that other appropriate disciplinary actions may be taken upon the student's return to Weston High School (including suspension from school). By signing below, the student commits to following the rules outlined by the Student Handbook, and following any and all directions given by the chaperones of the trip.

Student Signature

Date

Parent/Guardian Signature

Date

Weston Public Schools

Weston, Connecticut

Music Department Trip Medical Form (Part 1 of 2)

Child Name: _____ Date of Birth: _____

Health Insurance Provider: _____ Policy/ID# _____

Policy Holder: _____

Child's Physician Name and Contact Number:

Consent:

- I give permission for chaperones to approve emergency medical treatment if parents/guardians cannot be reached.
- I understand that it is my responsibility to provide medical insurance for my son/daughter while on this field trip.
- I will not hold the Weston School System or the Town of Weston liable for any accidents occurring outside of appropriately chaperoned areas.

Parent/Guardian Name (Print)

Parent/Guardian Name (Sign)

Date

*****PLEASE SEE PART 2 FOR PRESCRIPTION / OVER-THE-COUNTER MEDICATION INFORMATION*****

Weston Public Schools

Weston, Connecticut

Music Department Trip Medical Form (Part 2 of 2)

Prescription Medication and Over-The-Counter Medication

Physician's Signature REQUIRED where any medication is to be carried/administered.

Child Name: _____ Date of Birth: _____

Medication Administration: Please select one of the following:

Not Applicable (No prescription medication to be administered to the student listed above. No Physician Signature required.)

Student listed above may carry and administer their prescription medication by themselves, without the presence of an approved chaperone. (Physician signature required below).

Student listed above may NOT carry or administer their prescription medication: it must be carried/administered by an approved chaperone. (Physician signature required below).

Prescription Medication(s), purpose, and dosage instructions: _____

Over-the-Counter Medications: _____

Physician signature

Date

Other Medical Information: Are there any other medical conditions that we should know about for the purposes of travel? (i.e. recent surgeries, mild allergies, dietary restrictions, travel anxieties, etc.) _____

Bennett Student Travel, Inc.

Post Office Box 2205
7188 - Phone
Fitchburg, Massachusetts 01420
1579 - Fax

978-342-

978-342-

email:
dougbenett64@hotmail.com

SCHOOL ADMINISTRATION INFORMATION PACKET

**To: Elizabeth Morris
Weston High School**

**From Doug Bennett
Bennett Student Travel, Inc.**

Date: April 26, 2021

**Re: Weston High School Music Department
Walt Disney World Trip
March 3-7, 2022**

Enclosed, please find our proposal for coordinating the travel arrangements for the Weston High School Music Department's proposed trip to Walt Disney World in March 2022.

This proposal details how we would accommodate your group while at Walt Disney World. Although we have tried to be as specific as we could with each of the details of your trip, please feel free to contact me at any time about questions that you may have.

Thank you for selecting our company to arrange your upcoming trip to Walt Disney World again. We look forward to working with Weston High School again in 2022.

Please call me at any time if you have any questions.

BENNETT STUDENT TRAVEL, INC.

Post Office Box 2205
Fitchburg, Massachusetts 01420

978-342-7188 - Phone
978-342-1579 - Fax
email: dougbennett64@hotmail.com

Weston High School Music Dept. Walt Disney World Trip

March 3-7, 2022

Full Package Includes:

**Bus Transportation from Weston to/from the Airport
Round-Trip Air Fare to/from Orlando, Florida
4 Nights Hotel Accommodations
All Bus Transportation in Florida
4-Day Admission Ticket to Walt Disney World
Performances at Walt Disney World
Disney's Instrumental and Vocal Workshops
4 Breakfasts and 5 Dinners
All Travel Arrangements and Services
All Taxes and Gratuities**

Student Price: \$1543.00 - Quad Occupancy

Note - The prices listed above are estimated for 2022. The final trip prices cannot be set until the airline tickets have been booked and deposited and the final number of students attending the trip has been determined.

Payment Schedule

		Due From Students -----	Due to Bennett Student Travel -----
Payment #1	\$200.00 per person	06/10/21	06/15/21
Payment #2	\$200.00 per person	09/10/21	09/15/21
Payment #3	\$200.00 per person	10/10/21	10/15/21
Payment #4	\$200.00 per person	11/10/21	11/15/21
Payment #5	\$200.00 per person	12/10/21	12/15/21
Payment #6	Balance Due	01/10/22	01/15/22

Other Deadlines

We need an exact number of participants	12/10/21
The Rooming List is due in our office	12/20/21
Final changes made to the Rooming List	01/10/22

Monthly reviews will be conducted between the group leader and our company. These reviews can be conducted by telephone or in person.

All travel documents, schedules, etc. will be delivered to the group two weeks prior to the departure date.

A final information meeting is recommended between the directors, the chaperones, and our staff just before the trip to review the schedule in detail and answer any questions from the chaperones.

Travel Escorts and On-Site Services

There is a unique advantage for a group to hire our company to manage the detailed arrangements for their trip. No other travel company provides this type of service the way we do.

We will send 1 or 2 trained travel professionals along with your group to facilitate the various components of your group trip. These staff members travel with the group and stay with the group in the same room block as the students and chaperones. These escorts work behind the scenes during the trip arriving before the group at airports, hotels, theme parks, and performance venues.

By doing this, room keys will always be ready on time, buses will never arrive late, and airport glitches are quickly and efficiently handled by our staff, not by the chaperones or group leaders.

The most beneficial aspect of this service is that there are no additional costs associated with it. This is part of the service that we provide to each group.

Cancellation Penalties

There are many factors to consider when discussing the topic of cancellation penalties for a group.

Many items in this program are priced out based on 108 students, staff, and chaperones contributing to their costs. Should the number of paying students drop below 100, then these costs would need to be spread out over a smaller number thus increasing the per person price for the trip. Therefore, the amount of the penalty per person would need to be high enough to prevent an increase from being passed on to those students remaining on the trip. With this in mind, we have established the following cancellation policies.

Cancellation of Individuals

If an individual needs to cancel, the following penalty will apply based on the date that the cancellation is received in writing at our office.

Now	to	Jun 15, 2021	-	No Penalty
Jun 16, 2021	to	Sep 30, 2021	-	\$100.00 Penalty Per Person
Oct 1, 2021	to	Oct 31, 2021	-	\$300.00 Penalty Per Person
Nov 1, 2021	to	Nov 30, 2021	-	\$500.00 Penalty Per Person
Dec 1, 2021	to	Dec 31, 2021	-	\$750.00 Penalty Per Person
Jan 1, 2022	to	Jan 31, 2022	-	\$950.00 Penalty Per Person
Feb 1, 2022	to	Mar 7, 2022	-	Full Amount Paid Penalty

Cancellation of the Entire Group

If the entire group needs to cancel, the following penalty will apply based on the date that the cancellation is received in writing at our office.

Now	to	Jun 15, 2021	-	No Penalty
Jun 16, 2021	to	Sep 30, 2021	-	\$100.00 Penalty Per Person
Oct 1, 2021	to	Oct 31, 2021	-	\$200.00 Penalty Per Person
Nov 1, 2021	to	Nov 30, 2021	-	\$400.00 Penalty Per Person
Dec 1, 2021	to	Dec 31, 2021	-	\$650.00 Penalty Per Person
Jan 1, 2022	to	Jan 31, 2022	-	\$850.00 Penalty Per Person
Feb 1, 2022	to	Mar 7, 2022	-	Full Amount Paid Penalty

Optional cancellation insurance is available to individuals at an additional cost. This insurance would provide for a full refund of the amount paid for the trip if the individual needed to cancel due to a covered physical illness or an injury. Please note that this insurance will not provide coverage for a cancellation due to a pandemic or an epidemic. Further details about this insurance are available by contacting Doug Bennett at Bennett Student Travel, Inc. at 978-342-7188.

Weston High School Music Department

Disney World Trip - Tentative Schedule

Thursday **March 3, 2022**

Load the buses after school at Weston High School
The buses will bring the group from Weston High School to the airport
There will be time to buy dinner at the airport - \$15 cash provided
Fly to Orlando, Florida in the evening
The buses will bring the group to Disney's Pop Century Resort Hotel

Friday **March 4, 2022**

Breakfast at the hotel - \$15 cash provided
Bus from the hotel to Disney's Epcot
Admission into Disney's Epcot
Lunch is on your own in the park - Not Included
Disney's "You're Instrumental" workshop
Disney's "Disney Sings" workshop
Dinner is on your own in the park - \$15 cash provided
Watch the fireworks show - Illuminations!
Bus from Epcot to the hotel

TBA
TBA

Saturday **March 5, 2022**

Breakfast at the hotel - \$15 cash provided
Bus from the hotel to Disney's Magic Kingdom
Admission into Disney's Magic Kingdom
Lunch is on your own in the park - Not Included
Dinner is on your own in the park - \$15 cash provided
Watch the Magic Kingdom fireworks show
Bus from the Magic Kingdom to the hotel

Sunday **March 6, 2022**

Breakfast at the hotel - \$15 cash provided
Bus from the hotel to Disney's Hollywood Studios
Admission into Disney's Hollywood Studios
Lunch is on your own in the park - Not Included
The Weston High School Concert Band will perform
The Weston High School Orchestra will perform
The Weston High School Choir will perform
Dinner is on your own in the park - \$15 cash provided
Bus from Hollywood Studios to the hotel

TBA
TBA
TBA

Monday **March 7, 2022**

Breakfast at the hotel - \$15 cash provided
Bus from the hotel to Disney's Animal Kingdom
Admission into Disney's Animal Kingdom
Lunch is on your own in the park - Not Included
Bus from Disney's Animal Kingdom to the Orlando Airport
Dinner is on your own at the Orlando Airport - \$15 cash provided
Fly home from Orlando
The buses will bring the group back to Weston High School

**Weston Public Schools
Strategic Planning for Math
Revised Staffing Plan Using Esser II Funds**

On April 7, 2021, the Curriculum Committee was presented with a strategic plan for accelerating math growth and performance. The following staffing additions were shared as part of the plan and will be funded by the ESSER II monies. The table below was taken from page 7 of the Strategic Planning for Math document. The plan has since been revised as outlined below.

What is the change to the plan?

The WIS/WMS math intervention position highlighted in yellow will be changed to a HES Math CIL/math intervention role based on needs outlined on subsequent pages of this document.

Staffing Plan Using Esser II Funds - April 7, 2021						
School		Current	2021-22 (With Grant)	Increase	Cost	Benefits
1.	HES math Intervention*	.6 FTE	1.0 FTE	.4 FTE	45,835	665
2.	WIS math Intervention	.7 FTE	1.0 FTE	.3 FTE	36,043	523
3.	Shared WIS/WMS math intervention Changes to: HES .50 FTE Math CIL/ .50 FTE Math Intervention**	N/A	1.0 FTE	1.0 FTE	75,062 Excludes benefits	28,016
4.	WMS/WIS reading intervention	.7 FTE at WMS	1.0 FTE	.3 FTE	34,376	498
Totals		2.0 FTE	4.0 FTE	2.0 FTE	191,316	29,702
					\$221,018	

*With a shift to the HES CIL /intervention position, the 1.0 FTE math intervention position in line #1 would be a shared position serving both HES and WIS.

**There would be an additional \$6,500 cost for the CIL stipend and four summer days based on the WTA contract that would be covered by the ARP funding.

Why is the staffing plan for the grant-funded positions changing at this time?

Below are key reasons for shifting the highlighted position of a .50 CIL / .50 HES Intervention position

1. Math performance – The addition of a .50 HES Math CIL better supports the math strategic plan with coaching for the implementation of the new math resources and to provide the necessary professional learning support for differentiated instruction.
2. CIL model - Currently, the K-5 math CIL (Carolyn Vinton) supports approximately 50 general and special education teachers across two schools. By having Carolyn Vinton focus her efforts at WIS and hiring a new HES Math CIL, we are then able to provide improved teacher support.

Both Math CILs would serve approximately 25 teachers. This approach would mirror the model we currently have in place for literacy, with one CIL stationed at HES (Andrea Noble) and the other at WIS (Alex Bluestein).

What are the additional benefits of this plan?

3. Shifting instructional practice - Elementary teachers' comfort level and perceptions about math makes changing practice difficult without consistent and ongoing coaching. The type of coaching many teachers need involves co-planning and co-teaching, which is time intensive. Again, serving approximately 50 teachers across two buildings makes this difficult.
4. Content knowledge - Math is an area that elementary teachers tend to have less training and comfort teaching as compared to literacy. This means coaching and professional development needs to focus on content in addition to pedagogy. Currently serving 50 teachers across two buildings makes the available contact time less than what is needed for both math and science. By comparison, the ELA CILs service about 25 teachers each, which is a more manageable load.
5. Curriculum renewal - The amount of FTE devoted to math and science is insufficient to provide the level of support that is needed for both subjects. Generally, there is only enough time for the CIL to focus primarily on supporting one subject during a curriculum renewal.
6. Concurrent math blocks - The student math blocks at HES and WIS tend to be scheduled at similar times during the day in both buildings for appropriate reasons. This reality limits the contact time availability for classroom work with the CIL. Having a math CIL devoted to each building addresses this issue.
7. Common Planning Times – CPTs in both buildings take place during the lunch blocks on Tuesday, Wednesday, and Thursday. This sometimes necessitates making a choice of which grade the CIL can be available to work with during a CPT. Again, having a math CIL in both buildings addresses this challenge.
8. Professional learning days - Formal professional time takes place on the same days and times for both buildings. This divides in half the availability of math and science CIL to facilitate adult learning at HES and WIS.

What will be the resulting change in the CIL Structure?

See table below.

Enhanced K-5 CIL Structure with Grant Funding 2021-22 Literacy, Math & Science			
Subject	HES	WIS	Total K-5 Support
Literacy (Rdg, Writing, SS)	.50 FTE (Andrea Noble)	.50 CIL (Alex Bluestein)	1.0 FTE
Math	.50 FTE (TBD)***	.50 CIL (Carolyn Vinton)	1.0 FTE
Science	.50 FTE across grades K-5 (Carolyn Vinton)		.50 FTE

***The HES CIL position will be an internal posting only meaning that we will hire an existing WPS teacher with elementary math expertise.

What will be the resulting math intervention support at HES, WIS and WMS?

There will be approximately 1.0 FTE math intervention support dedicated at each of the three buildings with an additional .50 FTE that will be flexed between the buildings depending where there is the greatest concentration of student needs. It is anticipated that this additional support would be at the WIS.

Curriculum Committee Meeting

April 7, 2021 9:00 a.m.

Via Zoom Dial In: 1 646-558-8656 Code: 624214

1. Call to Order

The meeting was called to order at 9:00 am

Present Committee Members:

Taffy Miller (Chairperson), Gina Albert, Hillary Koyner

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Phillip Cross, Director of Finance and Operations; Lisa Wolak, WHS Principal; Janine Russo; CIL 6-8 Math; Carolyn Vinton, CIL L-5 Math and Science

2. Information and Discussion on Strategic Plan for Math Instruction 2021-22

Discussion:

Dr. Craw presented on the WPS Strategic Planning for Mathematics report.

- Math MAP testing results for grades 1-8 were examined comparing the previous year-to-year results as well as cohort comparisons.
- Dr. Craw reviewed six key strategies for addressing learning lag in math in 2021-22. Namely—setting goals for student growth, increasing math intervention personnel, providing the most up-to-date resources, professional learning for teachers, in-person summer learning for grades 1-8, and scheduling an external evaluation of our math intervention program.
- It was noted that the overall strategy is to create a positive atmosphere for continual teacher professional learning support and an enthusiastic urgency for student growth.

3. Information and Discussion on Summer Academy 2021

Discussion:

- Part of the strategic plan for addressing learning lag in reading and math is the implementation of a Summer Academy.
- While students who are currently receiving math or reading intervention are encouraged to attend Summer Academy, the program is open to all students entering grades 1-8.
- There is a fee to attend and registration is on a first-come, first-served basis.
- About one-third of those who were surveyed will require transportation. The District may possibly need to add two additional buses for the summertime (over the amount already in place for ESY).
- Committee members inquired about assessing student growth during Summer Academy and possibly measuring the overall impact for students who participate.

4. Information and Discussion on ESSER II Grant Application

Discussion:

- The ESSER II grant funds will be used to address learning loss due to the pandemic.
- Funds will be used to augment intervention staff across grades K-8. Two of the intervention positions that were part-time will become full-time.
- This grant funding will be used for the 2021-22 and 2022-23 school years.
- Summer Academy will be partially supported by ESSER II funds.

5. Approval of March 2021 Minutes

Motion Passed: With a motion Taffy Miller and second by Gina Albert, the March 2021 minutes were approved.

3 Yeas - 0 Nays.

6. Other curricular issues

Discussion:

The Committee discussed the format Annual Instructional Update presentation that is scheduled for the next meeting on May 12, 2021.

Meeting was adjourned at 10:29 a.m.

Respectfully submitted,

June Curiano

Curriculum Committee Meeting

May 12, 2021 9:00 a.m.

Via Zoom Dial In: 1 646-558-8656 Code: 571634

1. Call to Order

The meeting was called to order at 9:03 am

Present Committee Members:

Taffy Miller (Chairperson), Gina Albert, Hillary Koyner

Present Administration:

William McKersie, Ph.D., Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent; Dan DiVito, Director of Digital Learning & Technology; Tracy Edwards, Director of Pupil Personnel Services; Lisa Wolak, WHS Principal; Dan Doak, WMS Principal; Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Andrea Noble, CIL K-5 ELA and Social Studies; Alex Bluestein, CIL K-5 ELA and Social Studies; Carolyn Vinton, CIL K-5 Math and Science; Janine Russo, CIL 6-8 Math; Jamie Charles, CIL 6-8 Science & Technology; Christine Cincotta, CIL 6-8 ELA; Nicholas Torres, CIL 6-8 Social Studies; Mercedes Fernandes, CIL K-12 World Language; Patty Powers, CIL K-12 Physical Education & Health; Elizabeth Morris, CIL K-12 Performing Arts; Sydney Girardi, CIL K-12 Visual Arts

Members of the Public:

Anthony Pesco, Melissa Walker

1. Presentation of 2020-2021 Annual Instructional Update

Discussion:

- Dr. Craw reviewed the outline for the presentation and spoke on the fluctuations in trends in the data due to the pandemic.
- Mr. DiVito presented on the reading and math cohort data comparing the 2019-20 to 2020-21 school years. He reviewed the data charts by grade. Board members asked questions relative to the data.
- Ms. Noble, Ms. Bluestein and Ms. Cincotta addressed questions from the Board and spoke on strategies for differentiating lessons to meet the needs of all learners.
- Board members expressed concerns for grade 2 and grade 5 students who will transition to their respective next schools and asked about options for parents to work with their children over the summer. Math and ELA CILs Bluestein, Noble, Vinton and Russo reviewed opportunities that are available with the committee.
- The Committee discussed having a Web Page that organizes all the summer opportunities so that a parent with students in more than one school has the information in one place.
- Dr. Craw presented on the Implications and Strategies for Addressing Trends in Performance draft document. A key part of the strategy for addressing learning loss is collecting and analyzing data and reviewing in grade level teams and departments meetings.

The data will be used to work with intervention teachers to create timely plans for SRBI students, as well as support teachers in creating differentiation in the classroom for individual student needs.

- Grade 6-8 Mathematics CIL, Janine Russo expressed that the curriculum taught during this pandemic year did not sacrifice foundational skills. The challenge was in content depth and math “behaviors” such a classroom collaborations. Grade K-5 ELA and Social Studies CIL, Alex Bluestein agreed that all of the curriculum was taught, but next year teachers will focus on layering and depth of skills.
- Grade 6-8 Science CIL, Jamie Charles shared information on new resources that were made available this year to support instruction. The 6-12 science students covered all of the content but missed the hands-on experience. The new technology helped support the inquiry process and enhanced their experience given the remote nature of the classroom.
- World Language CIL, Mercedes Fernandes spoke on reinstating the depth of skills for world language learners and summer enrichment opportunities. Teachers will be trained to meet the students where they are.
- Grade K-12 Physical Education and Health CIL, Patty Powers addressed a Board question regarding the role of technology that was developed during the pandemic and how it may advance and enhance learning going forward. She spoke on the increased opportunity to use flipped classroom approach and how the incorporation of technology provided for better home fitness expectations, better performance assessments, and an ease in having students respond to sensitive discussion topics. Other CILs agreed and spoke on flipped classroom and credited it for the ability to keep content moving forward.
- Committee members and administration discussed a greater acceptance among teachers to use technology tools while keeping a balance with in-person classroom skills.
- The Committee expressed appreciation and admiration of the faculty for all of their hard work especially during this challenging year.

3. Other curricular issues

Discussion:

No other issues were put forth.

Meeting was adjourned at 10:42 a.m.

Respectfully submitted,

June Curiano