

Curriculum Committee Meeting

Tuesday, October 11, 2022 3:00 PM

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

I. Welcome and introductions

II. Approval of June 2022 meeting minutes

III. Special Education Update

III.A. CSDE Literacy Guidelines: Released
September 30, 2022

III.B. Updated Dyslexia Guidelines

IV. Social Emotional Learning curriculum update and PE/Health and Counseling partnership:

- Small Group Parent Meetings - Goal to ensure a common language and learn effective strategies for parents to support their children at home so learning is connected between the RULER and DBT programs.

V. NEASC Update

VI. District Committee Updates

VI.A. Literacy

- Summer '22 Reading Challenge Data
- K-8 Literacy Program Adoption Process

VI.B. Math

- Future Summer Math Challenge Data
- Tri-State Math 5-9 Visit

VI.C. Professional Development and Teacher Evaluation Committee (PDEC)

- Planning for November

VI.D. Assessment

- Adjustment to NWEA Student Report Distribution

VII. Next Meeting Topics

- WHS New Course Proposals for the 2023-24 school year

VIII. Adjournment

Curriculum Committee Meeting

June 8, 2022, 9:00 a.m.

Via Google Meet

Present Committee Members:

Bernadette Kingsley (Chairperson), David Felton

Present Administration:

Lisa (Wolak) Barbiero, Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent; Juliane Givoni, WHS Interim Principal; Laura Kaddis, HES Principal; Kelly DelVecchio, CIL K-2 Math; Patty Powers, CIL K-12 Physical Education & Health

1. Call to Order

The meeting called to order at 9:02 a.m.

2. Presentation and discussion of new kindergarten math resources

Discussion:

- Ms. DelVecchio presented on the new kindergarten math program, *Mathology* that was piloted this past school year in two kindergarten classes.
- She reviewed the structure of the program, the types of lessons, learning activities and resources included. She explained and spoke on the value of online support.
- Ms. DelVecchio also reviewed the cost of the new program, which is comparable to the current *Math in Focus* program that this program will replace.
- Committee members inquired on the grade one teachers' thoughts on the program and if they were concerned with students transitioning to *Math in Focus* in grade one.
- Committee members asked what the impetus was for the change and if there would be an annual review of the program. Ms. Barbiero commented that goals would be presented throughout the year to the Board to report on the academic return on investment.
- Ms. DelVecchio reported on the teacher professional development and ongoing teacher support planned for the coming school year.

3. Presentation and discussion of Physical Education curriculum renewal

Discussion:

- Ms. Powers presented on K-12 Physical Education curriculum renewal and the key shifts to the program. She reviewed the standards the PE department focuses on to prepare a “physically literate” individual.
- Ms. Powers reviewed notable curricular changes; and she reported on State of Connecticut fitness testing and the changes realized due to the pandemic. The department created enrichment opportunities that encouraged family involvement with at-home activities as well as enrichment opportunities that involved researching non-traditional activities.

- In addition, Ms. Powers reported on the Project Adventure course and the skills attained at each grade level.
- Committee members inquired about how the department addresses students who fall behind the standards. Ms. Powers gave an example of how a student is supported; creating their own personalized improvement plan and the formative check-ins that occur along the way.
- The Committee also discussed equipment and facility challenges/needs.

4. Follow up on Drug and Alcohol Survey

Discussion:

- Dr. Craw opened the discussion by reporting that the Survey results found that the LGBTQ subgroup was more at risk. Ms. Givoni stated that the high school group, Weston Identity Alliance, would meet with WHS administration at the end of the school year to discuss how administration can support their needs. Ms. Powers suggested there might be an opportunity to have a similar group at WMS. The goal is for students to have the resources they need to advocate for themselves.
- The Survey reported that students are starting risky behavior earlier. The administration would like to find a way to identify them in order to support their transition to ninth grade. In addition, administration has plans this summer to look more closely at 5th, 6th and 7th grade curricula to address the uptick in alcohol use.
- Ms. Givoni also reported on the reinstatement of rising ninth grader forum with parents. In addition, WHS distributed a survey to these parents on topics they would like to address.
- Mr. Felton commented that there may be other under-represented groups and suggested allocating resources to those groups or individuals.

5. Preliminary discussion of K-5 comprehensive literacy program

Discussion:

- Mrs. Kaddis opened the discussion by stating that Weston has a very comprehensive program that includes both Teachers College literacy protocols as well as a phonics program, *Foundations*, that includes phonics, phonological awareness and spelling.
- The *Foundations* phonics program that is in use in Hurlbutt has been added to grade 3 for the upcoming 2022-23 school year. This program is much more structured than the programming that is currently being used for grade 3.
- Ms. Barbiero spoke on the SRBI handbook written this year by a special committee of teachers under the direction of Dr. Craw to address progress monitoring and Tier 1-3 intervention in both reading and math.

6. Update on healthy learning environment

Discussion:

The Committee discussed the topic of how students are responding to recent school shootings and gun violence.

- Ms. Givoni spoke of a balance between ensuring that the district procedures support the

safety and security of the students, and helping them grapple with their feelings, without making it too much of a focus for the day.

- A crisis team consisting of WHS administration and counseling staff convened the day after the Uvalde, Texas school shooting. They discussed how to best support the students and acknowledge how they are feeling and how to help them move through it.
- Ms. Givoni gave a brief message to students and a reminder to report if they see something. She reported that students came forward to the administration to report on a variety of things.
- She spoke on the organized student protest that took place on May 26, and commended the students for conducting themselves in a very mature manner in voicing their opinions. She stated that while the administration does not condone student protests, they do have an obligation to ensure the safety of students when there is the potential of large numbers leaving the building. Since that was the case on this date, administration provided a space where they could monitor them and ensure they were safe. The protest was brief and organized and did not disrupt the school day or the work going on in the school.
- The superintendent had also sent out a communication the evening of the Uvalde tragedy and the school principals followed up with resources for parents on how to support their children.

7. Approval of April and May 2022 minutes

Motion Passed: Move that the Curriculum Committee approve the April and May 2022 meeting minutes. This motion made by Bernadette Kingsley and seconded by David Felton.

2 Yeas – 0 Nays

8. Other curricular issues

Discussion:

No other curricular issues were put forth for discussion.

Meeting adjourned at 10:32 a.m.

Respectfully submitted,

June Curiano



STATE OF CONNECTICUT STATE BOARD OF EDUCATION



TO: Superintendents of Schools
Charter School Directors
Regional Educational Service Center Directors
College and University Deans and Certification Officers

FROM: Charlene M. Russell-Tucker, Commissioner of Education *CRJ*

DATE: September 29, 2022

SUBJECT: Connecticut Approved Pre-Kindergarten (PreK) to Grade Three Core Comprehensive Reading Curricula/Programs

Section 10-14gg of the Connecticut General Statutes (C.G.S.) establishes the Center for Literacy Research and Reading Success (Center) within the Connecticut State Department of Education (CSDE). The C.G.S. 10-14ii requires the Center at the CSDE to review and approve at least five reading curricula/programs that must be implemented by all public-school districts effective in the 2023–24 school year.

As required in C.G.S. 10-14gg, the Center at the CSDE convened the Reading Leadership Implementation Council (Council) to inform its work. The Center at the CSDE consulted with the Council to develop the [2022 Guidelines for Open Review Period for Grades Pre-Kindergarten to Three Reading Curricula and/or Programs](#) (2022 Guidelines). From May 4, 2022, to May 25, 2022, districts and publishers submitted curricula/programs for review by the Center at the CSDE.

The CSDE's Review Team consisted of 16 Connecticut literacy experts, CSDE staff, and educational leaders. Several members of the Council also served on the Review Team. In total, the Review Team reviewed and rated the 25 curricula/programs¹ on each of the 25 critical literacy indicators aligned to the science of reading that are listed in the [2022 Guidelines](#). Each curriculum/program was reviewed by at least two reviewers. In addition to the ratings of Connecticut reviewers, other credible and comprehensive literacy material reviews and research findings, including [CURATE](#), [EdReports](#), and the [Colorado Department of Education Advisory List of Instructional Programming](#), were considered before final approval. At this time the PreK curricula/programs submitted for review were not found to meet expectations, however, one is under review as noted below.

Connecticut Approved K–3 Core Comprehensive Reading Curricula/Programs

The following curricula/programs, listed in alphabetical order, fully meet the expectations of the [2022 Guidelines](#) and are approved for use by districts until June 30, 2027:

- American Reading Company – ARC Core® (K–3), (2020);
- Amplify Education Inc. – Core Knowledge Language Arts (CKLA, 2017);
- Imagine Learning – EL Education Grades K–3, (2017);
- McGraw Hill Education – Wonders, (2020);
- Open Up Resources – EL Education, (2017); and
- Savvas Learning Company – myView Literacy, (2020).

Connecticut Approved Pre-Kindergarten (Pre-K) to Grade Three Core Comprehensive Reading Curricula/Programs

The following curricula/programs are under review, while they scored in the Meets Expectations range on the 25 indicators, they have not been reviewed by any other credible and comprehensive literacy review process:

- Savvas Learning Company – Three Cheers for Pre–K, (2022); and
- Schoolwide, Inc. – Fundamentals of Reading, Writing, Grammar, Content Literacy, and Foundational Skills.

Each local or regional board of education shall designate a signatory (e.g., superintendent, charter school director) who shall complete the [Required Notification Regarding Connecticut Approved PreK–3 Reading Curricula/Programs Survey](#) (survey) by December 16, 2022. Through this survey, districts will notify the Center at the CSDE as to their intentions regarding the July 1, 2023, implementation of Connecticut Approved K–3 Core Comprehensive Reading Curricula/Programs including:

- implementation of an approved curriculum/program;
- submission of an Application Requesting a Waiver of Connecticut Approved PreK–3 Core Comprehensive Reading Curricula/Programs; or
- request of an extension of one year to implement a Connecticut Approved PreK–3 Core Comprehensive Reading Curricula/Programs by July 1, 2024, due to insufficient resources or funding.

Please note, this survey will also inform the CSDE’s planning for the distribution of ARPA funds designated for the Center and determine if other financial support can be provided to assist districts with curricula/program implementation.

If local or regional boards of education are submitting an Application Requesting a Waiver of Connecticut Approved K–3 Core Comprehensive Reading Curricula/Programs (waiver request), curricula/programs reported by Edreports.org as "does not meet" or curricula/programs that do not meet expectations for use in Connecticut may not be included in the waiver request. The waiver request documents must be submitted to the SDE.LiteracyCenter@ct.gov by February 28, 2023.

For more information regarding the Application Requesting a Waiver of Connecticut Approved PreK-3 Core Comprehensive Reading Curricula/Programs and/or the survey, visit the [Center for Literacy Research and Reading Success \(ct.gov\)](#).

Informational webinars will be forthcoming to assist districts with the information shared in this memo. If you have any questions, please contact Dr. Melissa Wlodarczyk Hickey, Interim Director of the Center for Literacy Research and Reading Success, at SDE.LiteracyCenter@ct.gov.

CRT:mwh

¹ Some curricula/programs were submitted separately by different districts. In total, 53 submissions were received. Multiple submissions of the same curricula/programs were consolidated and resulted in 25 unique curricula/programs that were reviewed. Each submission was reviewed by at least two reviewers.