



Curriculum Committee Meeting
Wednesday, April 2, 2025
9:30 AM
Zoom Webinar

- I. Call to Order
- II. Approval of March meeting minutes
- III. Curriculum Updates:
 - NEASC Decennial Visit
 - Portrait of the Graduate - Reflection
 - Tri-State Visiting Committee Follow-up
 - District Feedback-"PD Your Way: Empower, Explore, Elevate"-Mar 21, 2025
 - Weston Leader and Teacher Evaluation and Support Plan Pilot
- IV. Personal Finance Course Overview
- V. Academic Year in Review-Date change
- VI. Future Meeting Topics:
 - District Writing
 - *Weston Connect*: A Community Skills and Networking Database
- VII. Adjournment

Curriculum Committee Meeting

March 5, 2025 at 9:30 a.m.

Via Zoom

Present Committee Members:

David Felton (Chairperson), Lisa Luft, Chap Hoeppe

Present Administration:

Tina Henckel, Ed.D, Assistant Superintendent; Meghan Conetta, WHS Principal; WMS Principal Pattie Falber, WIS Principal; Laura Kaddis, HES Principal; Amy Holmes, 6-12 ELA CIL; Andrea Noble, K-2 ELA and Social Studies CIL; Alex Bluestein, 3-5 ELA and Social Studies CIL

1. Call to Order

The meeting called to order at 9:35 a.m.

Discussion:

Mr. Felton reviewed the general purpose of the Curriculum Committee meeting and the virtual meeting norms.

2. Approval of February 2025 meeting minutes

Motion Passed: Move that the Curriculum Committee approve the January 2025 meeting minutes. This motion made by Lisa Luft and seconded by Chad Hoeppe

3 Yeas – 0 Nays

3. Academic Highlights

Discussion:

- Read Across America presentations were led by Andrea Noble for grades K-2, Alex Bluestein for grades 3-5 and Amy Holmes for grades 6-12:
 - Grades K-2 and 3-5 held Read Across America Spirit Week activities to engage students in varied reading scenarios both in the classroom and at home. Activities included tracking reading minutes, reading in a silly place, and dressing up like a favorite character.
 - Ms. Holmes discussed Read Across America activities at the middle school, addressing challenges in engaging middle school students with independent reading. She highlighted classroom visits, student activities, and the positive impact of 8th-grade students promoting reading to 6th-grade students.
 - She also shared information about popular books at WMS and WHS libraries and an upcoming author visit by Allison Gerber on April 11.
 - The WHS Library media specialist has made impressive changes to the library culture. The high school library has a robust non-fiction collection. The LMS will be doing book talks and classroom visits with book carts.

- Dr. Henckel connected the week’s activities to school goals, emphasizing the benefits of reading for vocabulary, comprehension, spelling and speech.
- The Committee discussed student choice in book selection. K-5 classroom libraries are regularly updated, and teachers provide a wide variety of reading materials.
- Music in Our Schools Month (MIOSM):
 - Dr. Henckel provided an overview of Music in Our Schools Month. Activities include a side-by-side band concert with the middle and high school and school musical performances at Weston Intermediate School and Weston High School.
 - Principal Falber highlighted the diverse musical experiences and opportunities available to students, mentioning the upcoming *Finding Nemo* musical March 8 and 9.
 - Principal Kaddis described how music is integrated into the daily routine for K-2 students, including musical moments during morning announcements and exposure to musical vocabulary.
 - Committee members discussed engaging community musicians for in-school field trips/workshops.

4. Future Meeting Topics

Discussion:

- Committee requested future discussion on:
 - District writing curriculum with focus on high school preparation for letter writing; possibly engaging senior citizens and expanding Key Club and Kiwanis initiatives.
 - Personal finance and financial literacy.

5. Adjournment:

Meeting adjourned at 10:41 a.m.

Respectfully submitted,

June Curiano



Portrait of the Graduate

Weston Public Schools

Presented to the Curriculum Subcommittee April 2, 2025

Overview

- Weston High School students demonstrate mastery in six broad competencies prior to graduation through successful creation and presentation of an electronic portfolio. This process is started at the end of freshman year and culminates when students are seniors.
- The portfolio is comprised of student work chosen from a variety of fields and displayed on an electronic site.
- The Class of 2025 presented their work to a panel of WHS faculty and community members on March 12, 13 & 14.
- Successful completion of the Portrait of the Graduate is required for graduation and is reflected on the transcript as one credit marked by a 'P'

The Competencies



A graduate of Weston High School:



Thinks Critically

Analyzes concepts, questions ideas, evaluates information, draws inferences and conclusions, applies knowledge to novel situations



Communicates with Purpose

Establishes purpose, advances a position, engages the audience, uses compelling resources, listens critically



Solves Problems

Designs questions, proposes solutions, demonstrates reasoning, overcomes obstacles, reflects on outcomes



Expresses Creativity

Designs novel ideas, seeks feedback, accepts criticism, takes intellectual and aesthetic risks, presents a unique point of view



Cares for Self

Advocates for oneself, sets goals for a healthy lifestyle, makes thoughtful decisions, notices and regulates emotions



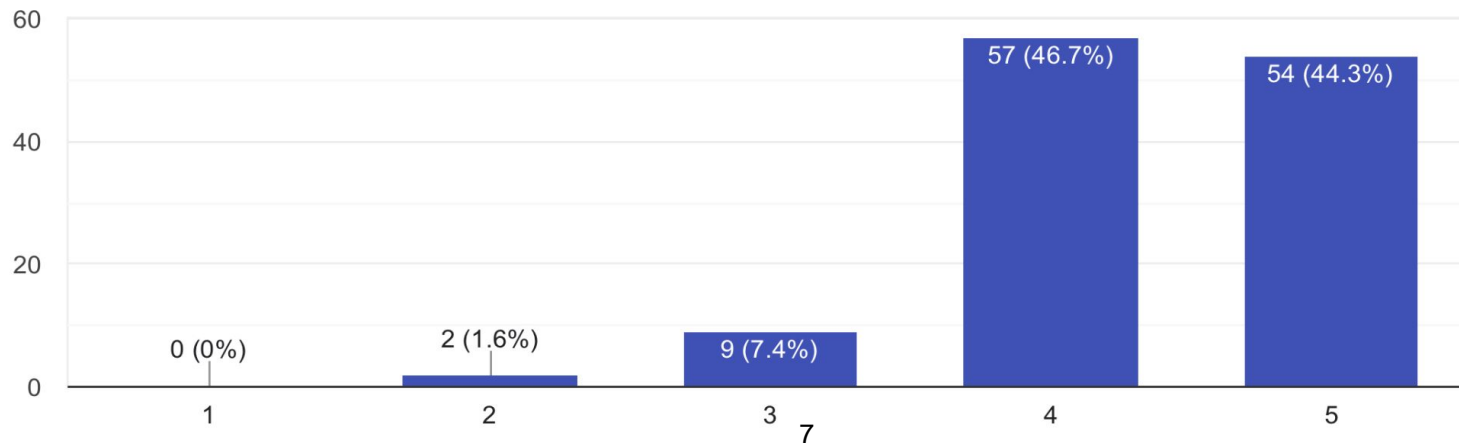
Cares for Others

Fosters sharing of ideas, considers alternate perspectives, demonstrates empathy, collaborates toward a common goal, contributes positively to school and community

Portfolio Exemplar and Student Feedback

To what extent do you feel that this e-portfolio is a representation of you and what your learned in Weston High School?

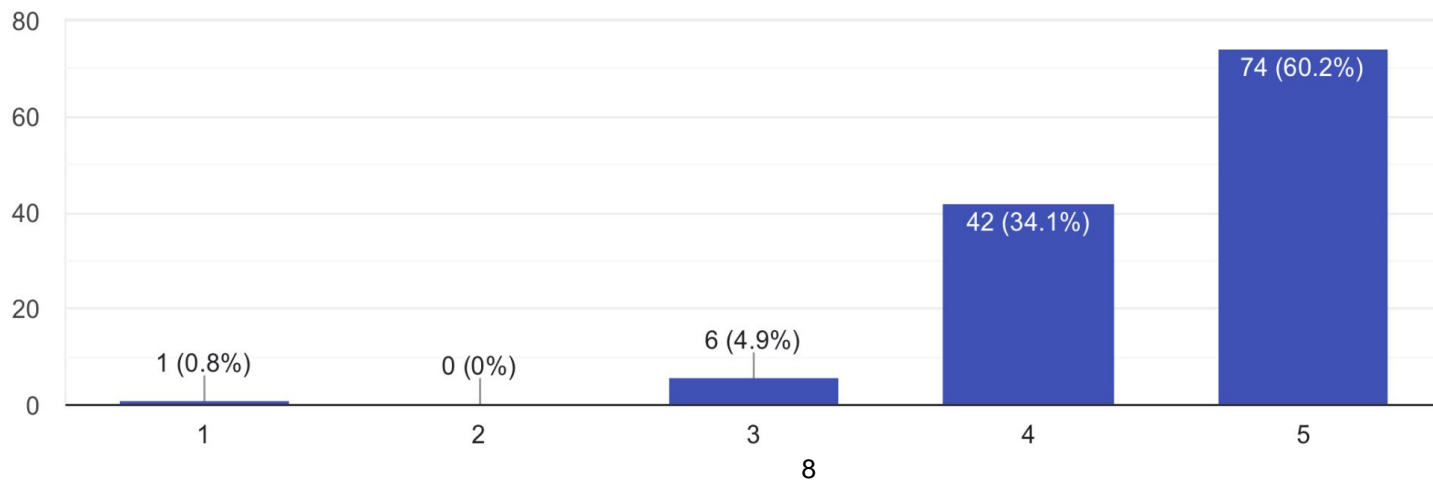
122 responses



Student Feedback

How do you feel about the quality of the work you submitted in your Portrait of the Graduate e-portfolio?

123 responses



Student Feedback

Open-Ended Response: *What part of the Portrait of the Graduate process did you find most useful?*

“Reflecting on yourself- it’s helpful to be able to put into words what about you has changed so you can actually understand it.”

“It was impactful to take a step back and appreciate all the work I’ve done.”

“Looking back at the work I've done and the most challenging aspects of high school was crucial in identifying potential areas of growth for myself in the future.”

“I found the overall “I am ready” essay the most useful because it served as a reflection upon my 4 years at WHS, and it make me proud of what I accomplished.”

“I found reflecting on my past work and being able to see the progress that i’ve made was a great feeling.”

“The conversation with the panel—⁹it helped me be reflective on how I’ve grown over the past 4 years.”

Next Steps

There is lots to celebrate about about the state of Portrait of the Graduate.

Reconvene stakeholders to discuss process and requirements in late spring.