

Curriculum Committee Meeting

Wednesday, June 8, 2022 9:00 AM

Virtual Meeting

I. **Call to order**

II. **Presentation and discussion on new kindergarten
math resources for 2022-23**

III. **Presentation and discussion on Physical
Education curriculum renewal**

IV. **Follow up on Drug & Alcohol Survey**

V. **Preliminary discussion of K-5 comprehensive
literacy program**

VI. **Update on healthy learning environment**

VII. **Approval of April and May 2022 minutes**

VIII. **Other curricular issues**



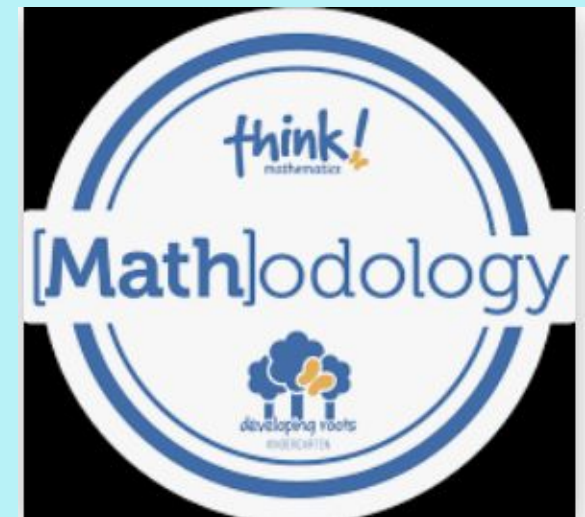
Proposal: Kindergarten for 2022-2023

Criteria

Research

Pilot

Committee



Methodology: Developing Roots

Background

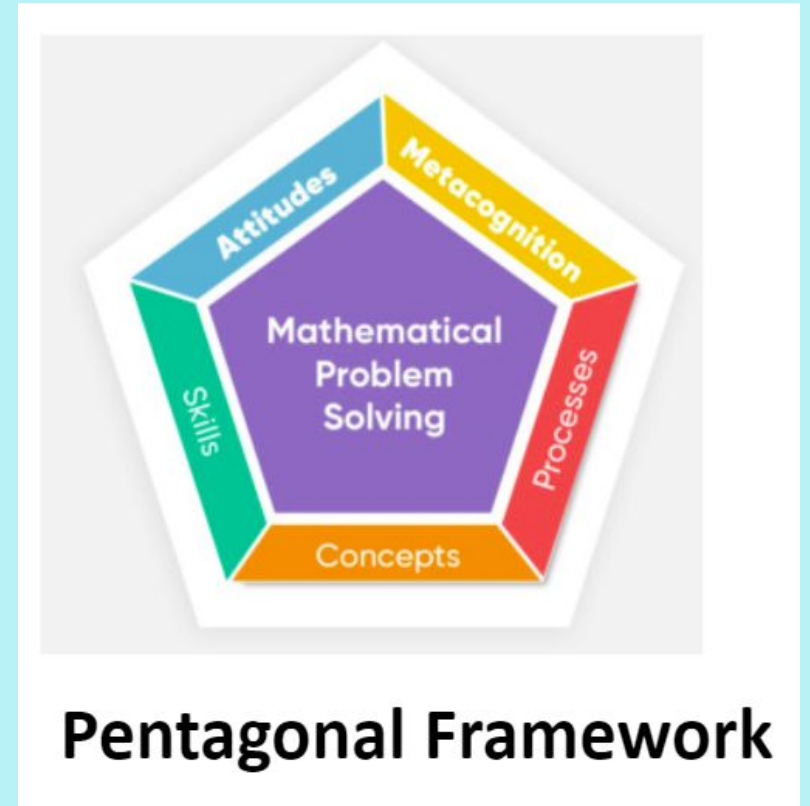


Concrete-Pictorial-Abstract
Approach

EXPLORATION

COMMUNICATION

PURPOSEFUL PLAY



Seamless transition into *Math in Focus*

Methodology: Developing Roots

Resources



Teacher's Guides



Student Thinkpads
Activity Cards
Playing Cards

Methodology: Developing Roots

Online Support



DR Kindergarten Teacher Tool Kit

[Access Tool Kit](#)



Navigating the Kindergarten Teacher Tool Kit

Directions for navigating the Kindergarten Premium Teacher Tool Kit. [Click here Webinar on Tool Kit here](#)



The Coaching Corner Grade K [Spring 2022]

All Sessions are held 12:30-1:30 pm (EST) Thursday, January 6 Thursday, February 10 Thursday, March 3 Thursday, April 7 Thursday, May 5 A Zoom link will be posted here one day before each session. April 7th Zoom

Topic 1: Counting Sequence

[Videos](#) [Downloads](#) [Helpful Links](#) [Seesaw](#) [Gallery](#)



Early Elementary Program Overview
6 Concepts



Addition Subtraction Fact Fluency Practice
8 Concepts



Organizing Materials
4 Concepts



Lesson Format
4 Concepts



Core Competencies
5 Concepts



Assessment
2 Concepts



Chapter 1 Number
5 Concepts



Chapter 2 Measurement
3 Concepts



Chapter 3 Geometry
3 Concepts



Chapter 4 Operations
4 Concepts

Methodology: Developing Roots

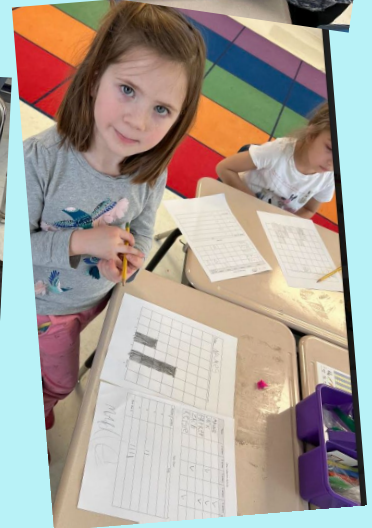
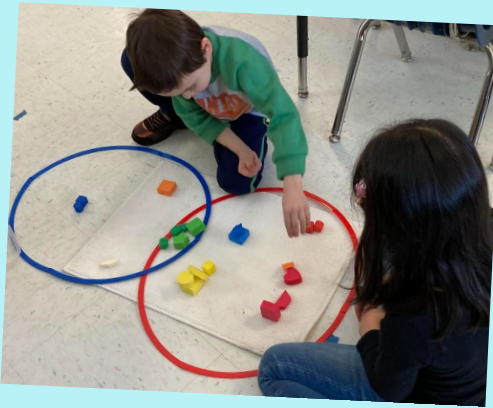
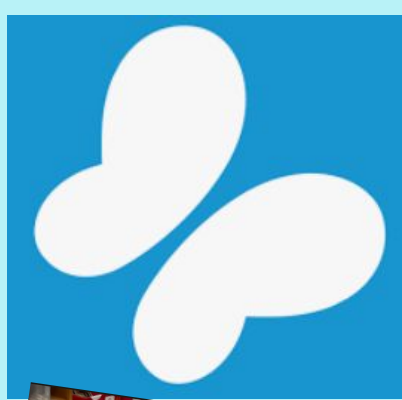


What our teachers are saying...

- Developmentally appropriate use of materials
- Student Centered
- Online teacher resources
- Collaboration with the writer of the program
- Less structured workbook
- Math Shelf with games & activities to revisit previously taught skills
- Thought provoking guiding questions
- Concrete representations of numbers in a variety of ways
- Students work at their level & feel successful
- Reaches all learners
- Hands-on
- Lots of math talk
- Kids really enjoy math & choose to do the activities throughout the day
- Math is fun & engaging

Methodology: Developing Roots

What our students are doing...

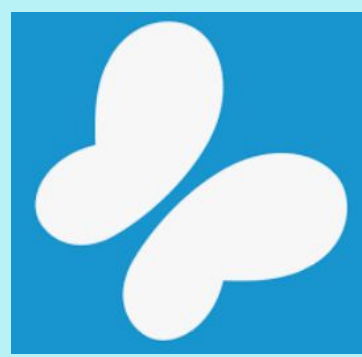




Methodology: Developing Roots

Cost Comparison

Program	Cost 22-23	Anticipated Future Cost	Cost over 6 years
Methodology: Developing Roots	\$9,625	\$5,320	\$36,225
Math in Focus 2020 6 year Subscription	\$6,127	\$6,127	\$36,760



Methodology: Developing Roots

What do our Kindergartners have to say about math this year...

“I LOVE...”

Shelf days

Math Games

Number Bonds

ipad & DreamBox

Playdoh

Foam Blocks

Animals

Geoboards

Dominoes

“Math is FUN!!!”

“I really like to...”

Add

write number sentences like $5+5=10$

learning about our numbers

write numbers

figure out how many in all

counting high

figure it out

Thank you for your support!



Weston Public Schools Textbook Adoption Form

School: Hurlbutt **Date:** 5/24/2022
Subject Area: Math
Grade Level: Kindergarten **Grades:** Kindergarten

Committee Members:

Kelly DelVecchio - K-2 Math CIL
Laura Kaddis & Matthew Paylor - Administrators
Patti Grenier & Brie Guertin - Pilot Teachers
Eliza Tabacchi, Linda Caird, Lisa Gonzalez, Meg Robinson, Shannon O'Hara - Non-Pilot Teachers

Selection criteria or parameters established for this textbook:

Program should:

- Be well aligned with both the content and practice standards of the Common Core State Standards for mathematics.
- Support Weston Public Schools district and school goals.
- Be developmentally appropriate.
- Be engaging and hands-on.
- Provide foundational skills that align with subsequent grade levels.
- Provide differentiated instruction to meet individual student needs.
- Provide teachers with appropriate support materials needed for successful implementation.

Weston Public Schools Textbook Adoption Form

Textbooks reviewed during the process:

Title: Methodology: Developing Roots
Author: Sarah A.Schaefer & Cheri R. Gardner
Publisher: Methodology
Publication Date: 2020

Title: Math in Focus
Author: Michelle Choo
Publisher: Marshall Cavendish Education
Publication Date: 2020

Research Conducted:

As grades 1-8 were renewing the 2020 edition of *Math in Focus*, it was a good time to look at other options for kindergarten. In Singapore there is no kindergarten, therefore a kindergarten curriculum does not exist. In order to provide a *Math in Focus* option in America, a kindergarten program was developed to address the standards while maintaining the *Math in Focus* pedagogy. The kindergarten 2020 edition contains many of the same upgrades as the other grades and is workbook based. At this time, the *Math in Focus 2013 edition* is being used as a structure, adapted to be more developmentally appropriate with games and activities, and supplemented with math centers. Initial research done by the math CIL led to exploring *Methodology: Developing Roots*. The author of the program wrote it with a Montessori preschool background to bridge curriculum used at the elementary level to the Singapore philosophy. The Montessori philosophy is based on child exploration activities including purposeful play while still maintaining the Singapore pedagogy. Through the same pentagonal framework based on mathematical problem solving, math is taught through the CPA approach, concrete-pictorial-abstract, creating a seamless transition into *Math in Focus* and meets all of Connecticut core standards for kindergarten. Currently, Westport has adopted *Methodology: Developing Roots* for kindergarten across the district with a lot of success.

Pilot:

Methodology: Developing Roots was piloted in two kindergarten classes in the 2021-22 school year. Prior to the start of school, training was provided to the math CIL, math interventionist, and the classroom teachers. Throughout the year, these teachers worked closely with each other and the math CIL, meeting each week to plan, reflect, and support one another. Ongoing conversations were helpful to sort out program similarities and differences. Every month the math CIL met virtually with the program developer and her team along with other districts who are using the program. This was a helpful forum to enable teachers and to get real-time training with concepts on the horizon. The five teachers who are still using *Math in Focus* were afforded the opportunity to visit these two classrooms to observe lessons and to look over the materials.

Weston Public Schools Textbook Adoption Form

Committee Recommendations:

The Committee recommends *Methodology: Developing Roots* be adopted for kindergarten.

Title: *Methodology: Developing Roots*

Author: Sarah A.Schaefer & Cheri R. Gardner

Publisher: Methodology

Publication Date: 2020

Planned date of next edition: unknown (updates were made in 2021 & 2022 prior to printing)

DRP Score: unknown

Unit Cost: \$49.99/student bundle -initial cost; \$28.99/student bundle-annual cost

Number of texts being purchased: 110 new bundles + 40 refresher bundles

Total cost (including shipping): \$9,624.60 (including teacher materials)

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

Both in content and pedagogy, *Methodology: Developing Roots* is an excellent fit for meeting the Common Core State Standards for mathematics through an age appropriate developmental approach. Its greatest strength is in its ability to create long-lasting mathematical behaviors and attitudes.

Recommendation approved by:

Kelly DelVecchio

Date: 5/25/2022

CIL

Laura Kaddis

Date: 5/31/2022

Principal

Kenneth Crow

Date: 6/1/2022

Assistant Superintendent

Weston Public School's

Physical Education Programming

Renewal Update



Spring 2022





SHAPE

America

SOCIETY
OF HEALTH
AND PHYSICAL
EDUCATORS

health. moves. minds.

CTAHPERD

Connecticut Association of Health, Physical Education, Recreation, and Dance



- ***NEWLY ADOPTED HEALTHY BALANCED LIVING CURRICULUM FRAMEWORKS***
- ***FOLLOWS SHAPE AMERICA STANDARDS AND GRADE LEVEL OUTCOMES***

[**CLICK HERE FOR DOCUMENT](#)

Our Goal is to Develop “Physically Literate” Individuals

“Physical literacy is the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person.” - Shape America



COMPETENCE



CONFIDENCE



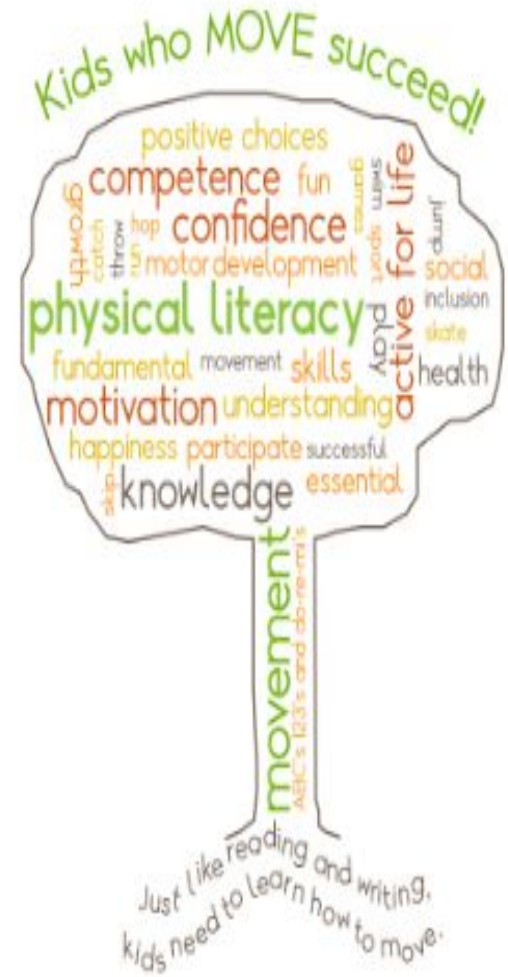
MOTIVATION



PARTICIPATION

“ A physically literate individual....

- *Has learned the skills necessary to participate in a variety of physical activities.*
- *Understands the implications and benefits of involvement in various types of physical activities.*
- *Participates regularly in physical activity and consistently works toward being physically fit.*
- *Values physical activity and its contributions to a healthful lifestyle.*





SHAPE AMERICA NATIONAL STANDARDS



National Standards & Grade-Level Outcomes for K-12 Physical Education



STANDARD FOUR
I ACT FAIRLY AND RESPECTFULLY WHEN I PLAY

STANDARD THREE
I SHOW THAT I KNOW HOW TO GET FIT AND STAY FIT

STANDARD ONE
I HAVE THE SKILLS TO MOVE AND PLAY

STANDARD TWO
I SHOW THAT I KNOW HOW TO MOVE AND USE A PLAN WHEN I PLAY GAMES

STANDARD FIVE
I KNOW WHY IT IS IMPORTANT TO BE PHYSICALLY ACTIVE

***Standard 1:** The physically literate individual demonstrates competency in a variety of *motor skills and movement patterns.*

***Standard 2:** The physically literate individual applies knowledge of *concepts, principals, strategies and tactics* related to movement and performance.

***Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a *health-enhancing level of physical activity and fitness.*

***Standard 4:** The physically literate individual exhibits *responsible and social behavior* that respects self and others.

***Standard 5:** The physically literate individual recognizes the value of physical activity for *health, enjoyment, challenge, self-expression, and/or social interaction.*

The Process...



- 1. Used the PECAT analysis tool.***
- 2. Analyzed SHAPE America's National Standards and Grade Level Outcomes as well as the newly adopted 2021 CT Healthy and Balanced Living Curriculum Framework.***
- 3. Compared our current content and learning outcomes to the National Standards and Grade Level Outcomes.***
- 4. Collaborated with colleagues to identify our current strengths as well as areas that need improvement.***
- 5. Identified essential questions and enduring understandings to guide our units of instruction.***
- 6. Created K-12 Scope and Sequence that's aligned with nationally recommended skill progression.***
- 7. Updated ATLAS with revised and newly created units.***
- 8. Our curriculum is a working fluid document. Next focus - assessments.***

Physical Education by Grade Level

<p>K-2</p> <p><u>Hurlbutt</u></p>	<p>3-5</p> <p><u>WIS</u></p>	<p>6-8</p> <p><u>Middle School</u></p>	<p>9-12</p> <p><u>High School</u></p>
<p><u>K- 2</u></p> <p>- 2x per week - 30 min.</p>	<p><u>3rd, 4th, and 5th</u></p> <p>- 2x a week - 40 min.</p>	<p><u>6th, 7th, and 8th</u></p> <p>- 5/10 day cycle - every A or B day - 43 min</p> <p><u>2022-2023</u></p> <p>- 53 min.</p>	<p><u>9th and 10th</u></p> <p>- 4/8 day cycle for one semester</p> <p><u>11th and 12th</u></p> <p>- 4/8 day cycle for one quarter</p>

Elementary Focus

Foundational Skills
Knowledge and Values

Middle School Focus

Application of Skills
Knowledge and Values

High School Focus

Lifetime Activities - Skills
Knowledge and Values

The Road to a Lifetime of Physical Activity



Notable Curricular Changes

- *More Personalized Instruction*
- *More Technology and Digital Learning Incorporated*
- *Choice Infused Throughout*
- *Better Connected to National Standards*
- *An Increase in Social/Emotional Learning and Connections*
- *More Fitness-Based*
- *Family and Community Involvement*
- *More Emphasis on Outside of School Fitness*



SCOPE AND SEQUENCE

[Click title for document link](#)

WPS – Physical Education Scope and Sequence

	Unit	Content	Skills
K	Throwing and Catching	underhand, overhand, visual tracking and projecting,	Toss an object underhand using one and both hands. Toss an object overhead using one or both hands. Catch a slow moving object with both hands. Visually track a slow moving object moving toward them.
K	Striking	forehand, backhand with short and long implements, kicking	Strike a large stationary object off of a tee using forehand with both long and short implements. Strike a large stationary object off of a tee using backhand with both long and short implements. Kick a large stationary ball with dominant foot.
K	Movement Patterns and Concepts	hopping, sliding, galloping, running, jogging, skipping, leaping, jumping, jump roping, landing, balance, rolling, twisting, bending, stretching	Begin to hop, slide, gallop, run, jog, skip, leap, jump, land, balance, roll, twist, bend, and stretch. Create different types of bases for support. Begin to perform a basic jump rope. Use space appropriately and safely while performing movements.
K	Cooperative Activities	personal responsibility, acceptance, teamwork, following rules and etiquette, safety in the gym, safety outside	Explain how to be responsible in PE class. Follow basic rules. Show kindness toward teammates. Be safe in all activities in PE class.
K	Rhythm and Dance	balance, patterns, rhythm, timing, stretching	Begin to demonstrate balance while performing locomotive movements and motor skills in class activities. Begin to perform movement patterns in class activities. Begin to use rhythm and timing in class activities.
K	Muscular Strength and	push-ups, curl-ups, endurance, cartwheels, rolling, balancing, climbing	Begin to perform modified push-ups. Begin to perform modified curl-ups.

SKILL AND CONCEPT MAP

Click title for document link



PE CURRICULUM - SKILL AND CONCEPT MAP

E = Emerging

M = Maturing

A = Applying

Gray = Not a Focus

Skill or Concept	K	1	2	3	4	5	6	7	8	9	10	11	12
Underhand throw	E	M	A	→	→	→	→	→	→	→	→	→	→
Overhand throw	E	E	M	A	A	A	→	→	→	→	→	→	→
Catching	E	E	M	M	A	A	→	→	→	→	→	→	→
Catching with Movement/Levels				E	M	A	→	→	→	→	→	→	→
Catching/Control using Forehand and Backhand							E	M	A	→	→	→	→
Punting				E	M	A	→	→	→	→	→	→	→
Kicking/Passing	E	E	M	M	A	A	→	→	→	→	→	→	→
Pivots, Fakes, Cutting, Jab Steps							E	M	A	→	→	→	→
Kicking/Passing - with Movement					E	M	A	→	→	→	→	→	→
Striking - Stationary	E	E	M	M	M/A	A	→	→	→	→	→	→	→
Striking - with Movement				E	M	M	A	→	→	→	→	→	→
Striking with Implement - Stationary	E	E	M	M	A	→	→	→	→	→	→	→	→
Striking with Implement - with Movement Forehand					E	E	M	A	→	→	→	→	→

FITNESS TESTING



CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Connecticut Physical Fitness Assessment
Third Generation

- Students tested from grades 3 to 10.
- Results in grades 4,6,8, and one year of high school are reported to the State.
- We saw a significant dip in our aerobic endurance results last year due to the pandemic impact as well as instructional changes that were necessary for Covid safety concerns.
- At first glance - we have made some progress and are working toward more improvement than we saw this year.
 - Middle School and WIS - Implemented test for grades 3-8 in the fall when students are in a more serious state of mind. Better results reported.
 - High School - spring testing - results not as strong.
 - Next steps - tighten testing environment and procedures, use Canvas and Google Classroom for fitness data analysis, goal setting, and reflection, administer pre, and formative assessments.

Family and Community Connections

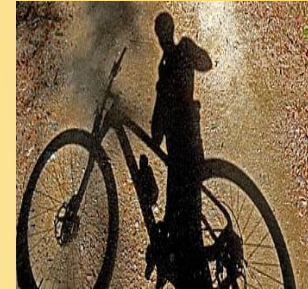
- Family involvement in at-home activities
- Researching of local alternative non-traditional activities
 - Extra credit enrichment opportunities



Best Trails in Weston
★★★★☆ 1,479 Reviews

Looking for the best hiking trails in Weston? Whether you're getting ready to hike, bike, trail run, or explore other outdoor activities, AllTrails has 14 scenic trails in the Weston area. Enjoy hand-curated trail maps, along with reviews and photos from nature lovers like you...

Show more

A map of the Weston area in Massachusetts, showing several green circular markers with numbers 2, 3, 4, and 5 indicating trail locations. The map includes labels for nearby towns like South Salem, Branchville, Georgetown, Lewisboro, Easton, Cannondale, Weston, Wilton, Pound Ridge, and Pinneys Corners.

Project Adventure



***Staff recently went through PA Refresher Training in the Fall.**

***Two staff members will participate in the PA Advanced Skills Training this summer.**

K-2 - *Communication, Responsibility, Kindness, Honesty, Respect, Patience, Tolerance, and Kindness*

3-5 - *Verbal and Nonverbal Communication, Cooperation, Collaboration, and Sportsmanship*

6-8 - *Advocacy, Safe Risk-Taking, Leadership, Etiquette, Acceptance, Positive Self-Talk, Inclusivity, Problem Solving, and Corrective Feedback*

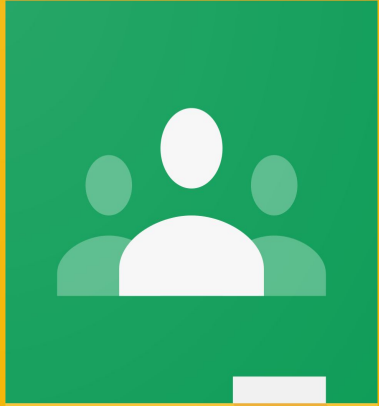
9-12 - *Self-Management, Overcoming Challenge, Morals and Ethics, Strategy, and Self-Respect*



Technology and Digital Learning

- Hurlbutt - SeeSaw
- WIS and MS - Google Classroom
- HS - Canvas

These platforms are used to introduce, reinforce, and assess classroom activities and tasks. We are also able to provide extra enrichment opportunities for our students that we are not able to offer in our classes.



CANVAS



Challenges and Things we are still working on

- *Increasing the amount of MVPA (moderate to vigorous physical activity) in all Physical Education classes.*
- *Encouraging all students K-12 to get 60 minutes of MVPA per day.*
- *Supporting this through extra enrichment and family connection activities.*
- *Assessments - Creating new experiences that will inform us as to “what are students are able to do” as a result of learning activities and experiences.*
- *Technology - training/teacher comfort level.*
- *Time - we never have enough!*
- *Scheduling - Teachers being split between schools, common planning time, multiple preps.*

Questions



Curriculum Committee Meeting

April 6, 2022, 9:00 a.m.

Via Google Meet

Present Committee Members:

Bernadette Kingsley (Chairperson), David Felton, Taffy Miller

Present Administration:

Kenneth Craw, Ed.D., Assistant Superintendent; Juliane Givoni, WHS Interim Principal; Dan Doak, WMS Principal; Dan DiVito, Director of Digital Learning and Technology; Alex Bluestein, CIL 3-5 ELA and Social Studies

Members of the Public:

Kristana Esslinger

1. Call to Order

The meeting called to order at 9:03 a.m.

2. Discussion of AP and Honors courses, placement and appeal processes

Discussion:

- Ms. Givoni described the steps for student course placement for those students who wish to enroll in a course for which they need further recommendation. The rate of approval of requests is about 65-70%. She explained that the administration tries to strike a balance between giving the student an opportunity to take on a challenge and not setting them up for failure.
- In the last five years, Weston High School has worked to increase access to AP courses. AP participation has improved not only due to the waiver process but also due to the increase in AP offerings.
- Ms. Kingsley inquired about tracking AP access by subgroups. Ms. Givoni reported that they track the outcomes of those who made requests as to whether the waiver was appropriate for the individual.

3. Follow up on reading and math goals and action steps

Discussion:

- Ms. Bluestein gave a presentation regarding extending the Foundations curriculum into third grade as part of the District's comprehensive literacy program.
- The grade 3 Foundations program focuses on both word decoding and spelling, and meets the anticipated 2023-24 State of Connecticut requirement for structured literacy in grades K-3.

- Ms. Bluestein reviewed the teacher training proposed for the fall as well as follow up sessions included in the implementation.
- The start-up costs include teacher's guides, instructional materials and consumable materials as well as training sessions. ESSER grant funds have been set aside to cover these costs.
- Dr. Craw gave a presentation on longitudinal data for MAP scores in reading and math.
- The Committee discussed the data and asked about indicators that would give information on how the district arrived where they are now.

4. Information on next steps regarding the Developmental Relationships Survey and presentation at the April 21 BOE meeting

Discussion:

- The public presentation of the Developmental Relationships survey results will be presented at the next Board of Education meeting. In addition to what was presented at the Curriculum Committee a few months ago, it will include longitudinal information to show trend over time.
- Mr. Felton asked questions relating to the preparedness of the presenters in addressing concerns from the public during the meeting.

5. Approval of March 2022 minutes

Motion Passed: Move that the Curriculum Committee approve the March 2022 meeting minutes. This motion was made by David Felton and seconded by Taffy Miller.

3 Yeas – 0 Nays

6. Other curricular issues

Discussion:

No other curricular issues were put forth for discussion.

Meeting adjourned at 10:45 a.m.

Respectfully submitted,

June Curiano

Curriculum Committee Meeting

May 11, 2021 9:00 a.m.

Weston Intermediate School, Room 118

1. Call to Order

The meeting called to order at 9:03 am

Present Committee Members:

Bernie Kingsley (Chairperson), Taffy Miller, David Felton

Present Administration:

Lisa Wolak, Superintendent; Kenneth Craw, Ed.D., Assistant Superintendent; Dan DiVito, Director of Digital Learning & Technology; Tracy Edwards, Director of Pupil Personnel Services; Juli Givoni, WHS Interim 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; Kelly Delvecchio, CIL K-2 Math; Carolyn Vinton, CIL 3-5 Math and K-5 Science; Janine Russo, CIL 6-12 Math; Jamie Charles, CIL 6-12 Science & Technology; Jessica DiBuono, Ph.D., CIL 6-12 English; Nicholas Torres, CIL 6-12 Social Studies; Mercedes Fernandes, CIL K-12 World Language; Patty Powers, CIL K-12 Physical Education & Health; Elizabeth Morris, CIL K-12 Performing Arts

Members of the Public:

Phillip Cross, Peter Gordon

1. Presentation of 2020-2022 Annual Instructional Update

Discussion:

- Mathematics, Grades K-5, was presented by Carolyn Vinton and Kelly Delvecchio. A question was raised by a committee member regarding changes made to address pre-COVID decline in math scores, however the CIL pointed out that math scores for this age group were strong before the pandemic and that grade 5 was the second highest in the DRG. The Committee also inquired about the role of standardized testing and how it informs instruction.
- Janine Russo presented mathematics, Grades 6-12. The same question about decline in math scores was posed and the CIL spoke to the changes implemented to address the decline. These changes included expanded math intervention and a change in grade 6 teaching personnel to a 7-12 math certification rather than 4-8 teaching certification. The CIL described the current system of placement for middle school math students. She also spoke on updating the math resources for grades 6-8 by piloting new materials next fall.
- Carolyn Vinton presented Science, Grades K-5. A question was raised regarding gender differences in science scores and learning engagement. Ms. Vinton said she had not previously seen gender differences in the results, but would look at the gender breakdown.

- Jamie Charles presented Science, Grades 6-12. She reported that teachers worked on addressing any struggles in key concepts and putting together strategies to encourage mastery. The Committee asked about 21st century learning and the CIL explained that the focus is on bringing real-world science into the classroom and developing proper experiment and research methods.
- Tracy Edwards presented Special Education and Pupil Services. She spoke on initiatives that have been put in place to help students transition back this year and reported that there has been an increased need of services for students across the district. She also spoke on the success of Alternative Pathways program and some changes going forward.
- Jamie Charles presented Technology, Grades 6-12. She highlighted the course offerings and spoke on some of the challenges with Project Lead the Way courses at the high school as well as scheduling challenges in the middle school. A committee member inquired about vocational and hands on skills in technology courses for students who may not choose a college path. Ms. Charles and Ms. Givoni spoke on the skills embedded in not only technology courses, but also a variety of subjects such as physics, music technology and photography courses.
- Andrea Noble and Alex Bluestein presented Language Arts, Grades K-5. Mrs. Noble spoke on some unique challenges this year with K-2 language arts and the importance of building foundational skills. Mrs. Bluestein spoke on the process of digging down into the data for each student and creating a growth trajectory for each student. She also spoke on impact of the pandemic, the learning strides attained, and plans going forward. Both CILs reported on the tremendous work their teachers did in helping their students achieve and exceed learning goals.
- Jessica DiBuono presented English, Grades 6-12. Ms. DiBuono reported on changes in data analysis and on helping students make and achieve goals for themselves. The committee discussed opportunities for cross-curricular skills.
- Social Studies, Grades K-5 was presented by Andrea Noble and Alex Bluestein. Ms. Noble gave an overview of the K-2 program and spoke of how the program builds in opportunities for social-emotional learning. Ms. Bluestein gave an overview of the grade 3-5 program and spoke on integrated social studies units.
- Nick Torres presented Social Studies, Grades 6-12. Mr. Torres spoke on getting back to the full content of the curriculum across all grades and skill development in writing and researching and source analysis. He stated that in returning to the public presentation portion of the curriculum, there was a significant skill gap after the past two years. He reported an increase in anxiety never seen before and how teachers worked hard to address this.
- Mercedes Fernandes presented World Language, Grades K-12. She reported that teachers spent time revising assessments to more frequent formative assessments in support of students returning to in-person learning. She also spoke on connections to other subjects through world language and the robust enrollment of the world language program.
- The Visual Arts CIL, Kate O’Keefe was not able to attend. Board members may send her an email with any questions on the report.

- Liz Morris presented Performing Arts, Grades K-12. She spoke on the challenges in getting back to the full curriculum but noted that there was no decline in enrollment.
- Patty Powers presented Health/Physical Education, Grades K-12. Ms. Powers reported that the department met their goal of delivering a full curriculum this year with the exception of swimming. She spoke on the achievement of building social-emotional skills in the PE curriculum as well as dialectical and communication skills in the health curriculum. She addressed questions about time blocks for health and PE in grades 6-8.

3. Adjournment

Meeting was adjourned at 11:37 a.m.

Respectfully submitted,

June Curiano