



Curriculum Committee Meeting
Thursday, November 6, 2025
9:30 AM
Zoom Webinar

- I. Call to order
- II. Approval of October meeting minutes
- III. Curriculum Updates:
 - IIIa. Parents as Partners Events:
 - Mathematics
 - HES Grade K- 10/23, Grades 1 & 2-10/29/25
 - WIS Grade 3-11/13, Grade 4-11/17, Grade 5-11/18/25
 - Literacy
 - HES Grade K-11/11, Grades 1 & 2- 11/17/25
 - WIS Grades 3-5-TBD
 - IIIb. Digital Documents Update: Portfolio+ in PowerSchool
 - SBA, NGSS, NWEA, Progress Reports, Report Cards, DIBELS8
 - IIIc. Next Generation Accountability Data has been Released on EdSight
- VI. Weston's Multi-Tiered System of Support (MTSS): A District Approach to Academic and Social-Emotional Growth
- VII. Future meeting topics:
 - Next Generation Accountability Report
 - AI Advisory Committee Update
 - Future Ready Schools Framework and Standards
 - WHS Program of Studies
 - Personal Finance/Business Writing (CaG Documents)
- VIII. Adjournment

Curriculum Committee Meeting

October 8, 2025 at 9:30 a.m.

Via Zoom

Present Committee Members:

David Felton (Chairperson), Lisa Luft, Chad Hoepfner

Present Administration:

Erica Forti, Superintendent; Dr. Tina Henckel, Assistant Superintendent; Jason Bluestein, WMS Principal; Jennifer D'Amico, WIS Principal; Dan DiVito, Director of Digital Learning and Technology; James Wiltsie, Director of Safety and Security

1. Call to Order

The meeting called to order at 9:30 a.m.

Discussion:

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

2. Approval of June 2025 and September 2025 meeting minutes

Motion Passed: Move that the Curriculum Committee approve the June 2025 and September 2025 meeting minutes. This motion made by David Felton and seconded by Lisa Luft

3 Yeas – 0 Nays

3. Update on the No Place for Hate Initiative at Weston Middle School

Discussion:

Principal Bluestein presented on the No Place for Hate program.

- The No Place for Hate (NPFH) program is a student-driven initiative supported by the Anti-Defamation League (ADL). The goal is to build a more inclusive, respectful and connected school climate through student leadership and action.
- A rollout timeline was shared as well as an overview of planned events.
- Principal Bluestein described the high level of student leadership and engagement noting that over nine subcommittees have been formed.
- NPFH activities emphasize active participation, not passive listening, and focus on inclusivity.
- The initiative complements other school climate programs such as Connect advisory and SOAR (Safety, Ownership, Attitude and Respect) values.
- Dr. Henckel highlighted how this initiative ties into broader district goals of building relationships, belonging and well-being among students.
- Next steps include implementing the fall, winter and spring events and gathering evidence and reflections for ADL designation.
- The Committee discussed how to address student buy in for those who are disinterested or reluctant to speak. The goal is to build momentum towards a cultural shift through meaningful activities that gradually engage even the less aware or reluctant students. It was emphasized that the program is a school wide initiative and there are no opt-outs.

4. Introduction to the Sandy Hook Promise Anonymous Reporting System

Discussion:

Mr. DiVito presented on the Anonymous Reporting System (ARS):

- As part of the District’s ongoing commitment to fostering a safe and supportive learning environment, the ARS, developed by the nonprofit Sandy Hook Promise, was launched at Weston Middle School and Weston High School.
- The program empowers students, staff, and families to share concerns confidentially, providing an alternative to in-person reporting for those hesitant to speak up and aims to build trusting relationships and give everyone a voice in school safety.
- The program was rolled out via assemblies and group advisory sessions.
- Posters with QR codes and communications emphasize 24/7 accessibility.
- Tips received go to a nationally accredited crisis center with certified counselors who vet, triage and categorize tips. The tips are then delivered to the district. It was noted that tips involving life safety are simultaneously delivered to the school, district, and Weston Police dispatch.
- Training and support materials focus on simplicity and ease of use.
- The Committee discussed visibility of posters especially outside of the building where students are allowed to use their phones, as well as reminders to keep the system “top of mind.”
- The Committee members discussed receiving usage statistics as well as data to inform the Board about potential issues among students.

5. Adjournment

Meeting adjourned at 10:43 a.m.

Respectfully submitted,
June Curiano

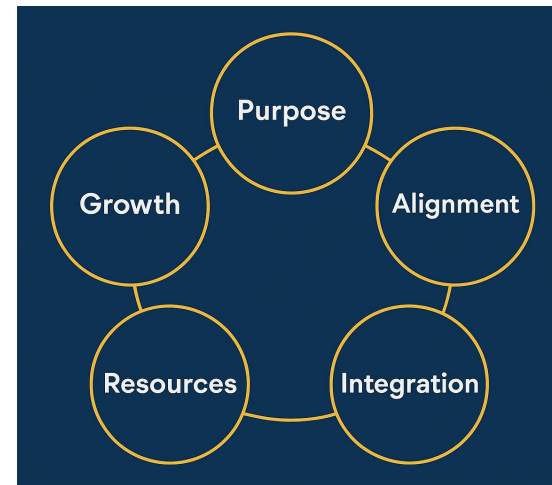


Weston's Multi-Tiered System of Support (MTSS): *A District Approach to Academic and Social-Emotional Growth*

November 6, 2025
BOE Curriculum Subcommittee
Part 1: Overview

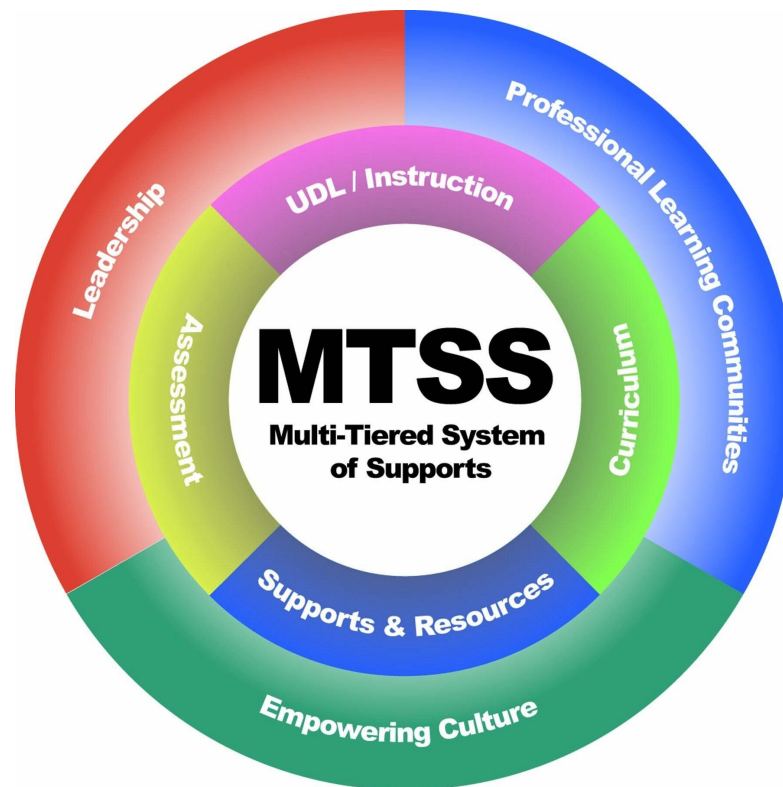
Agenda

- Provide an overview of MTSS Framework in Weston and its evolution from SRBI.
- Provide an overview of how MTSS integrates academics and SEL, and whole-child supports.
 - Examine **K-12 coherence and alignment** across schools and teams.
 - Review the **MTSS process**: (screening, responding, monitoring, and improving)
- Highlight **staffing, resources, and family communication** within the system.
- Reflect on **areas for growth** and Share **next steps** for strengthening and sustaining our MTSS practices.



What is MTSS?

Multi-Tiered System of Support (MTSS): a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective.



The multi-level prevention system provides increasingly intense levels of instruction and support to address student need.

What is Multi-Level Prevention System?

- More intensive than Tier 2
- Individualized to address student need based on student data
- Aligned with Tier 1 on a case-by-case basis
- Optimal group size and dosage based on student need
- Led by well-trained staff

- Standardized and evidence-based intervention provided with fidelity that are matched to student needs
- Complements and in addition to Tier 1
- Led by staff trained on the intervention
- Optimal group size and dosage

- Articulated learning objectives among classrooms and from one grade-level to the next
- Research based curriculum aligned with state standards
- Delivered using evidence-based instructional strategies
- Adequate time to teach content and for practice with skills
- Data-driven differentiated instruction

Tier 1

Universal supports provided to all students.



Tier 2

Targeted supports provided to 10-15% of students.



Tier 3

Intensive supports provided to 3-5% of students.



MTSS: A Whole Child Approach

- Data teams consider both academic and SEL progress and identify Targeted behavioral supports for students for Tier 2 and 3 instruction.
- Supports and Builds positive climate and culture in all classrooms (Restorative Practices work).
- SEL embedded in Tier 1 core instruction.
 - i.e. Weekly Lessons in PK-5 are grounded in the CASEL framework.



Why MTSS Matters

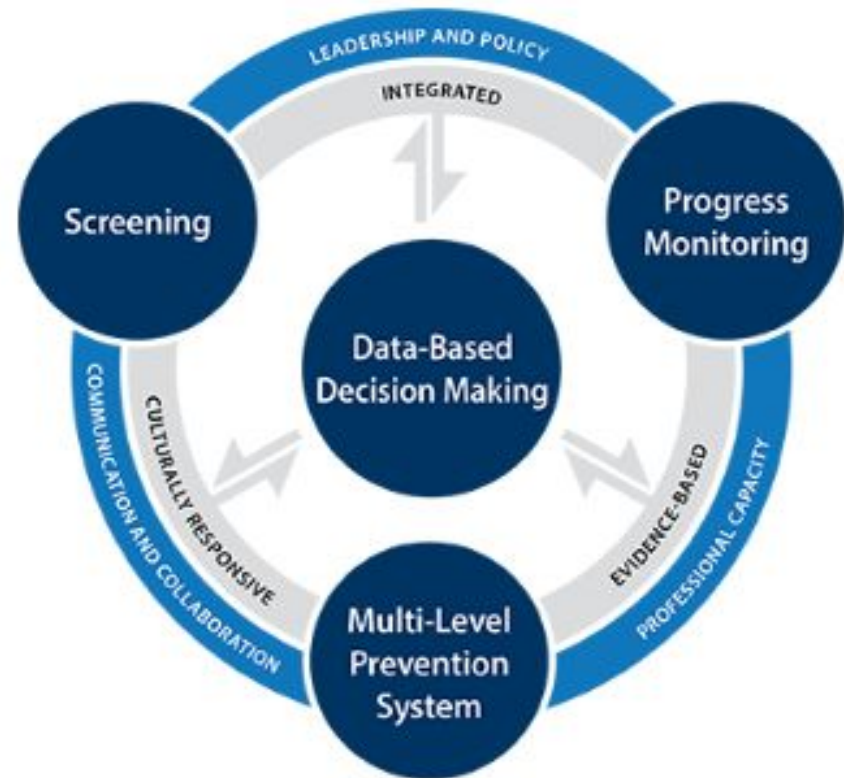
“MTSS ensures that every student has access to the instruction and supports they need to thrive.”

- Promotes equity and belonging.
- Builds teacher collaboration and collective efficacy.
- Connects academics and SEL.
- Supports early intervention.
- Increases consistency across K-12.



MTSS Process: Screen-Respond-Monitor-Improve

1. Universal Screening
2. Instruction & Intervention
3. Progress Monitoring
4. Data Review & Team Decision-Making
5. Continuous Improvement



(Adapted from AIR, <https://mtss4success.org/implementation>)

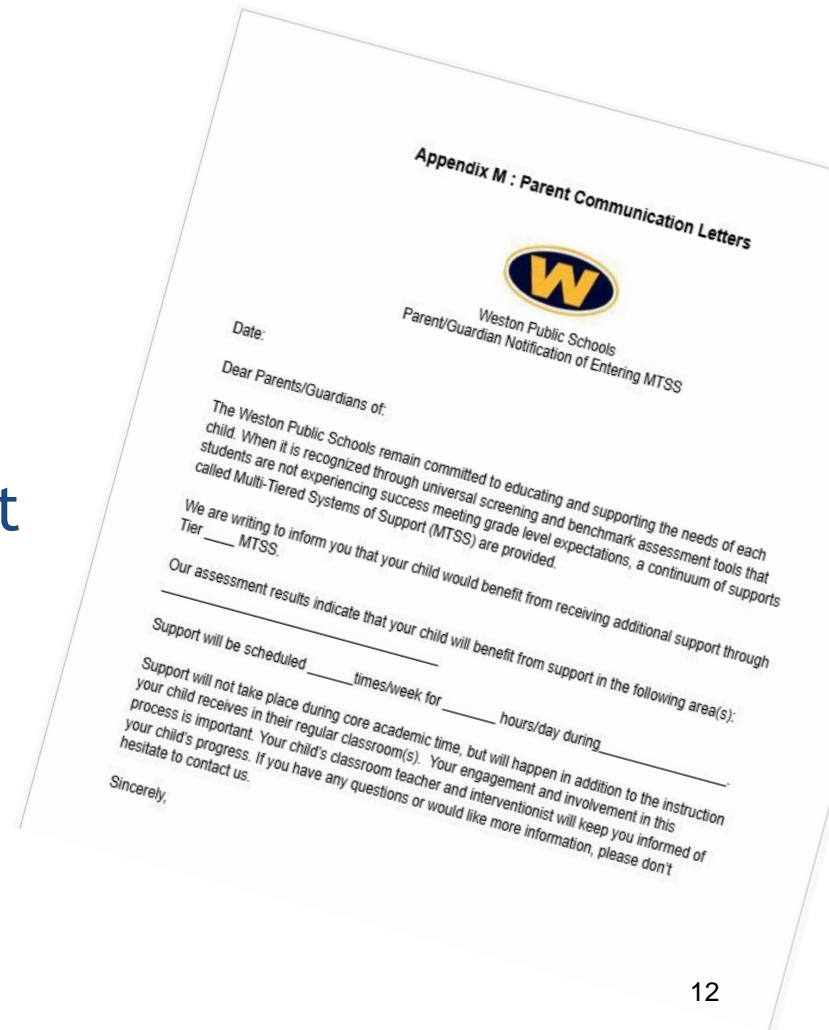
Weston's Data Team Structure

Type	Purpose	Members	Frequency
Tier 1 Data Team	Analyze curriculum based student performance, attendance, behavior, universal screening data	Classroom teachers, optional: PPS staff, CILs, Interventionists etc.	Regularly
Tier 2 and 3 Data Team	Monitor, analyze progress of students receiving intervention	CILs, PPS staff, Interventionists, SPED	Every 6-8 weeks
School Data Team	Monitor and review the progress of school improvement goals	Principals, AP's, AD's, CILs, PPS Staff	Monthly
District Data Accountability and Review	Systemwide review, analysis, alignment, and communication to the board and administrators	Central Office Admin, Principals	Summer, Feb, May/June



Communication with Parents

- Teachers notify parents early and often.
- Tier 2/3 letters shared by interventionists.
- Entry and exit forms document student growth.
- Collaboration builds trust and partnership.



K-5 Successes

- Consistent Tier 1 instructional plans and progress monitoring tools established with classroom teachers.
- Classroom teachers included in Tier 2/Tier 3 data teams to discuss classroom progress monitoring and instruction.
- Regular and consistent joint reading, math, and SEL data teams at HES.
- Regular and consistent joint academic data teams at WIS
- MLL teacher included among our data team members to provide valuable expertise related to classroom and intervention strategies.
- The K-5 model provides structure and desired outcomes for 6-12 structure and evolution.



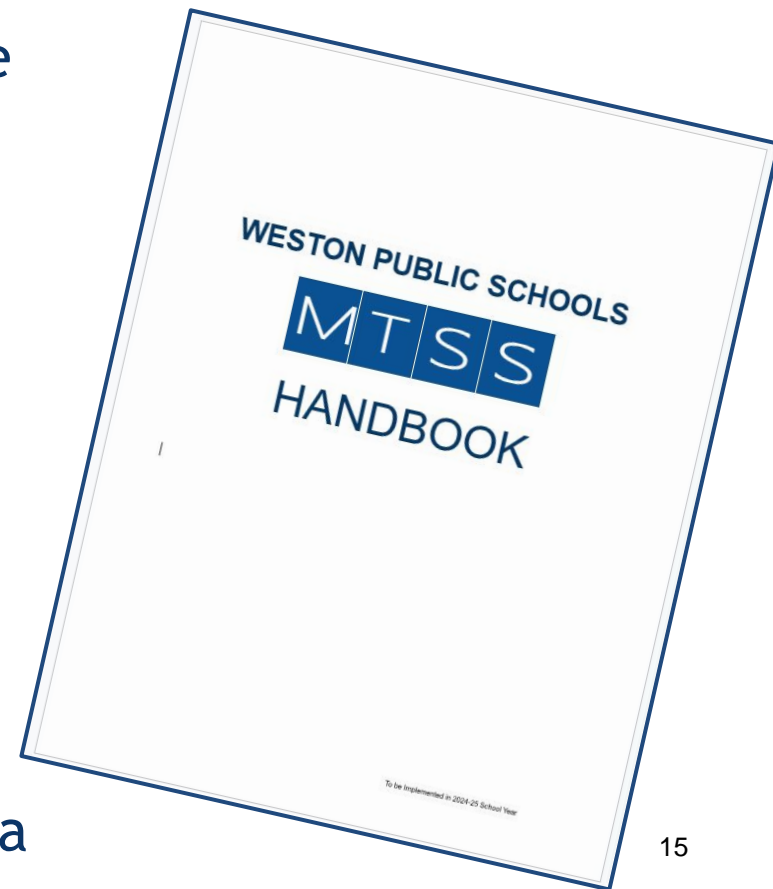
6-12 Successes

- Full time Math and Literacy Interventionist positions at WHS allow for flexibility to meet the needs of all students
- MTSS coordinator position at WHS increases the efficiency of data team meetings, and the integration of SEL and Academic support
- Development of research-based math and literacy strategies and resources at WMS enables interventionists to align targeted instruction with grade-level standards while addressing prerequisite skills.
- Collaboration among content teachers (6-12), interventionists, and instructional leaders supports coherence between Tier 1 instruction and Tier 2/3 interventions across the middle and high school levels.



How Does the BOE Support this Work?

- Staffing: Interventionists, psychologists, and counselors, CILs, drive the implementation.
- Instructional Resources: Tier 1 Core Resources
- Intervention Resources: Ongoing collaboration ensures fidelity.
- Facilitation, Analysis, Training, Testing Oversight: CILs
- Instructional Software and Assessment: DIBELS8, NWEA, Tableau/Data Warehouse, Panorama





Weston's Multi-Tiered System of Support (MTSS): *A District Approach to Academic and Social-Emotional Growth*

More to Come! BOE Curriculum Subcommittee

Part 2: K-5 MTSS (Academic & SEL) - TBD

Part 3: 6-12 MTSS (Academic & SEL)- TBD