



Curriculum Committee Meeting  
Wednesday, May 6, 2026  
9:30 AM  
Zoom Webinar

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- I. Call to order
- II. Approval of April minutes
- III. Curriculum Updates:
  - Science and Computer Science Presentation
  - 2026 WMS Career Day
  - Flamenco Dancing in-district field trip
  - Summer Curriculum Writing Academy update
- IV. Reminder: June 3, 2026 Academic Year in Review;
  - In-person -- 3:00-5:00 p.m.
  - WMS Library
- V. Future Meeting Topics:
  - Future Ready Schools Framework and Standards
  - Personal finance/Business Writing
  - Technology and Screen Time Audit - types of usage and curriculum alignment
- VI. Adjournment

## **Curriculum Committee Meeting**

April 1, 2026 at 9:30 a.m.

Via Zoom

### Present Committee Members:

Lisa Luft (Chairperson), Peter Gordon, Nicole Wallach

### Present Administration:

Dr. Tina Henckel, Assistant Superintendent; Erica Forti, Superintendent; Meghan Conetta, WHS Principal; Penny Proskinitopoulos, WHS Assistant Principal; Jason Bluestein, WMS Principal; Jennifer D'Amico, WIS Principal; Laura Kaddis, HES Principal; Shawna Johnson, 6-12 Social Studies CIL; Amy Holmes, 6-12 English CIL; Liz Morris, K-12 Music CIL; Sharon Rodko, HES Library Media Specialist; Venessa Eisenman, WHS English Teacher

### **1. Call to Order**

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

Dr. Henckel reviewed the general purpose of the Curriculum Committee meeting and the virtual meeting norms.

### **2. Approval of February 2026 meeting minutes**

#### Discussion:

Peter Gordon asked a clarification question about the classification of Algebra 1 and English 9 with regards to the NWEA scores presented in the February meeting. Dr. Henckel clarified that the Grade 9 subgroup referenced in the report is specifically based on students in English 1 and Algebra 1. She explained that this subgroup is used for setting goals and analyzing data.

Motion Passed: Move that the Curriculum Committee approve the February 2026 meeting minutes. This motion was made by Peter Gordon and seconded by Nicole Wallach

### **3. Curriculum Updates**

#### Discussion:

No Place for Hate (NPFH) Activity #2 was presented by Jason Bluestein and WMS students Abby Rand, Ryleigh Waller, and Eloise Kelson

- The core theme of the activity was 'Intent vs. Impact of Words.'
- The students were split into 30 groups containing 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders to build school-wide connections. Also, to build comfort, groups participated in icebreaker activities.
- Eighth grade NPFH student leaders co-led groups with teachers, providing them an opportunity to mentor younger students.
- These small groups analyzed who holds the power in these scenarios and how laughing does not diminish hurtful intent.
- WMS students themselves identified the harmful language in their school and came up with the categories the activity focused on. For example—hate symbols and slurs, categorizing students

in different math levels as “dumb math.”

- Mr. Bluestein announced that Weston Middle School has been designated a No Place for Hate school by the Anti-defamation League.

Shawna Johnson gave an overview of Holocaust Remembrance Day activities at WMS and WHS.

- At the middle school there was grade-level programming that included speakers sharing artifacts and family history, a local Rabbi lead a discussion on the significance of symbols and Bar and Bat Mitzvah milestones, and members of the WHS Jewish Student Union gave presentations to 8<sup>th</sup> grade peers.
- All WMS students participated in pre-lessons lead by their social studies teachers to provide context before meeting with the guest speakers.
- At WHS a school-wide assembly was held to hear local resident Annie Bystryn share her father’s story as a “hidden child.”
- Tenth grade students who will study WWII and the Holocaust attended a more intimate library session with a Holocaust survivor, who provided a personal account and a look toward future prevention.
- The schools are preparing to host an Anne Frank exhibit in May.

Amy Holmes presented on Black History Month and Read Across America activities at WMS and WHS.

- The Black History Month activities centered on the idea that stories matter and focused on building empathy and belonging.
- The theme of the WMS activities was “We are the Connection” where student worked with National Slam Poet winners. Students each contributed an original line about their identity to a collective poem to be shared in mid-April.
- The high school them was “We Are the Archive” where there were multi-day, student-led experiences such as emceed assemblies featuring poetry, reflections from alumni, and musical collaborations. The goal was to ensure students of color felt seen and that Black contributions were celebrated school-wide.
- Read Across America and literacy initiatives continued the focus on storytelling and personal history. Activities included an author visit with middle school students.
- WMS also participated in a One School, One Book activities funded by a Weston Education Foundation Grant where the entire student body and faculty read *When We Flew Home* by Alice Hoffman. Students participated in reflection sessions to discuss how history shapes the present.

Sharon Rodko presented on Hurlbutt Elementary School World Read Aloud Day and Read Across America activities.

- The Read Aloud global event focuses on bringing people together through read-alouds and discussions. To show students that adults read too, guest readers were brought in from across the building and community including local community figures like Officer Joe.

- Temporary libraries were placed around the building so classes could spontaneously grab books that piqued their interest.
- Every minute of in-school reading equaled one mile on a map and classes filled out cards to track their distance. The school logged over 4,000 minutes of reading to virtually travel from Weston CT to Weston FL to Weston OR.
- Hurlbutt students donated over 500 books from their own favorites at home to students in Bridgeport. Students wrote personal letters to the next readers and decorated custom bookmarks to leave inside the donated books.
- Supported by the PTO, HES will participate in a One School, One Book program for its 14<sup>th</sup> year. This year's OSOB program will culminate with a family fun night at the end of the year. Penny Prokinitopoulos and Venessa Eisenman gave an overview of Portrait of the Graduate 2026.
- The Portrait of the Graduate (PoG) is a signature program at Weston High School that culminates in a senior portfolio presentation. It is a graduation requirement designed to move beyond traditional testing, focusing instead on how students embody six core competencies through reflection and real-world application.
- Students meet once a week in the PACT advisory groups. Students remain with the same advisory for all four years, allowing the advisory to foster deep relationships and witness their growth.
- The portfolio is built around artifacts (schoolwork or projects) that demonstrate six competencies: thinking critically, communicating with purpose, solving problems, expressing creativity, caring for yourself and caring for others.
- Starting at the end of freshman year, students curate work in a digital portfolio. This includes the "Am I Ready?" essay, a narrative where seniors reflect on their preparedness for life after high school.
- In March of their senior year, students present their portfolio to a panel of faculty and community members.
- An exit survey of seniors showed that 96% were proud of the work they submitted, and 86% felt the portfolio was a true representation of who they are as people.
- A major long-term objective discussed is to "work backwards" by weaving these six competencies into the K-8 curriculum, ensuring students are familiar with these concepts (like "caring for others") as early as Kindergarten.

Liz Morris spoke on Music in Our Schools Month activities across the district and Weston 250 Events.

- Hurlbutt Elementary featured "musical moments" during morning announcements.
- Weston Intermediate School hosted music trivia/fund facts in the mornings, had students write about how music unites us, and performed the musical *Giants in the Sky*. Third grade did a Sing America Sing performance.
- The middle school ran a "Music March Madness" bracket where students voted on a theme of Music that Make you Move.
- The high school featured morning lobby concerts, a variety of events hosted by the Tri-M

Music Honor Society, and put on the musical *Little Shop of Horrors*.

- Parents and community members can track district-wide and building-specific concerts via a dedicated performing arts calendar on the district website.
- Weston's America 250 celebrations officially kicked off this past winter at the town tree lighting, featuring student performers.
- This month, the district held a massive collaborative concert featuring the 5th-grade choir, 8th-grade band/choir/orchestra, and high school ensembles. Directors chose repertoire reflecting American voices, landscapes, and an Armed Forces medley, culminating in a giant joint finale.
- Upcoming May concerts across the district will continue featuring themes of American culture and history. Looking ahead, the town is planning a massive culminating celebration in July for the 4th of July.

Dr. Henckel spoke on the March 27<sup>th</sup> "Future of Schools" District PD Conference.

- The theme of the professional development day was "The Future of Schools: Preparing our students, our classrooms, and ourselves for what's next."
- Teachers were given the unique opportunity to build their own schedules, choosing from 75 different sessions facilitated by both outside presenters and internal staff.
- Sessions were categorized and designed around five main focus areas: AI for Educators and Students; Emotional Regulation; Academic Challenge and Personalized Learning; Executive functioning; and Culture and Climate.
- To support staff health, Human Resources organized a wellness fair. Teachers could allocate one block of their day to attend. Themes of the Wellness Fair were personal, mental, and financial health, fitness and meditation to name a few.
- Every single session scored an average of 4.7 out of 5 on attendee surveys.
- Staff highly appreciated the autonomy to choose their own professional learning and the chance to collaborate across the district.

#### **4. Overnight Field Trip Approval: Mock Trial Overnight Field Trip**

Discussion:

- The Weston High School Mock Trial team has advanced to the national level to compete against other top teams in the country.
- Nine students from the team will participate. They will be accompanied by their coaches and advisors and travel to Polk County Historic Courthouse in Iowa; departing May 6 and returning May 10.
- Dr. Henckel reviewed the travel logistics, policy-compliant adult coverage and structure for the trip.
- The committee expressed strong praise for the team's achievement, noting that mock trial programs provide excellent real-world professional preparation.
- The request was formally recommended to move forward to the full Board of Education for

final approval at their next meeting.

## **5. Adjournment**

Meeting adjourned at 11:11 a.m.

Respectfully submitted,  
June Curiano

DRAFT

# WPS K-12 Computer Science Committee



## Formation & Representation

Formed during the 2024-25 school year with representation from across the district.



## Facilitator

Susan Auchincloss from Sacred Heart University.

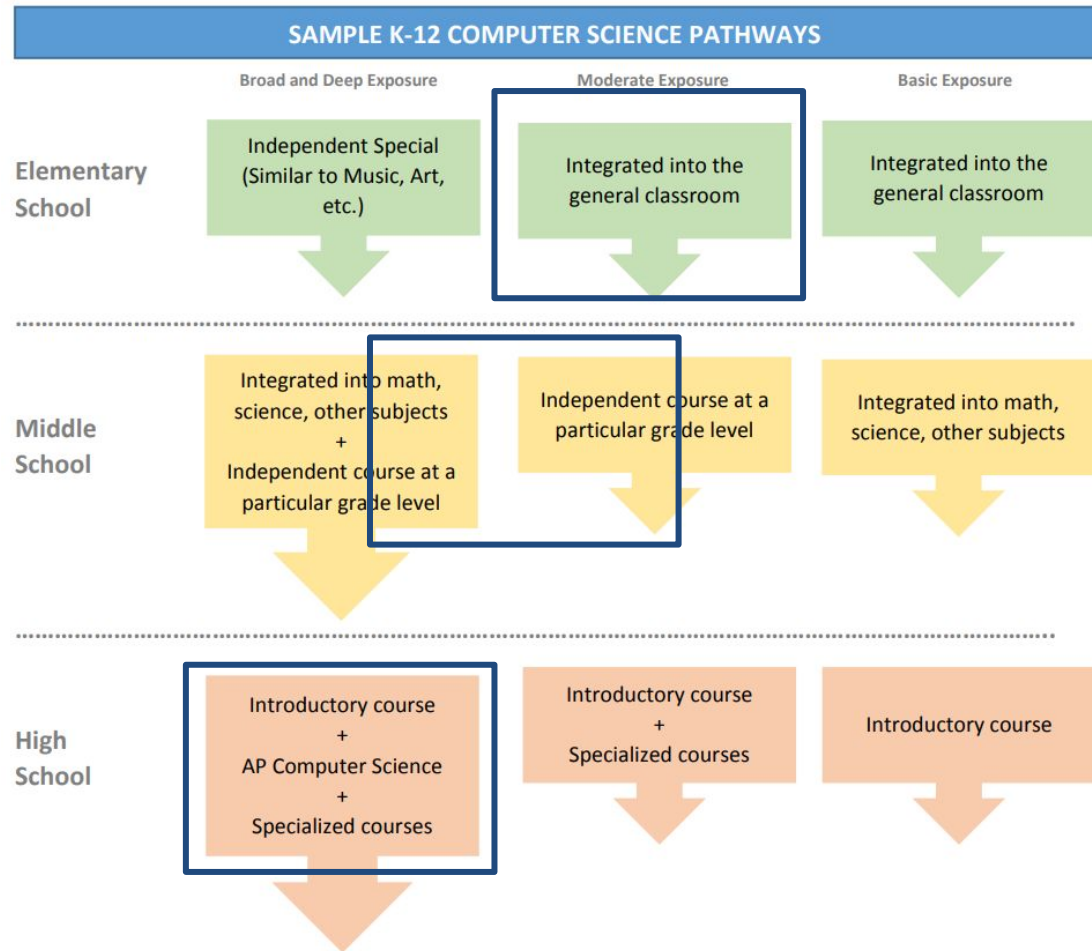


## Year 1 Goals

- Increase understanding of Computer Science Standards
- Crosswalk existing curricula to identify natural overlap
- Draft a Computer Science Plan and submit to the CSDE in June 2025

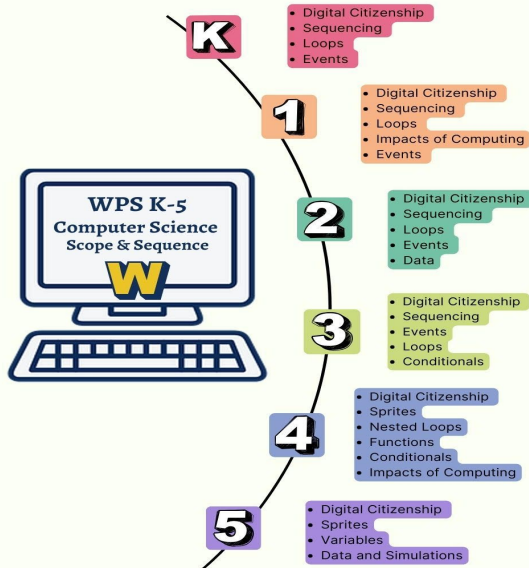


# CSDE Model Implementation Plans



# WPS K-12 Computer Science Committee (Cont.)

## K-5 Scope & Sequence



## Middle & High School Pathways

| Middle School   |  |  | High School   |   |  |   |
|---|--|--|---|---|--|---|
| 6   | 7  | 8  | 9-12  |   |  |   |
| Technology and Engineering  |  |  | Computer Science Pathway  |   |  |   |
| Scratch Computer Programming  | PLTW Gateway: Design and Modeling  | PLTW Gateway: Automation and Robotics  | Intro to Coding   | Coding 2  | AP Computer Science Principles   | AP Computer Science A   |
| The sixth grade technology education course focuses on introducing students to the world of computer programming. They will learn to think like a computer programmer and write code using Scratch. | In the seventh grade technology education course, students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. Focus is placed on understanding who engineers are and how they do their jobs. | In the eighth grade technology education course, students apply creative thinking and problem solving skills to use tools such as the engineering process and the VEX robotics platform to invent and innovate in their classroom. | This course is an introduction to computer coding using the Python language. After taking this course you will be able to write simple codes in Python including basic games. The computing environment will be heavily interactive with a "learn as you go" methodology. | This course is a continuation of the Introduction to Coding using the Python language. It will build on the concepts of coding from semester one (algorithm and program design, data structures, flow of control, working with strings, and functions). Semester two will emphasize object oriented programming and class development, expounding on inheritance and polymorphism | AP Computer Science Principles is designed to be equivalent to a first semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data to analyze, visualize and draw conclusions from trends. | AP Computer Science A introduces students to computer science using the Java programming language. Fundamental topics include problem solving, design methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. |



# Landscape at the State Level and Beyond...



Revised computer science standards will be rolled out in July of 2026 at the national level



CSDE will then review the new standards for adoption



Computer science task force presented an updated and expanded draft of the CT Computer Science Plan

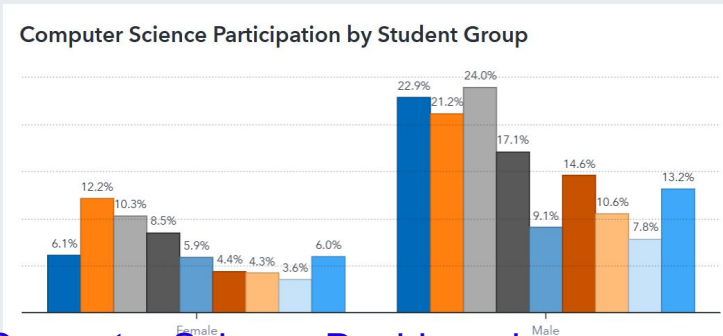
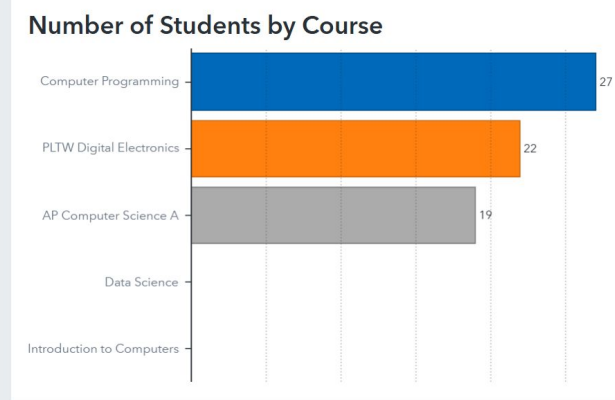
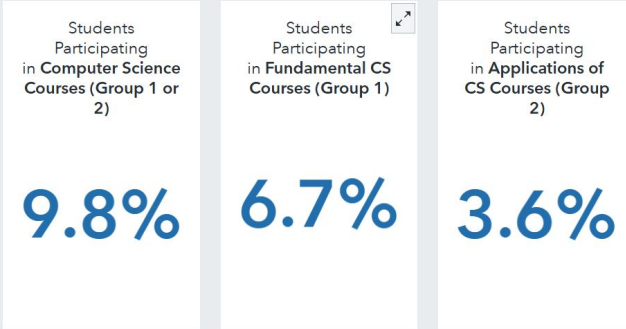


# EdSight Computer Science Dashboard

Select School Year: 2024-25 2023-24 2022-23 2021-22
 Select District: Weston School District
 Select School: School Name
 Select Student Group: Gender

## Computer Science Participation in Grades 9-12 for 2024-25

District: Weston School District || School: <No item selected>



### Courses Offered

| Course Name               | SCED Code | Grade |
|---------------------------|-----------|-------|
| AP Computer Science A     | 10157     | 1     |
| Computer Programming      | 10152     | 1     |
| Data Science              | 25052     | 1     |
| Introduction to Computers | 10001     | 2     |
| PLTW Digital Electronics  | 21023     | 2     |



# How you can support our Investment in Computer Science



**Funding for teacher professional learning and conferences**



Develop relationships with partner institutions to increase dual enrollment, concurrent enrollment, and early exposure opportunities



*We will need your support for the goals of our plan; we hope you will be able to help at that time.*



# Our Next Steps



Bring together members of the AI committee, Curriculum and Instruction Leaders, and the computer science committee for cross-curricular integration



Look at curricular extensions such as the Lieutenant Governor's Coding Challenge



Strategic marketing of courses during the student transition from grade 8 to 9





# **8th GRADE CAREER DAY**



**FRIDAY, APRIL 17, 2026  
WESTON MIDDLE SCHOOL**



# Previous WMS Mentorship Program

- **Architecture & Design**
- **Attorney At Law**
- **Entrepreneurship & Business**
- **Finance & Accounting**
- **Healthcare Administration**
- **Information Technology & Security**
- **Investment Banking**
- **Marketing & Communications**
- **Medicine**
- **Mental Health Therapist**
- **National Security & Intelligence**
- **Pharmaceutical Technology & Therapeutics**

# CAREER DAY FORMAT

- Community Professionals & Parents
- Special Schedule
- Keynote Speaker
- 4 Breakout Sessions with Q & A
- Dress for Success Theme
- Discussion, Reflection, and Feedback
- Thank You Letters
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# PREPARING STUDENTS & PRESENTERS

- Classroom Lesson on Career Interest Inventory and Presenter Bios
- Communication with Presenters about how to engage middle school students

# DRESS FOR SUCCESS



# CAREER DAY SCHEDULE

## MORNING

- Period 2** Report to Per. 2B @ 7:45
- Period 1** 8:42-8:50 for Attendance & Schedules
- 8:50-8:55** Arrive & be seated in LLC
- 9:00 - 9:40** Keynote Speaker
- 9:45-12:00** Breakout Sessions

## AFTERNOON

- 12:00 - 12:44** Extended Lunch/Recess with Presenters!
- 12:50** Report to Per. 6 for Reflection & Discussion
- 1:41** Period 7B PFA

# FOLLOW UP ACTIVITIES FOR 8TH GRADE STUDENTS

- Survey of 8th grade students regarding breakout sessions
- Thank you notes to our presenters
- Career interest inventory at WHS in Grade 9



# World Language

## Department

### **A Cultural Celebration in the Arts**

A special report to the Board of Education on the **Hispania American Show** and **Spanish Heritage Show** — two live performances bringing Spanish language, history, and culture to life for students in grades 5-12.

# By the Numbers

Three performances. One powerful cultural experience.

670

Weston Students

Grades 5–12 enrolled in Spanish courses

120

Visiting Students

Hosted from Easton and New Fairfield

790

Total Attendance

Across performances

2

Distinct Shows

Latin America & Spanish Heritage

# Hispania American Show

*A Live Celebration of Latin American Culture*

A high-energy, interactive journey through the music and dance of **Cuba, Puerto Rico, Colombia, Mexico, the Dominican Republic**, and more — performed live by a professional band and ballet. The show highlighted the rich Afro-Caribbean and Latin American roots of each region.



# Student Participation: Sing, Move, Connect

## Sing-Along Classics

Beloved Mexican songs *Cielito Lindo* and *La Bamba* invited students to sing along, transforming the performance into a shared cultural celebration.

## On-Stage Interaction

Students were invited onto the stage to dance alongside the performers, making the experience active, personal, and unforgettable.

## Living the Culture

Colorful costumes, live musicianship, and dynamic choreography brought language, history, and tradition to life in ways no textbook can replicate.

# Spanish Heritage Show

*Experience Spain, Live the Passion*

An immersive exploration of Spain's rich artistic legacy, presented through **live music and authentic flamenco dance**. The program journeyed through Córdoba, a traditional Suite Española, and a vibrant tablao finale — all performed by a professional band and ballet.



# A Live Flamenco Class



## Active, Memorable Learning

One of the most powerful moments of the Spanish Heritage Show was a **live flamenco class** where students learned basic steps, palmas (handclaps), and the expressive posture of flamenco directly from the performers. Students were also invited on stage during the **tablao finale**, joining in sevillanas and rumba flamenca — creating a personal connection to Spanish history and culture.

# Educational Value: More Than a Show

Both performances were carefully designed to **reinforce classroom learning** through narrative, music, and direct participation.



## Curriculum Connections

Origins of each dance and song were explained, linking performance to history, geography, and language studied in class.



## Interactive Participation

Students were invited on stage to dance, sing, and clap — transforming passive viewers into active cultural participants.



## Cultural Awareness

Both shows highlighted the diversity of the Spanish-speaking world — from Afro-Caribbean roots to Andalusian tradition.



## Lasting Impression

Live performance creates emotional memory. Students left not just informed, but inspired to continue exploring language and culture.