

Curriculum Subcommittee Meeting

Monday, November 28, 2022 7:00 PM

Meeting Access: Curriculum Subcommittee (11/28/22 at 7:00 p.m.) Web:
<https://zoom.us/j/95510822940> Dial In: (929) 205-6099 Meeting ID: 955 1082
2940, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF MINUTES

II.A. October 24, 2022 – Regular

III. INFORMATION ITEMS

III.A. Update on Secondary Mathematics Course
Progression and Offerings

IV. ACTION ITEMS

IV.A. New Course Approvals:

IV.A.1. Explorations in Data Science 1

IV.A.2. Explorations in Data Science 2

IV.A.3. Financial Algebra

IV.A.4. History of Mathematics: How Math Shapes the
World Around Us

V. OTHER

VI. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum Meeting type: Regular
Date of Meeting: 10/24/22 Minutes submitted by: Greg Flanagan
Members present: Kathy Baker, Tim Blair, Greg Flanagan, Stephanie Strazza
Members absent:
Other attendees: Julie Luby, Alyce Misuraca, Sherry Earle, Barbara Strashun, Emily Peterson
Meeting Access: Curriculum Subcommittee (10/24/22 at 7:00 p.m.) Web: <https://zoom.us/j/91800296260>
Dial In: (929) 205-6099 Meeting ID: 918 0029 6260

II. APPROVAL OF MINUTES

A. September 27, 2022 – Special Meeting – Approved by consensus

III. ACTION ITEMS - none

IV. INFORMATION ITEMS

A. NFPS Program for Gifted Students - Barbara Strashun and Emily Peterson, our two teachers of the gifted, and Dr. Sherry Earle, a nationally renowned expert in the field, partnered with Julie Luby to update us on our gifted services in New Fairfield. They shared that our current models of identification and service delivery are based on state law, as well as guidance from the State Department of Education, the National Association for Gifted Children, Supporting Emotional Needs of the Gifted, the Connecticut Association for the Gifted, and the work of leaders in the field of gifted education. They reviewed the state law, as well as our multidisciplinary approach to the identification of students, which takes place through a screening process in grades 3 and 6, and whenever the need arises, for individual students. They articulated the ways in which gifted students are like and unlike their grade level peers and highlighted the special learning needs that they have. They described our program, which provides students with one of their core academic periods daily, engaging in the grade level curriculum in the peer group of the identified gifted students. This model is in its second year in New Fairfield and has been very well received by students and parents. In addition, our two teachers provide enrichment to students in grades 3 - 6 and support parents through a newsletter and parent meetings on relevant topics.

B. NFPS Coaching Model - One goal for this year is to continue to build a shared understanding of the NFPS system supporting teaching and learning and the Vision of the Graduate to increase achievement for all. Our approach is inclusive - asset based. We are all learners. Coaches support the district/school goals around high quality instruction to support the vision of the graduate. They co-facilitate monthly faculty meetings with building principals, facilitate department/grade level meetings and plan with teams of teachers. Another level of support is that they engage in personal coaching cycles with individual teachers around the work of using data and informing high quality instruction.

C. Social Studies Curriculum Continuum - Julie Luby reviewed the K-12 Social Studies Curriculum Continuum, highlighting the areas of study for each grade.

V. OTHER - none

Motion to adjourn: Made by: Stephanie Strazza
Recording of vote: All in favor

Seconded by: Greg Flanagan
Meeting adjourned at: 8:37 p.m.

New Fairfield Public Schools

New Course Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed: Explorations in Data Science 1 and 2

Proposal submitted by: Catherine Hall- NFHS Mathematics Department Chair

School: New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

The mathematics department proposes to run a course titled Explorations in Data Science for students as an elective upon completion of their math graduation requirements.

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

The course is a year long but divided into two semesters for students to have choice in their electives. It would be open to any students who had already met their math graduation requirements, typically students in grades 11-12. It would be a CP level course.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

Current research shows that data science is a major component of many career paths that our students will be pursuing. We currently offer an Intro to Statistics class which dives heavily into data analysis and testing, but does not provide a broad overview of all aspects of data science, which this course would do. This course would allow students of all levels access to data analysis and statistics as well as an intro to computer programming in conjunction with data analysis.

4. Please indicate the target population for this proposal.

Students in grades 11-12 who have already completed their graduation requirements for mathematics.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This course is a new elective course and would not be replacing any particular course.

6. List any prerequisites for this course or instructional program.

This course would be available to students who had already met their graduation requirements for mathematics, typically by taking an Algebra 2 course.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

The Explorations in Data Science 1 course will introduce students to the main ideas in data science. Students will learn to be data explorers in project-based units, through which they will develop their understanding in several topics such as data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments and the power of data in society.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

Students should have an understanding of data analysis and how it relates to many topics in the real-world and many career paths.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

This course curriculum is free and is available on [youcubed](#)

The units include:

Unit 1: Data Tells a Story

In this unit students will be introduced to data science through a reflection of their own experiences using self-generated data, an exploration of a larger dataset of people's media use, and an analysis of business data. Through these activities students will learn about the data science process, begin using data to tell stories, and think about the ethics involved in working with data.

Unit 2: The Data of our Community

In Unit 2 students will explore different ways of modeling data, starting with the basic models of measures of center and spread, as well as considering sampling. Students will likely already be familiar with the calculations needed to find measures of center and spread for small data sets, but this unit takes a deeper dive into understanding the concepts, deeper meanings, limitations, and the impact of outliers in the context of data modeling. Students will explore distributions and the role of probability in understanding them. Additionally, students will collect their own data and compare it to a larger data set.

Unit 3: Water in Your Life

In this unit, students will learn about bivariate data through discussions and data explorations around the theme of water usage. Students will explore scatter plots as a visual way to represent the relationship between two variables, draw their own lines of best fit, and learn how data scientists determine and analyze lines of best fit .

Unit 4: Shuffling Songs

In this unit, students will again consider the modeling process and the role played by variation, reflecting on the data collected from simulations and the ways data can help answer probabilistic questions and leverage this power for decision-making. In the process of creating powerful simulations, students will learn the basics of programming, which will continue to be a powerful tool for data analysis.

END OF EXPLORATIONS IN DATA SCIENCE 1 (SEMESTER 1)

Unit 5: Skin Tones and Representation

In this unit, students explore the issues around skin tone representation in the media through a data-based exploration of skin tone representation in magazines. Students conduct both a categorical and a numerical analysis and compare the benefits and drawbacks of both. In their categorical analysis students create two-way tables based on their interpretation of the skin tones of the people pictured, and in the numerical analysis they use the RGB values of the images themselves. After both analyses, students chose an audience for whom the information would be relevant and write a data-supported piece to share their findings with that audience.

Unit 6: What's the Best Place for Me?

In this unit students will build a prioritization model to create a ranking. In this process, students will decide what they value, collect variables based on their values, gather and clean data, create functions to combine variables, normalize data, and create a weighting system for prioritizing their data. Students will do a sensitivity analysis on their weighting system. During this process, students will discuss how bias impacts mathematical models. They will use reasoning, justifications, and visualizations to explain their decisions.

Unit 7: Predicting My Preferences

In this unit, students will be introduced to the big ideas behind machine learning. They will build two different machine learning algorithms to make predictions on whether they will like a song. In this process they will learn about using vectors and matrices as data structures as well as applying conditional probability and exercising their basic programming abilities. Students will also consider how machine learning impacts their lives and others' lives and will share their newly gained understandings of machine learning with a member of their community.

Unit 8: Being a Data Scientist

This unit will bring together all that the students have been working on. Students will have an opportunity to work through the full cycle of data science: making their own decisions about the questions they are interested in exploring, finding data to answer that question, cleaning the data, creating and analyzing a model, communicating with the data visually and reflecting on their process. This will be an iterative process mirroring how data scientists work on a project. Students will gather their own data. They will make decisions about how to work with it and describe the choices they have made including what technology tools to use, cleaning moves, visualization selection, univariate or bivariate data choices, combining data, and other content relevant to their project of choice.

END OF EXPLORATIONS IN DATA SCIENCE 2 (SEMESTER 2)

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

The resource and curriculum are free from www.youcubed.org. The course uses several free online platforms as part of their lesson plan format, all provided by Google which the district already has access to for free. There is a Professional Development Course through Stanford that the teacher may participate in (it's online and self-paced) for a cost of \$149. The course would be staffed by current staff, it would replace a section of one of the upperclassmen electives currently offered.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

None - resource is free online - PD may be used by the teacher if desired, cost of \$149.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course does not impact any other courses that are currently being offered at this time, except that it may reduce the number of sections of other upperclassmen elective courses.

Signatures of those making this proposal:

Catherine Helle
Teacher/Department Chair

11/21/22
Date

[Signature]
Principal

11/21/22
Date

Julie Luby
Assistant Superintendent

11/22/22
Date

New Fairfield Public Schools

New Course Proposal

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Course Being Proposed: Explorations in Data Science 1 and 2

Proposal submitted by: Catherine Hall- NFHS Mathematics Department Chair

School: New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

The mathematics department proposes to run a course titled Explorations in Data Science for students as an elective upon completion of their math graduation requirements.

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

The course is a year long but divided into two semesters for students to have choice in their electives. It would be open to any students who had already met their math graduation requirements, typically students in grades 11-12. It would be a CP level course.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

Current research shows that data science is a major component of many career paths that our students will be pursuing. We currently offer an Intro to Statistics class which dives heavily into data analysis and testing, but does not provide a broad overview of all aspects of data science, which this course would do. This course would allow students of all levels access to data analysis and statistics as well as an intro to computer programming in conjunction with data analysis.

4. Please indicate the target population for this proposal.

Students in grades 11-12 who have already completed their graduation requirements for mathematics.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This course is a new elective course and would not be replacing any particular course.

6. List any prerequisites for this course or instructional program.

This course would be available to students who had already met their graduation requirements for mathematics, typically by taking an Algebra 2 course.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

The Explorations in Data Science 1 course will introduce students to the main ideas in data science. Students will learn to be data explorers in project-based units, through which they will develop their understanding in several topics such as data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments and the power of data in society.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

Students should have an understanding of data analysis and how it relates to many topics in the real-world and many career paths.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

This course curriculum is free and is available on [youcubed](#)

The units include:

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END OF EXPLORATIONS IN DATA SCIENCE 1 (SEMESTER 1)

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END OF EXPLORATIONS IN DATA SCIENCE 2 (SEMESTER 2)

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

The resource and curriculum are free from www.youcubed.org. The course uses several free online platforms as part of their lesson plan format, all provided by Google which the district already has access to for free. There is a Professional Development Course through Stanford that the teacher may participate in (it's online and self-paced) for a cost of \$149. The course would be staffed by current staff, it would replace a section of one of the upperclassmen electives currently offered.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

None - resource is free online - PD may be used by the teacher if desired, cost of \$149.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course does not impact any other courses that are currently being offered at this time, except that it may reduce the number of sections of other upperclassmen elective courses.

Signatures of those making this proposal:

Catherine Hall
Teacher/Department Chair

11/21/22
Date

[Signature]
Principal

11/21/22
Date

Julie Luby
Assistant Superintendent

11/22/22
Date

New Fairfield Public Schools

New Course Proposal

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Course Being Proposed: Financial Algebra

Proposal submitted by: Catherine Hall- NFHS Mathematics Department Chair

School: New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

The mathematics department proposes to run a course titled Financial Algebra for students as an elective upon completion of their math graduation requirements.

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

The course is a semester long. It would be open to any students who have completed their math graduation requirements typically students in grades 11-12. It would be a CP level course.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

We currently offer Personal Finance as a graduation requirement for all students, but do not have any upper level business related mathematics courses. This course would allow students choice as an upperclassmen as far as the branch of math that they might like to pursue post-graduation, in alignment with some of the course pathways that are currently being developed.

4. Please indicate the target population for this proposal.

Students in grades 11-12 who have already completed their graduation requirements for mathematics.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This course is a new elective course and would not be replacing any particular course.

6. List any prerequisites for this course or instructional program.

This course would be available to students who had already met their graduation requirements for mathematics, typically by taking an Algebra 2 course.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

Financial Algebra is an elective math course that engages students with real-world financial applications while maintaining deep mathematical rigor. Each of the course's units blends one core personal finance topic with one relevant math concept (e.g. Investing and Exponential Functions).

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

Students should see the connection between algebra and the business world.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

This course curriculum is already written by the state and is free. A link to the curriculum is [here](#).

The units include:

Unit 1: Taxes and Fundamentals of Algebra

Unit 2: Checking and Linear Equations

Unit 3: Saving and Systems of Equations

Unit 4: Budgeting and Systems of Inequalities

Unit 5: Intro to Investing and Exponential Functions

Unit 6: Investing Strategies and Exponential Functions

Unit 7: Types of Credit and Modeling Functions

Unit 8: Managing Credit and Fundamentals of Statistics

Unit 9: Paying for College and Statistical Analysis

Unit 10: Insurance and Probability

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

The resource is free and is developed with the use of NearPod, which is a free online platform that is already approved by the technology department.

The course would be staffed by current staff, it would replace a section of one of the upperclassmen electives currently offered.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

None - resource is free online from the state

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course does not impact any other courses that are currently being offered at this time, except that it may reduce the number of sections of other upperclassmen elective courses.

Signatures of those making this proposal:

Catherine Acee
Teacher/Department Chair

11/21/22
Date

[Signature]
Principal

11/21/22
Date

Julie Ruby
Assistant Superintendent

11/22/22
Date

New Fairfield Public Schools

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Course Being Proposed: History of Mathematics: How Math Shapes the World Around Us

Proposal submitted by: Catherine Hall- NFHS Mathematics Department Chair

School: New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

The mathematics department proposes to run a course titled History of Mathematics: How Math Shapes the Future for students as an elective upon completion of their math graduation requirements.

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

The course is a semester long course. It would be open to any students who had already met their math graduation requirements, typically students in grades 11-12. It would be a CP level course.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

This course would be for students who may not want to take another year of procedural math, but would rather learn about some of the history of how mathematics developed and how it shapes our world today. While historians are mentioned throughout math courses, there has not been a course like this offered in recent years at NFHS.

4. Please indicate the target population for this proposal.

Students in grades 11-12 who have already completed their graduation requirements for mathematics.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This course is a new elective course and would not be replacing any particular course.

6. List any prerequisites for this course or instructional program.

This course would be available to students who had already met their graduation requirements for mathematics, typically by taking an Algebra 2 course.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

In mathematics classes, students usually ask “when will we ever use this?” This course will help them to see how math has been used throughout time from its beginnings in creating number systems all the way to present day events such as rocket launches, modern day medicine and the internet. Without mathematics, the world today would not be the one that we know.

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

Students will see how math throughout time has shaped the world to be where we are today. Students will learn about various mathematicians and the theorems that they created years ago and how they have evolved over the years.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

This course would be in an alternate format to a typical mathematics course where assessments would be project or presentation based. The course would be divided into different eras, and would explore the lives and theorems of famous mathematicians that lived within that era all with a focus on how what they discovered or proved has shaped history.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

The curriculum will need to be written, although several free online articles and abstracts exist. The course would be staffed by current staff, it would replace a section of one of the upperclassmen electives currently offered.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

A textbook would need to be purchased, several options are available. This is a sample: Significant Figures by Ian Stewart. Books are available for approximately \$20 each and we would need about 30 for a total of \$600.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course does not impact any other courses that are currently being offered at this time, except that it may reduce the number of sections of other upperclassmen elective courses.

Signatures of those making this proposal:

Catherine Heel
Teacher/Department Chair

11/21/22
Date

[Signature]
Principal

11/21/22
Date

Julie Luby
Assistant Superintendent

11/22/22
Date

