



# CURRICULUM COMMITTEE MEETING

Tuesday, December 9, 2025

Introduction to Teaching Mr. Vegliando

➤ Dual Enrollment Elective Course via Mount Saint Mary College

High School Elective Exploration Update: Mrs. Greany

➤ Agricultural Education and FFA Club

SNAP/TAG Update Mrs. Werlau

Comprehensive District Education Plan (CDEP) Mr. Masopust

Design Team Committee Update Mr. Masopust

➤ Design Team Committee Meetings

➤ Stakeholder Survey Results

➤ Mollie Cahill: Designing for New York Inspires Professional Development

**Superintendent's** Conference Day Recap Mr. Masopust

➤ Student Art Gallery Walk and Music Ensemble Performances

➤ Sweethearts and Heroes: Tom Murphy and Rick Yarosh

➤ Tom Varano: Emotion Into Art

Arts in Education Mr. Masopust

➤ Emotion Into Art Student Assemblies

➤ The Art of Education Flex Curriculum

# Today's Agenda



# INTRODUCTION TO TEACHING

Brian Vegliando

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# ***ED 1051 - INTRO to EDUCATION***



*Mr. Vegliando*

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# ***ED 1051 – INTRO to EDUCATION***

## ***COURSE OVERVIEW:***

- 3-Credit College Course offered through Mount Saint Mary College (Full-Year Class)
- 14 Students in the class
- Examines the role of the teacher in education and provides opportunities to observe instruction in order to obtain insights into teaching as a career.
- The course includes selected aspects of the history of education, educational philosophies, best practice principles, and current issues in education.
- This introductory course in teaching is designed to help students plan with care, insight, and excitement in order to prepare for teaching, as well as serve as a foundation for their professional growth after entering the profession.
- 10 hours of fieldwork are required.

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# ***ED 1051 – INTRO to EDUCATION***

## ***COURSE OBJECTIVES:***

- Demonstrate an understanding of the roles and responsibilities of teachers.
- Identify characteristics of self as a learner (e.g., learning styles, multiple intelligences).
- Recognize barriers to learning and develop methods of dealing with these problems effectively.
- Explain and demonstrate the process of teaching as well as distinguish between effective and ineffective teaching.
- Identify and utilize various methods of instruction.
- Demonstrate professional responsibilities in fieldwork.
- Research the history and development of education in public schools over the last two centuries as well as
- Explain the structure/organization of a school and a school district.
- Research and debate various educational issues.
- Articulate commitment, attitude, and values related to becoming a teacher.
- Produce a well-crafted lesson plan and effectively teach the lesson.

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# ***ED 1051 – INTRO to EDUCATION***

## ***COURSE OUTLINE:***

- 1.** Why Teach? Students' Experiences, Stories, Why they're thinking of teaching ...
- 2.** What is Teaching? The Teaching Profession
- 3.** History of Education in America
- 4.** The Core Teaching Standards:
- 5.** Learning Progressions
- 6.** Curriculum Planning & Development
- 7.** Classroom Environment
- 8.** Teaching In Action (Observations, Interviews, Shadowing, Demo Lessons, etc. ...)
- 9.** "And Now What?" – The Path Forward & The Future of Education ...

# ***ED 1051 – INTRO to EDUCATION***

## ***COURSE SO FAR:***

- History of and Types of Schools
- Budgets, Funding, and Logistics
- Who Am I / Teaching Philosophy
- Teacher Observations & Interviews
- “Feature Fridays”
- “Teaching Tuesdays”
- Ostrander Visit (December 17<sup>th</sup>)
- More Visits, Observations, Fieldwork, & Teaching!





# HIGH SCHOOL ELECTIVE EXPLORATION UPDATE

Agricultural Education and FFA Club Update

Alyssa Greany

# Site Visits Completed

- Visited Tri-Valley and Rondout Valley on November 6<sup>th</sup> to See Programming and Meet with Teachers and Principals.
  - High School Principal, Mrs. Greany
  - Student: Ethan Freer
  - Assistant Superintendent: Mr. Masopust

## Tr-Valley:

- Anatomy and Physiology
- Animal Science I
- Domestic & Wildlife Animal Science
- Animal Science II
- Small Animal Care
- Environmental Science
- Floral Design I
- Floral Design II
- Food Science and Technology
- Plant Science
- Youth Leadership Development
- Landscape Design
- Agricultural Business Foundations
- Introduction to Agriculture, Food Natural Resources
- Green House Management

Two Full Time Teachers (Ag Ed Certified)

11 Months

Full FFA Club

Elementary and Middle School Integration

## Rondout Valley:

- AGRICULTURAL, FOOD & NATURAL RESOURCES (327)
- PRINCIPLES OF AGRICULTURAL SCIENCE - PLANT
- SMALL GAS ENGINES
- AGRICULTURAL POWER & TECHNOLOGY (798)
- ANIMAL HEALTH & VETERINARY SCIENCE (393)

One Full Time Teacher (Ag Ed Certified)

11 Months

Full FFA Club

Middle School Integration



## How Might This Fit into the WSHS Course Catalogue?

- Met with two technology teachers at the High School
- There is some interest amongst them in offering an introduction to agricultural science course as well as an agricultural power course.
- We need to explore potential cost, available grants and funding along with criteria needed to access that funding, teacher certification pathways, and scheduling to determine if this is something that is plausible for us in 2026-2027.
- Need to determine whether a Future Farmers of America (FFA) student group is appropriate given interest from our earlier survey.

# *Next Steps Regarding Agricultural Education Elective and FFA*

- *December 2025/ January 2026: Visit Ulster BOCES at iPark to see their Agricultural Education Program and explore how a high school course could feed this program.*
- *January 2026 – June 2026: Teachers will plan and develop curriculum, projects and assessments for the Agricultural Science Course.*
  - *Elective Expo utilized for promotion*
  - *Additionally, a course syllabus will be created.*
  - *Lastly we would need to*
    - *explore potential cost, including CASE curriculum and conference*
    - *available grants and funding along with criteria needed to access that funding*
    - *teacher certification pathways*
    - *Impact to master schedule*

*\* Please Note: Any curriculum work for Agricultural Science that isn't completed can be finished over the summer at curriculum rate.*

- *September 2026: Agricultural Science Course and FFA Student Group is offered at Wallkill Senior High School*



# SNAP/TAG UPDATE

Lego League Challenge, District Spelling Bee, Odyssey of the Mind Tournament,  
George Steel, TAG Spring Showcase

Libbie Werlau

Our first enrichment activity is underway! TAG students in grades 3-6 have started working with their building coaches after school on their FIRST LEGO Challenge. They have been discussing what makes a successful team and Core Values of the team.

In upcoming meetings, students will choose their team roles, start building their obstacles and coding their LEGO robot based on the “Project Sparks,” and explore careers related to this year’s theme (archeology).

In addition, students will choose a research project based on an interest of their own and will start to explore options for presenting their research at a showcase in the Spring of 2026.



DISCOVER

**Renzulli**  
Learning

*Students will be introduced/re-introduced to the Renzulli Learning System in January. They will use Renzulli to keep track of their independent research project resources.*

# Core Values



Teamwork



Inclusion



Impact



Fun



Innovation



Discovery

# Team Roles

## Creative Designer

Creates innovative designs for solutions to be discussed with the team.

## Researcher

Investigates ideas and finds relevant research from different sources to inform the team's decision-making.

## Communicator

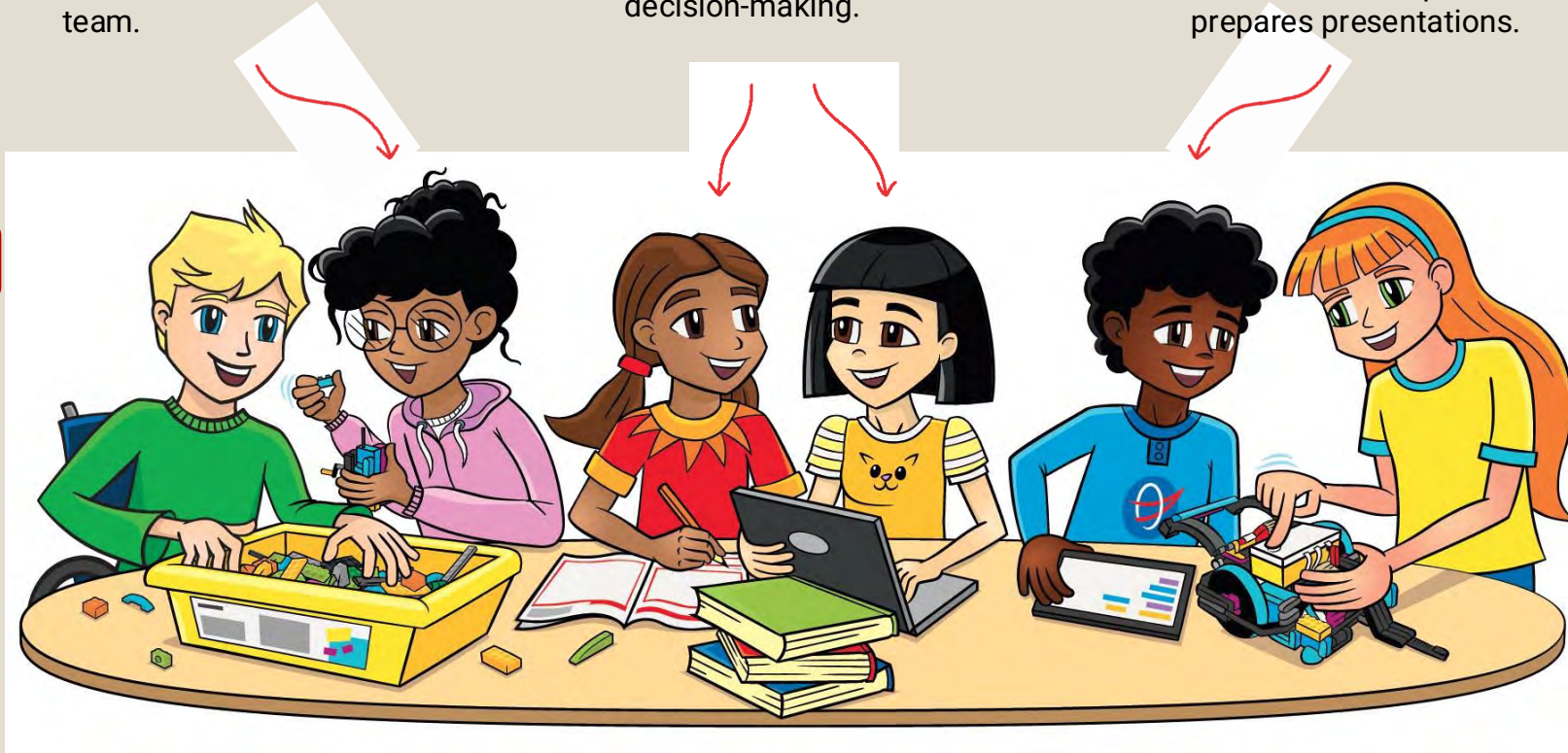
Concentrates on how to Communicate the team's work. Writes scripts and prepares presentations.

## Team Captain

Shares team progress with facilitator. Ensures session tasks are completed.

## Project Manager

Focuses on time management and preparing for the event.



# Team Roles

## Material Manager

Gathers and returns materials needed for the session.



## Builder

Assembles the LEGO mission models following the building instructions and builds your robot.



## Mission Strategist

Analyzes the Robot Game Rulebook and leads team strategy discussions on which missions to attempt.



## Coder

Operates the device and creates the programs in the app.



# Career Connections

- Archaeologist
- Lab Technician
- Anthropologist
- Site Manager
- Conservator
- Geologist





## How will the archaeology team identify where additional artifacts are located?

**During an excursion, the team discovers an ancient map leading them to believe more artifacts will be found nearby.**





## How can the team use technology to create a modern-day map of the cave and full site?



**Members of the excavation team want to explore nearby caves and account for changes in the landscape that occurred over time.**



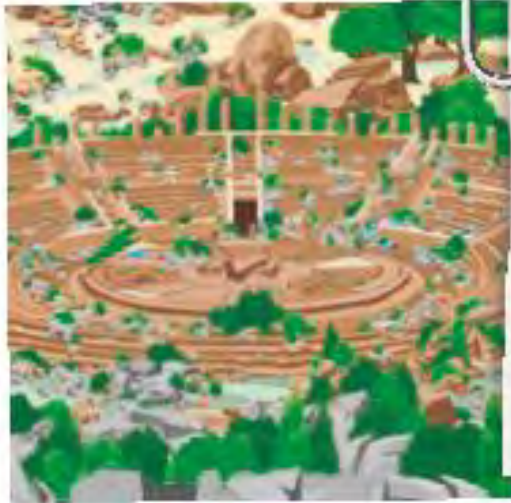
## What tools can the team use to get these items out of the ground without damaging or losing any of them?



**Once excavation begins, the team starts to find artifacts related to everyday life. Some are sturdy and large, like millstones used to process grains, and others are smaller, like coins and beads.**



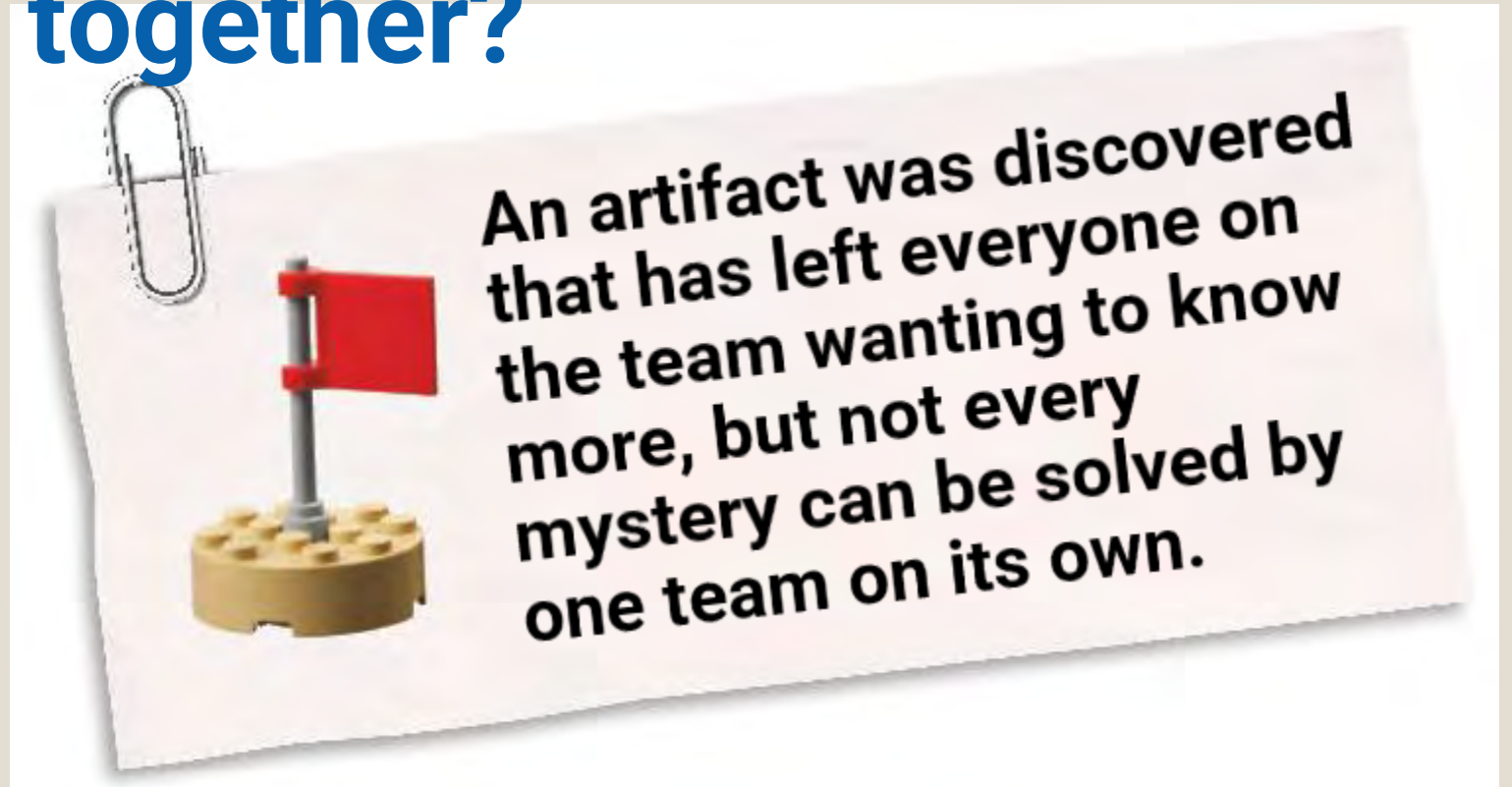
## How can the team improve the restoration process?



The archaeologists have evidence that the people who once lived here were very connected to water and all it would provide. Parts of sculptures found near a forum depict animals from the water, but locating all the pieces and restoring them will be a significant challenge.



## How can archaeologists work with teams in other careers to solve the mysteries together?







# COMPREHENSIVE DISTRICT EDUCATION PLAN UPDATE

B.J. Masopust

# Comprehensive District Education Plan (CDEP) Committee

## First Meeting Recap – November 19, 2025

### Walkkill Senior High School Auditorium

#### Key Highlights:

- **Welcome & Introductions:** What is one thing you wish others knew about your work?
- **Comprehensive School Counseling Plan with Horizontal and Vertical Alignment in Goals and Vision**
- **District Data Review:** Celebrating state assessment results
- **School Improvement Plans:** Teams reported on progress and monitoring
- **NY Inspires & Portrait of a Graduate Initiatives:** Introduction and activity crosswalk with school improvement plans
- **Design Team Committee Work:** Timeline review and brainstorming for parent survey. Parent Survey was edited and made available at Parent Teacher Conferences: (300 responses)
- **Reimagining Credits & Learning Experiences:** Focus on K-12 project-based learning and assessment
- **Artificial Intelligence in Education:** Exploring AI's role in supporting Portrait of a Graduate and project-based learning for students and educators

#### Next Meeting:

Thursday, February 26, 2025



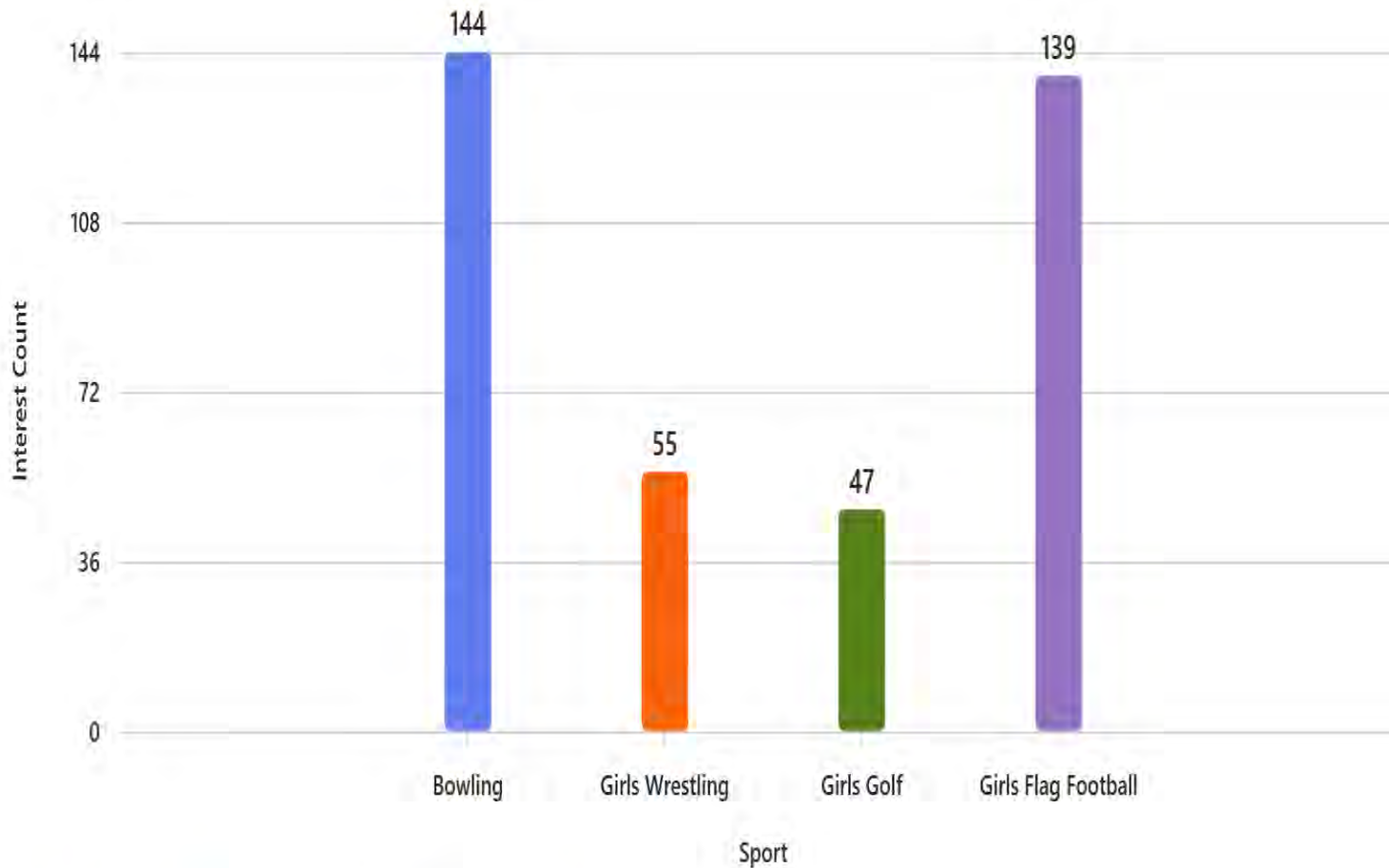
# DESIGN TEAM COMMITTEE MEETING/AI CIRCLE UPDATE

*Design Team Committee Meetings, Stakeholder Survey Results  
Designing for New York Inspires Professional Development  
B.J. Masopust*

# Extracurricular and Athletics Survey Results

- 851 students participated in grades 7-11
- The majority of students report high satisfaction with current extracurricular offerings, with the most frequent satisfaction rating being the highest possible score.
- A significant portion of students do not currently participate in extracurricular activities or sports, but among those interested, 'Sports teams/Intramurals', 'Music (Band, Chorus, Orchestra)', and 'Girls Flag Football' are the most popular choices for future participation.
- The most commonly requested new extracurricular activities include various sports (such as bowling, girls flag football, girls golf, and girls wrestling), art-related clubs, and clubs focused on social or cultural interests, indicating a desire for broader and more diverse offerings.

# Interscholastic Athletic Offerings Highlights



■ Bowling ■ Girls Wrestling ■ Girls Golf ■ Girls Flag Football

Sport

Interest  
Count

Bowling

144

Girls  
Wrestling

55

Girls Golf

47

Girls Flag  
Football

139

# Updated Sports Interest (Winter + Spring)



## Bowling Popularity

Bowling is the most popular winter and spring sport option with 144 students showing strong interest.

## Girls Flag Football Interest

Girls Flag Football has high enthusiasm with 139 students interested, suggesting strong potential for new programs.

## Girls Wrestling Demand

Interest in Girls Wrestling with 55 students indicates opportunities to expand athletic offerings.

## Girls Golf Participation

Girls Golf attracts moderate interest with 47 students, reflecting steady demand for this sport.

# Top Club Interests



## Art Club Popularity

Art Club received the highest interest with 47 mentions, showing strong student enthusiasm for creative expression.



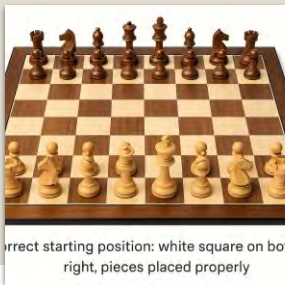
## Cooking and Culinary Interest

Cooking and culinary clubs are popular with 12 combined mentions, highlighting interest in practical and life skills.



## Debate Team Engagement

The Student Debate Team appeals to those interested in intellectual growth and communication skills with 7 mentions. Additionally, a student debate group has been active for the past two school years. In exploring this previously, we found that most Ulster county schools have what's called MODEL UN and compete both inside and outside of the county.



## Student Gaming Group

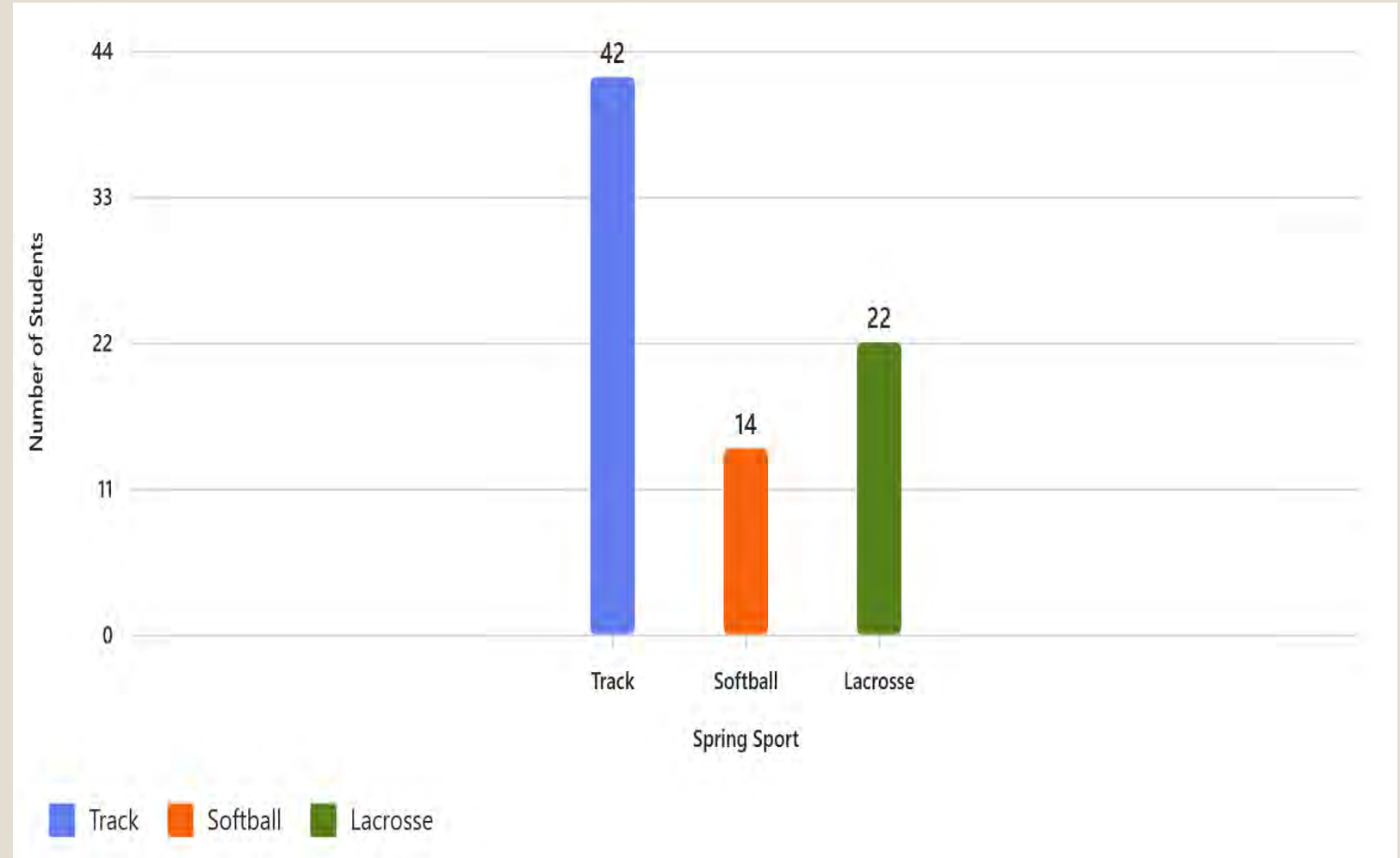
Please Note: There was significant interest in various student gaming group proposals, but the board is looking to approve a student gaming club at the December Board of Education Meeting. (There is currently a student group for gaming that has been operating without the club title for three years.)

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# Potential Impact of Adding Girls Flag Football on Current Girls Spring Sports Offerings

Female students quoted as **being “interested” in girls flag football** who already intend on participating in one of our current spring sport offerings next year.

- Lacrosse: 21 students
- Softball: 13 students
- Track and Field: 58 students

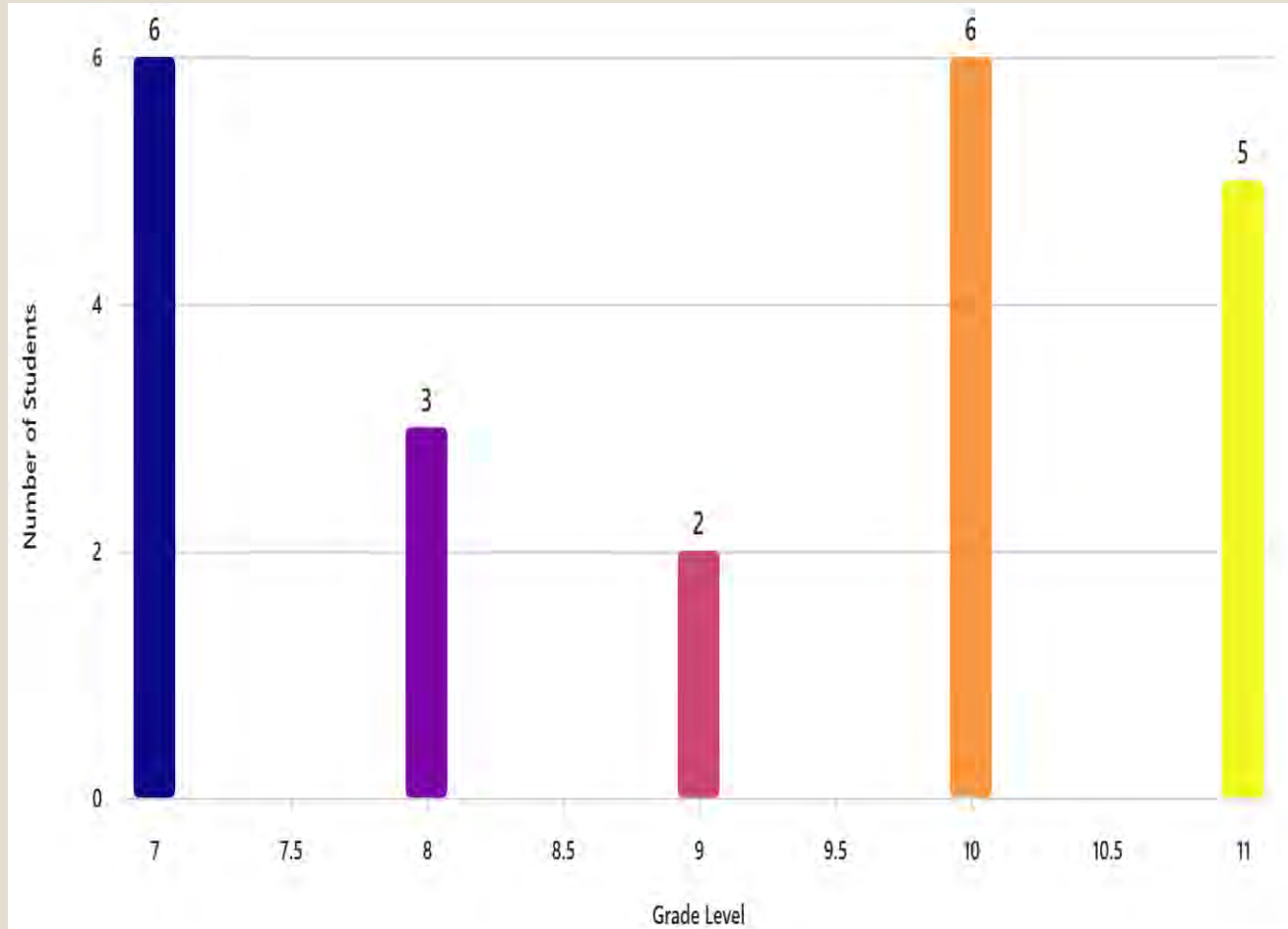


# Potential Impact Analysis of Girls Flag Football on Girls Lacrosse: By Grade Level

Grade	Count
7	6
8	3
9	2
10	6
11	5

## Observation:

- Grades **7 and 10** have the highest overlap (6 students each).
- Grade 11 also shows notable interest (5 students).
- This suggests younger and mid-high school grades may be most impacted.



# Potential Impact on Girls Lacrosse



92 students currently play a spring sport and are also interested in girls flag football

## Participation Decline Risk

The introduction of Girls Flag Football could reduce Girls Lacrosse participation by approximately 28%, risking team viability.

## Mitigation Strategies

- Targeted recruitment, the addition of the modified girls lacrosse team this spring, and scheduling adjustments can help retain lacrosse players and balance sports offerings.
- Perhaps starting girls flag football as a club first to see if it will sustain might be the right approach.

# Recommendations for Program Development

Explore Introducing New Athletic Programs for 2026-2027

Prioritize launching Bowling (Unified and Interscholastic Athletic) and Girls Flag Football (club first) due to strong student interest in these sports.

Retention Strategies for Girls Lacrosse

Use targeted recruitment, promotional campaigns, and scheduling changes to support Girls Lacrosse retention.

Launch Creative Clubs Tied To Curriculum and Student Opportunities

Explore Art Club and Cooking Club to meet student demand for creative and practical extracurricular activities. Have discussions with Debate Student Group about exploring Model UN

Balanced Program Growth

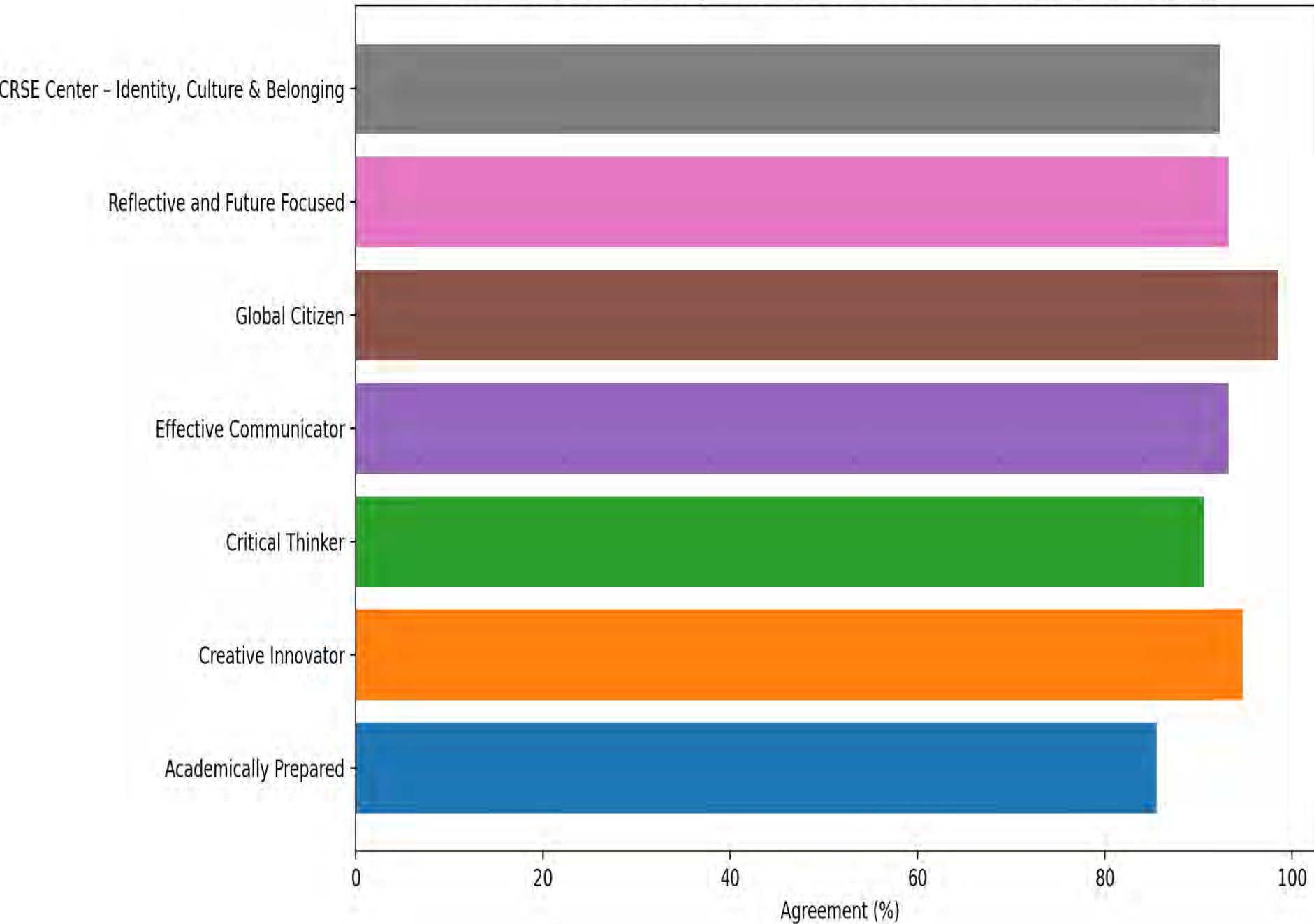
Adopt a balanced approach considering popularity and resources to ensure sustainable growth and satisfaction.



# Informational Parent Survey Results

- 300 parents participated in the survey administered at Parent Teacher Conferences.
- The survey results show a strong positive trend across most questions, with 'Agree' and 'Strongly Agree' being the dominant responses for nearly all attributes, such as ethical choices, goal setting, and interpersonal skills.
- The majority of parents report high satisfaction with their children's experiences, and **very few responses fall into 'Disagree' or 'Not Sure At This Time'**.
- Additionally, a substantial number of parents (100) provided open-ended feedback, indicating active engagement and interest in sharing their perspectives. These findings suggest overall satisfaction and confidence in the district's support for student development, with only minor areas of uncertainty or disagreement.

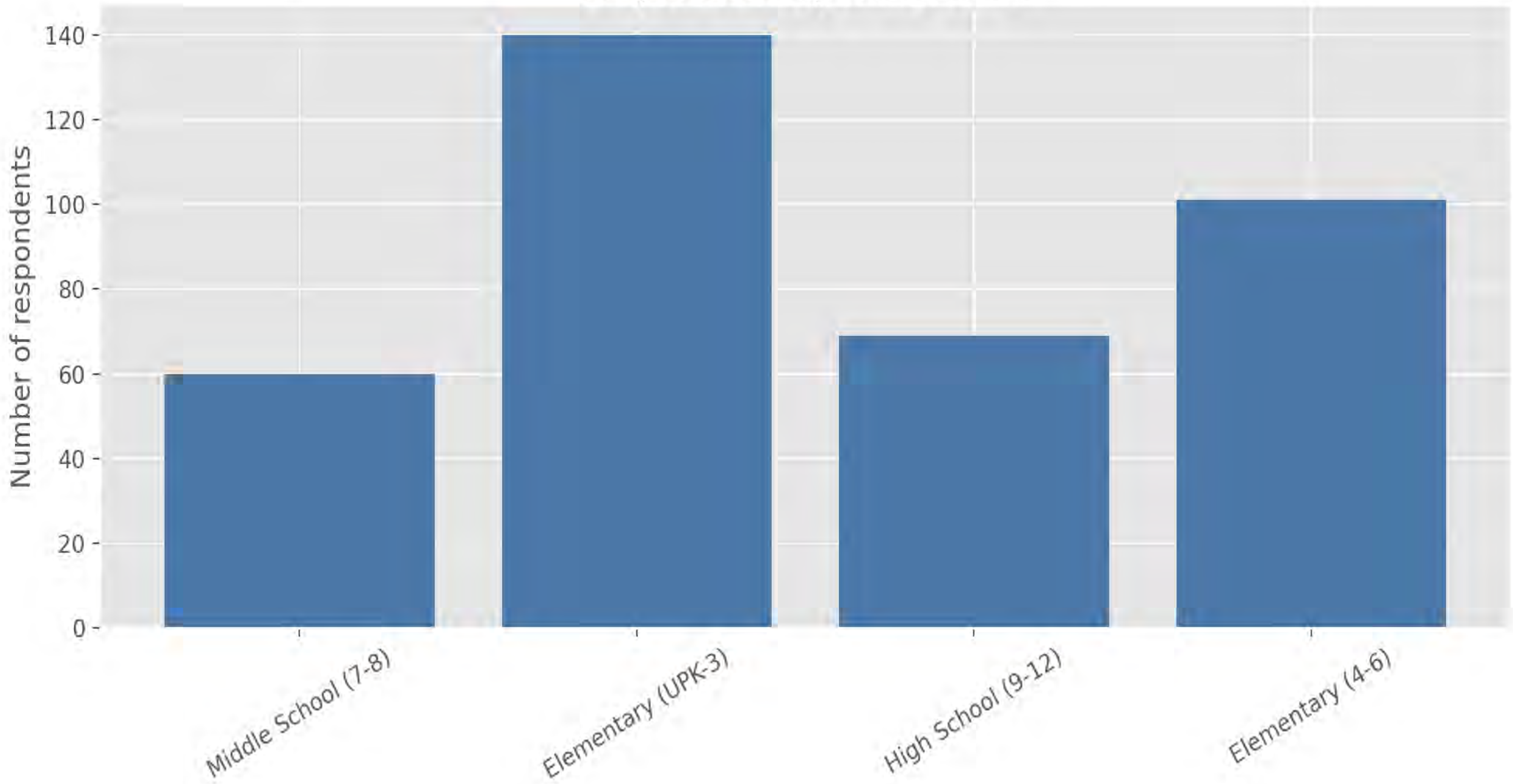
# Walkill CSD Parent Survey — NYSED Portrait of a Graduate Dimensions (Overall)



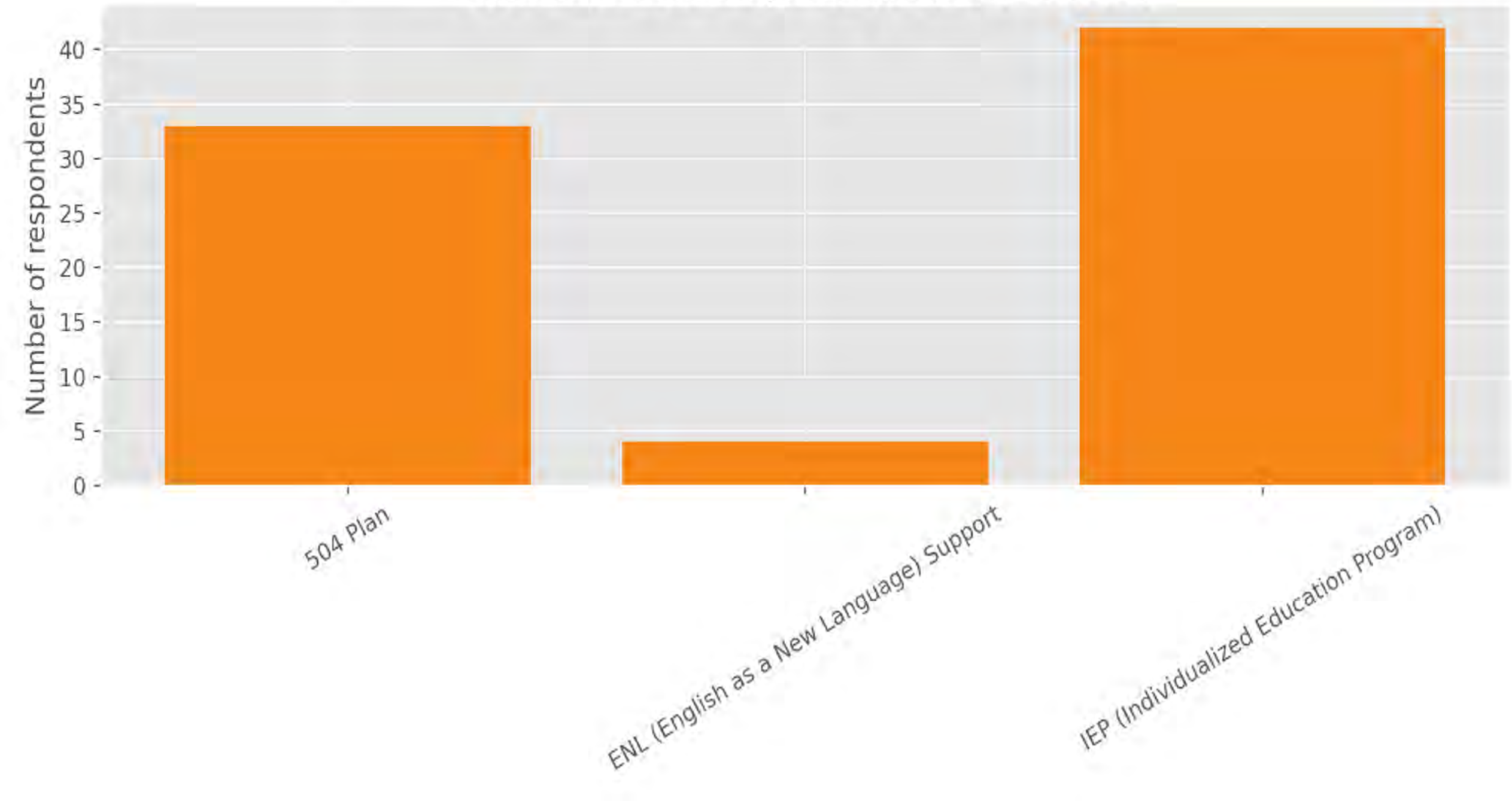
# Agree or Strongly Agree %



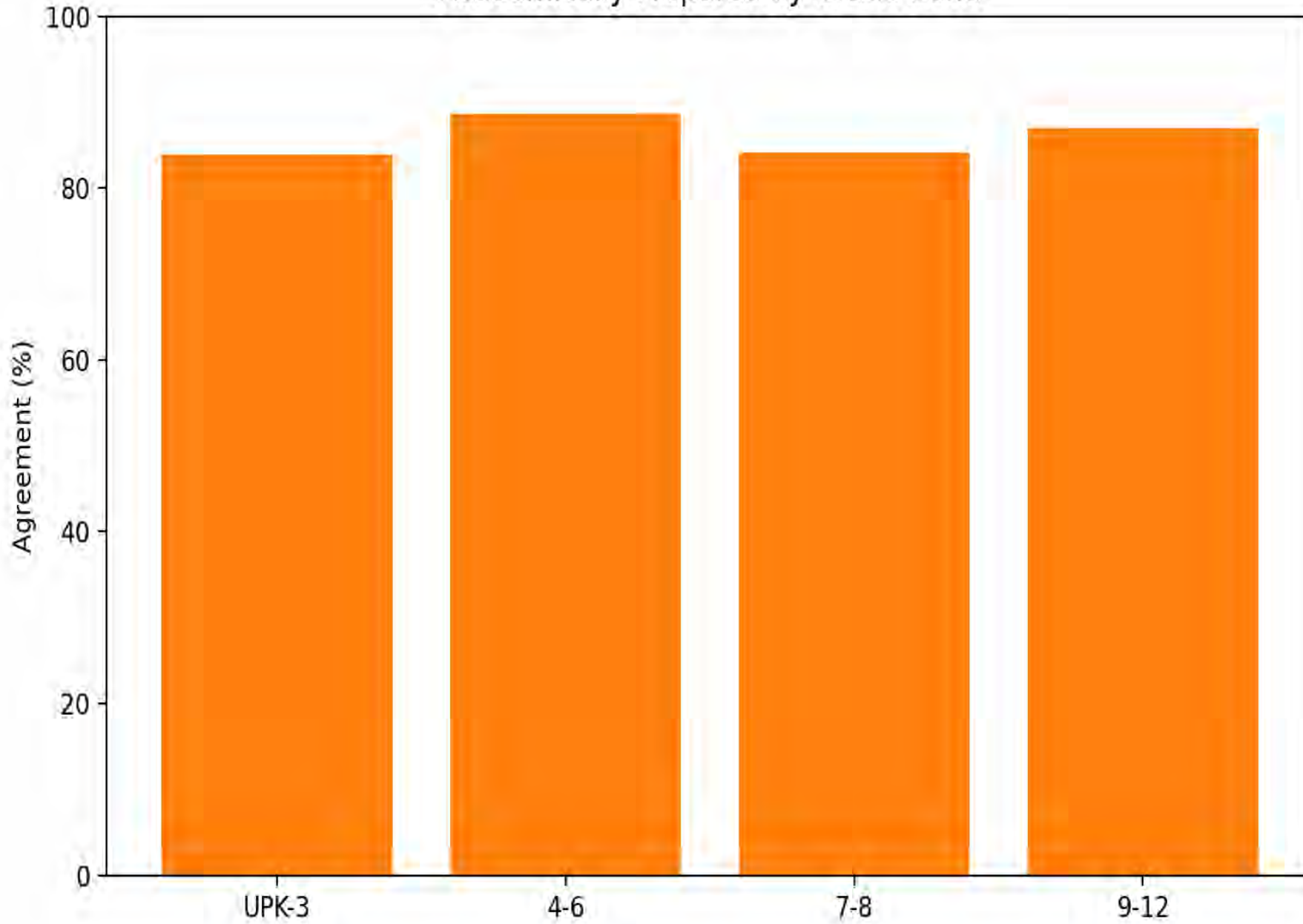
# Respondents by Grade Level



## Student Services Reported (IEP/504/ENL/etc.)



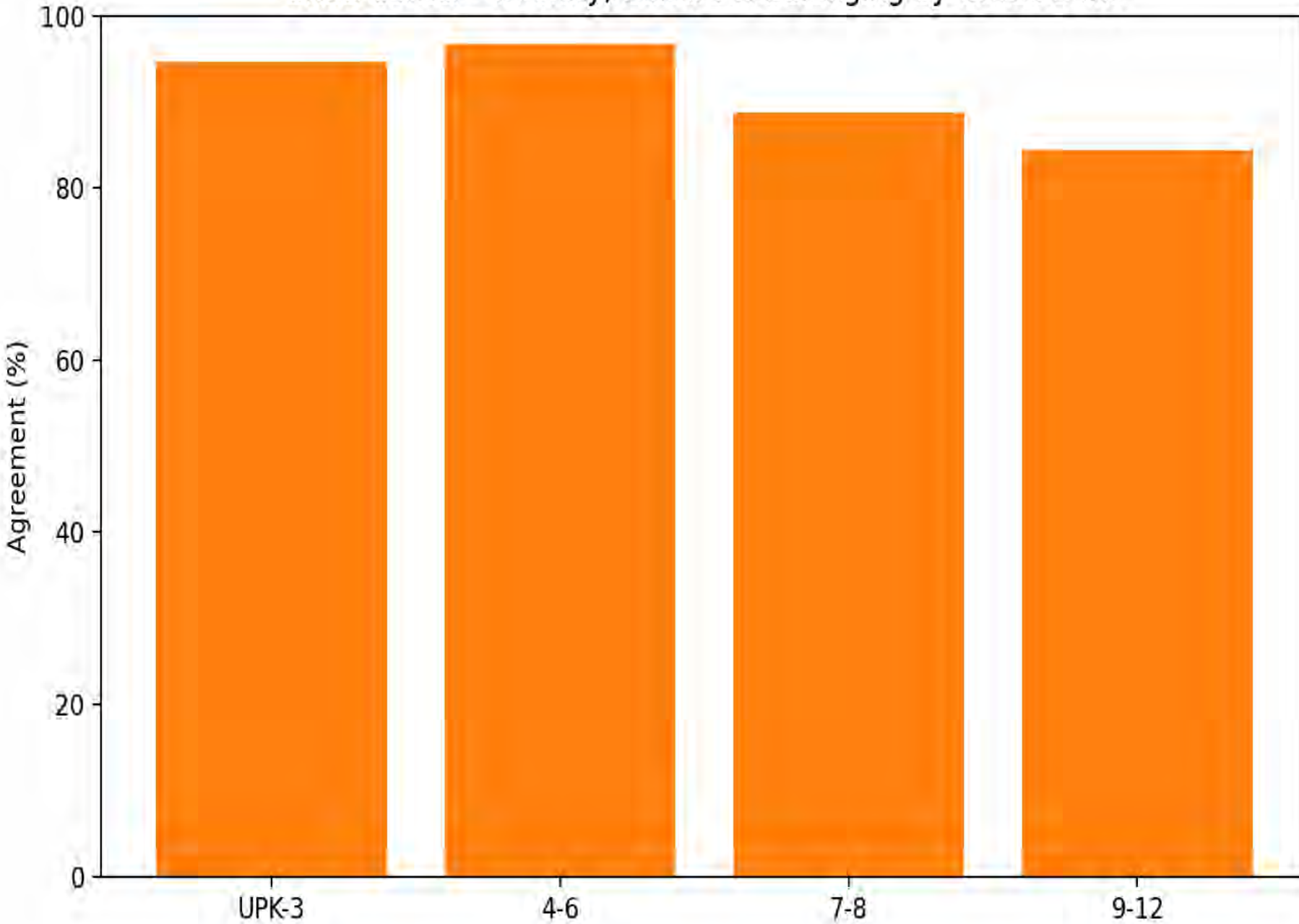
## Academically Prepared by Grade Band



# Academically Prepared



CRSE Center - Identity, Culture & Belonging by Grade Band



# Identity, Culture & Belonging by Grade Band

**New York State PORTRAIT OF A GRADUATE**

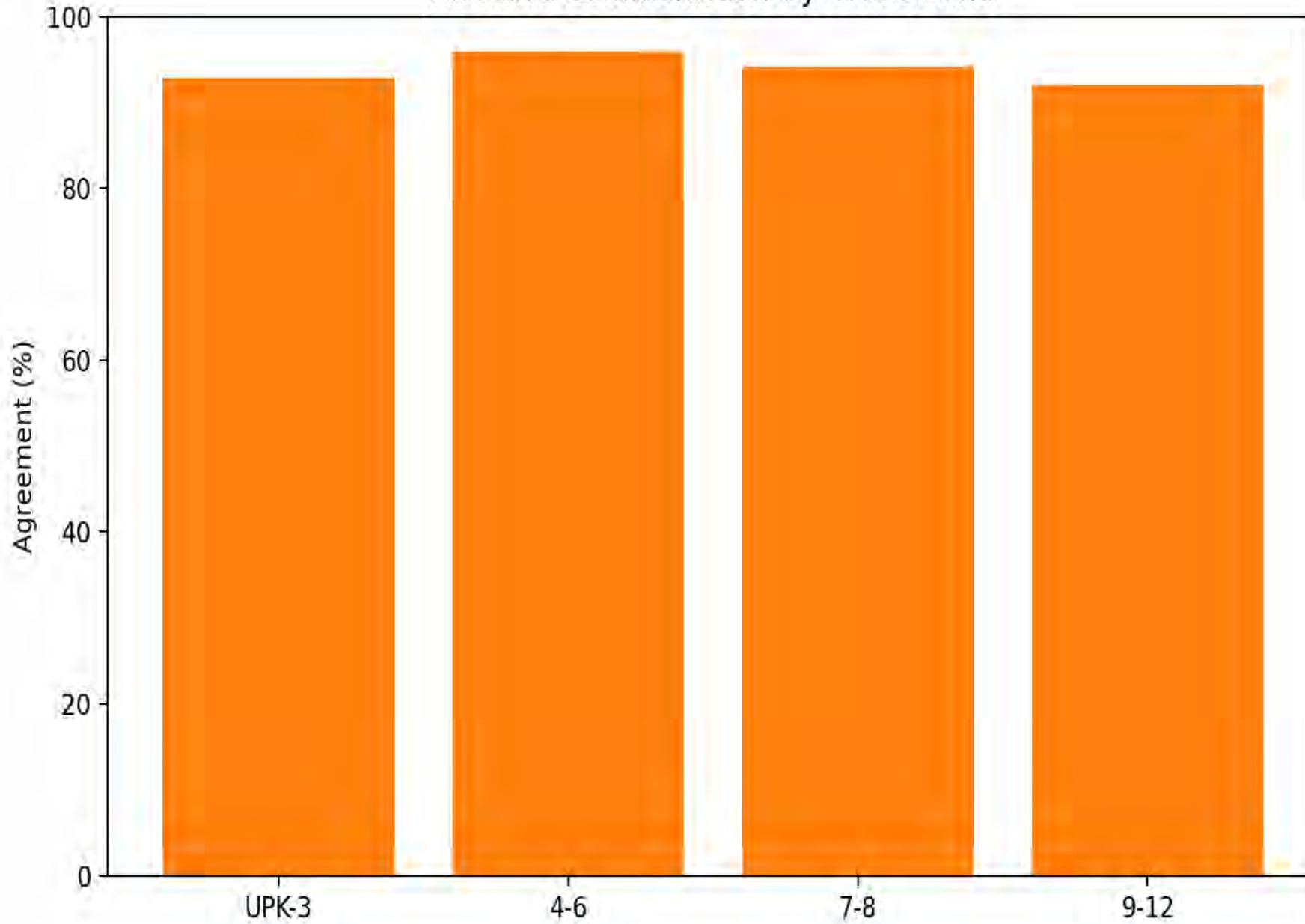
A NEW YORK STATE GRADUATE WILL BE READY TO LEARN, GROW, CREATE, WORK, AND CONTRIBUTE

**Culturally Responsive, Sustaining Education**

A New York State high school graduate who is **culturally responsive** builds strong, respectful relationships, valuing diverse perspectives as essential to a rigorous, inclusive learning community. New York State students who embody cultural responsiveness and academic readiness—demonstrating creativity, critical thinking, communication, reflection, and global awareness—will be prepared to learn, grow, innovate, and contribute meaningfully to society. These graduates will be equipped with the interpersonal and intellectual skills needed to thrive in an interconnected, ever-evolving world.

- Academically Prepared**  
Demonstrates a strong foundation in the 8th learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.
- Creative Innovator**  
Utilizes imagination, curiosity, and feasible thinking to solve problems creatively, and develop new ideas and products, while adapting to evolving circumstances and challenges.
- Critical Thinker**  
Analyzes information thoughtfully, evaluates evidence critically, and identifies patterns and connections between different pieces of information (across multiple content areas) to address complex issues and organize the world with insight.
- Effective Communicator**  
Articulates ideas clearly and confidently through speaking, writing, and the use of different types of media for various purposes, while engaging with diverse audiences and actively listening to different perspectives.
- Global Citizen**  
Acts responsibly and ethically within local, global, and digital communities, employing civic knowledge, skills, and resources to promote social sustainability and contribute positively to a culturally diverse, democratic society.
- Reflective and Future Focused**  
Engages in self-reflection to identify strengths and areas for growth, sets meaningful goals, uses social awareness to maintain supportive relationships, and demonstrates responsible decision-making that promotes social, emotional, and mental well-being.

# Effective Communicator by Grade Band



# Effective Communicator

**New York State PORTRAIT OF A GRADUATE**

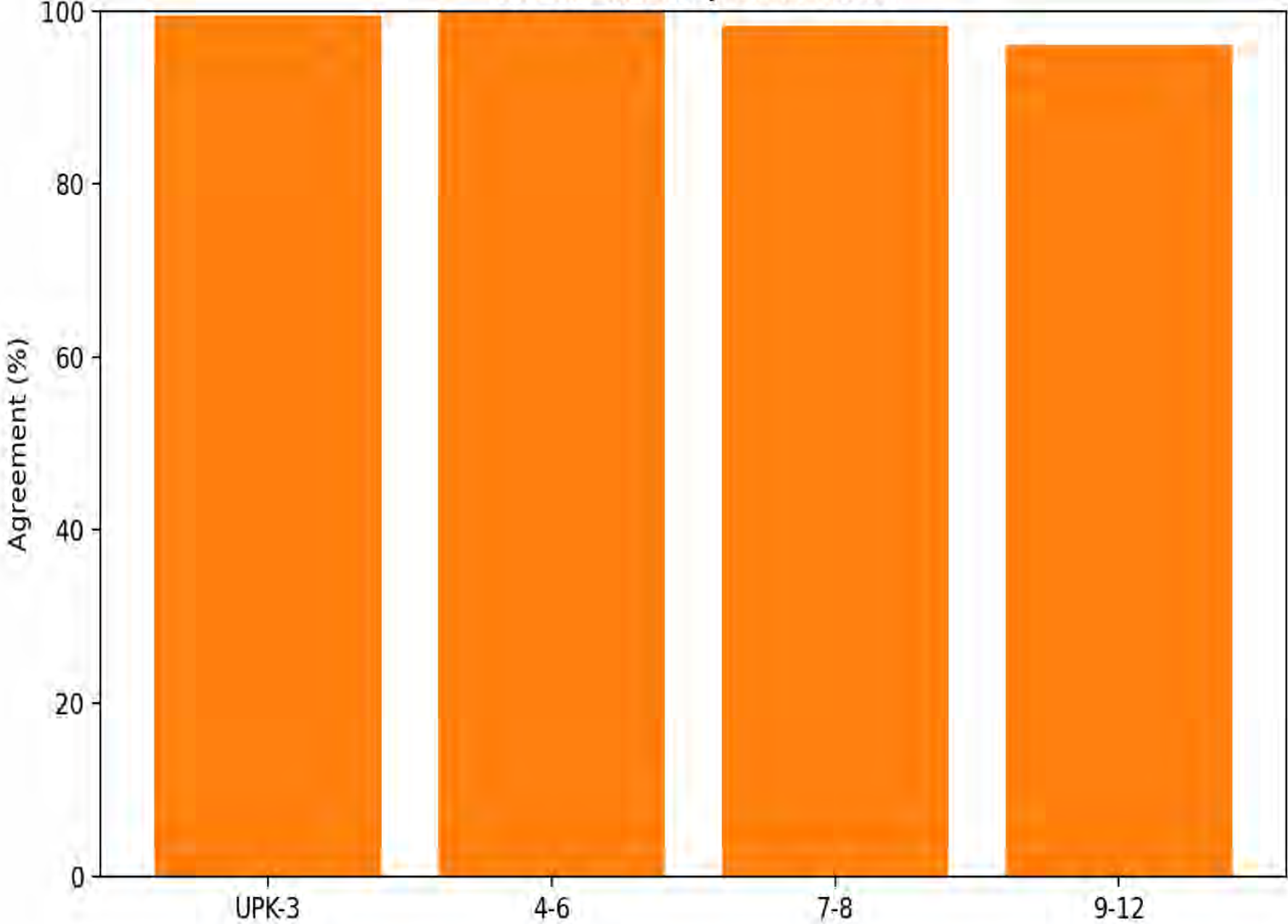
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- Academically Prepared**  
Demonstrates a strong foundation in the 185 learning standards and is equipped with the knowledge and skills necessary to achieve success in college, careers, civic engagement, service, and life.
- Creative Innovator**  
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Global Citizen by Grade Band



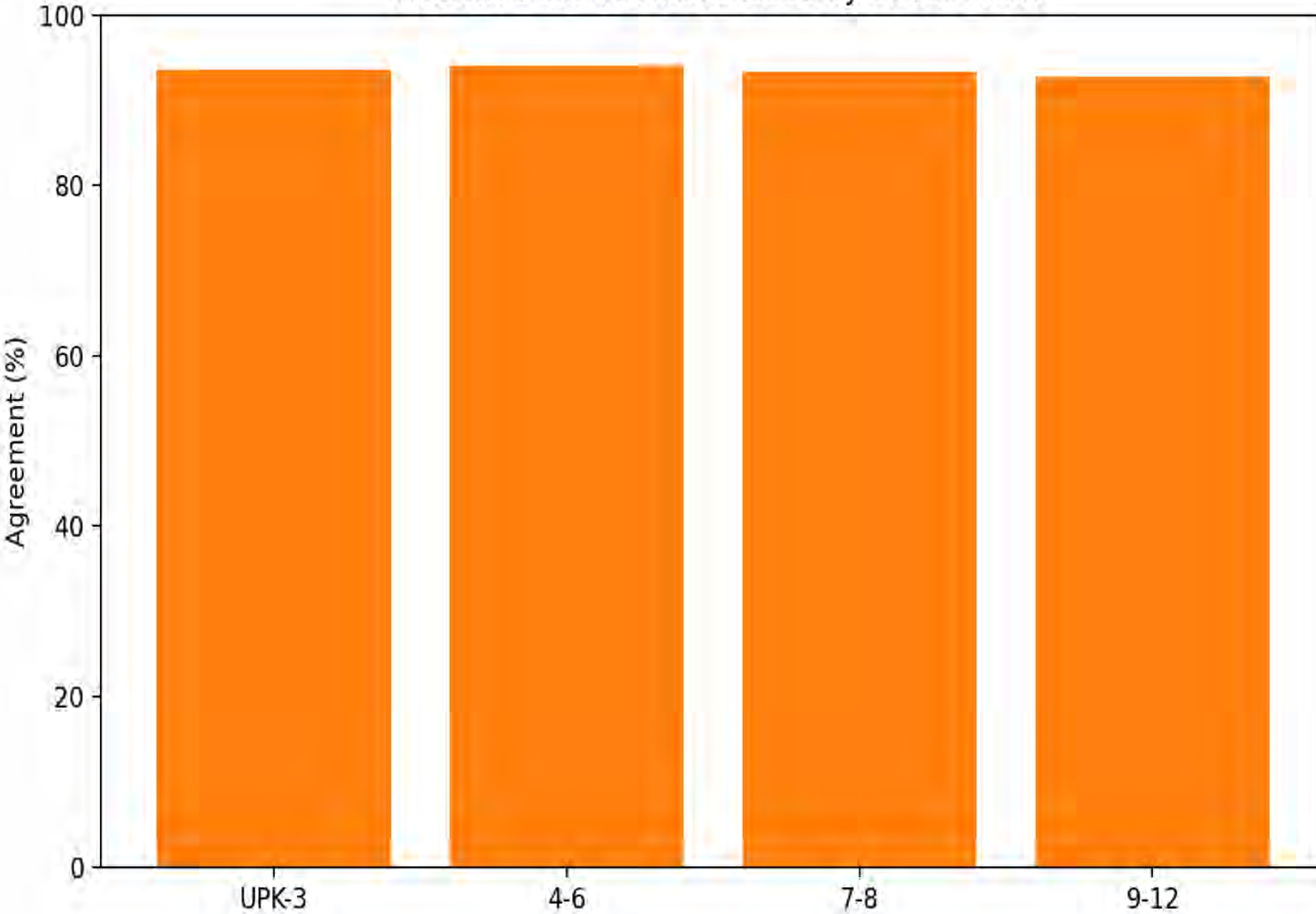
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# Reflective and Future Focused by Grade Band



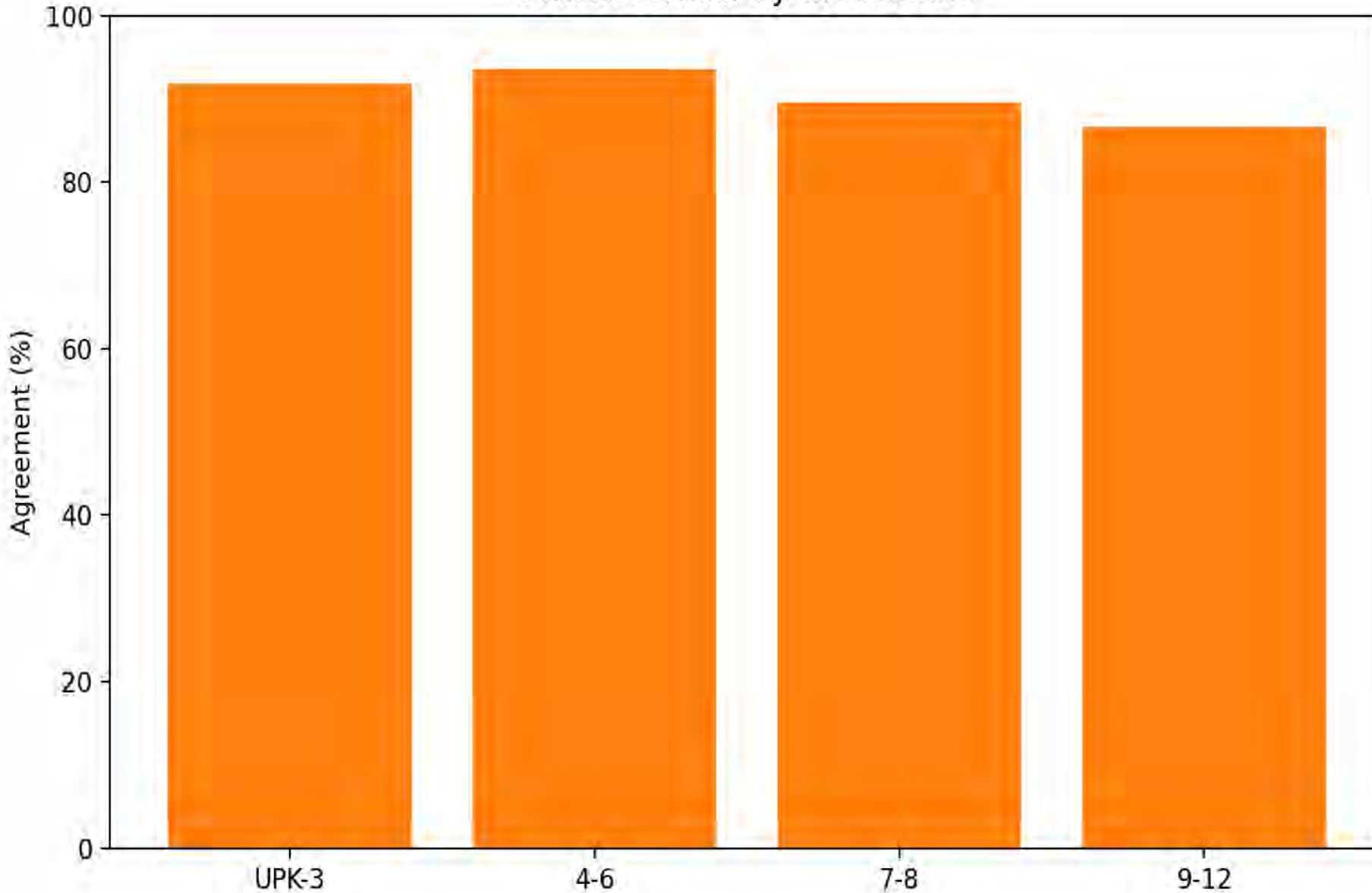
## Reflective and Future Focused

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### Critical Thinker by Grade Band



# Critical Thinker

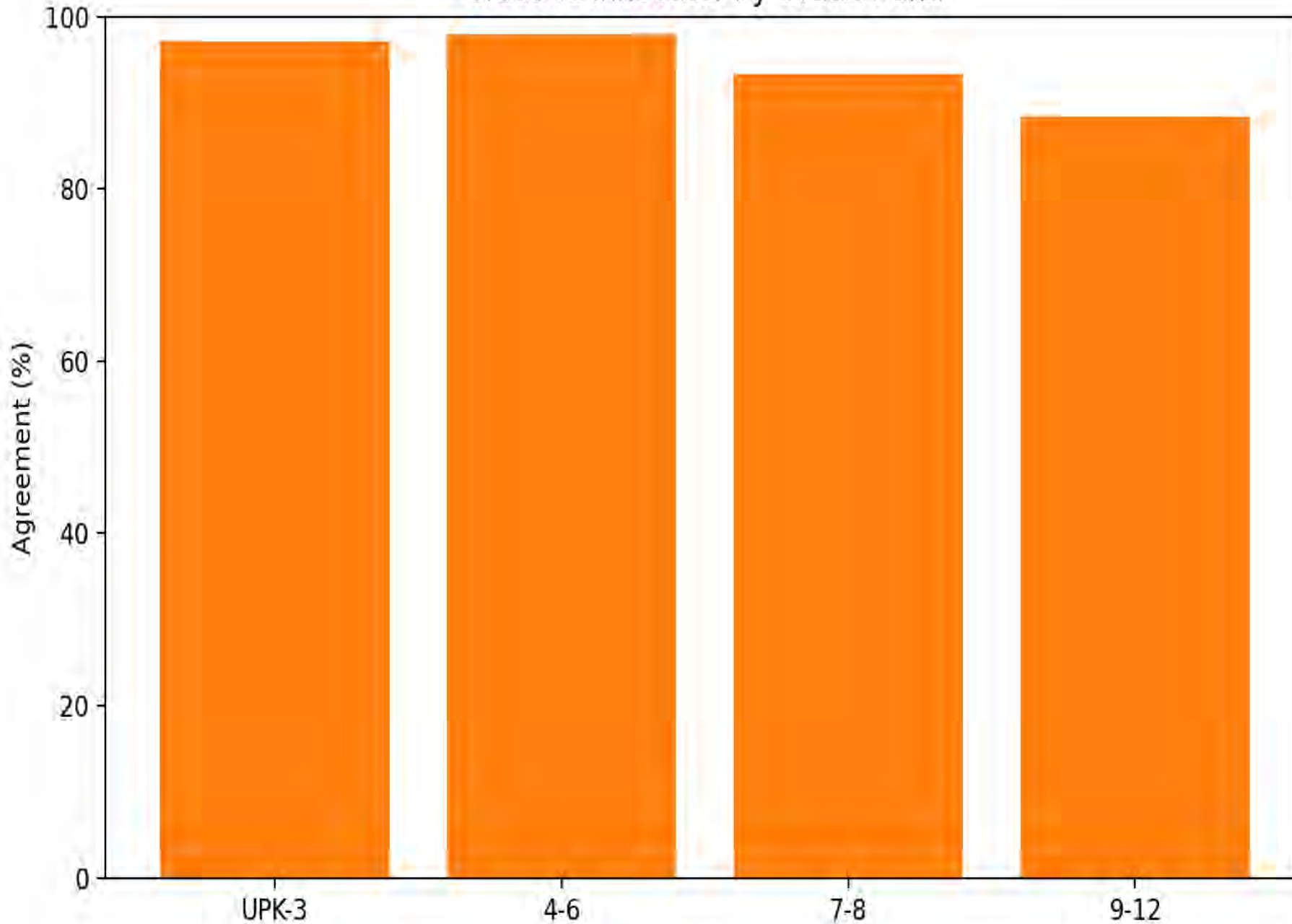
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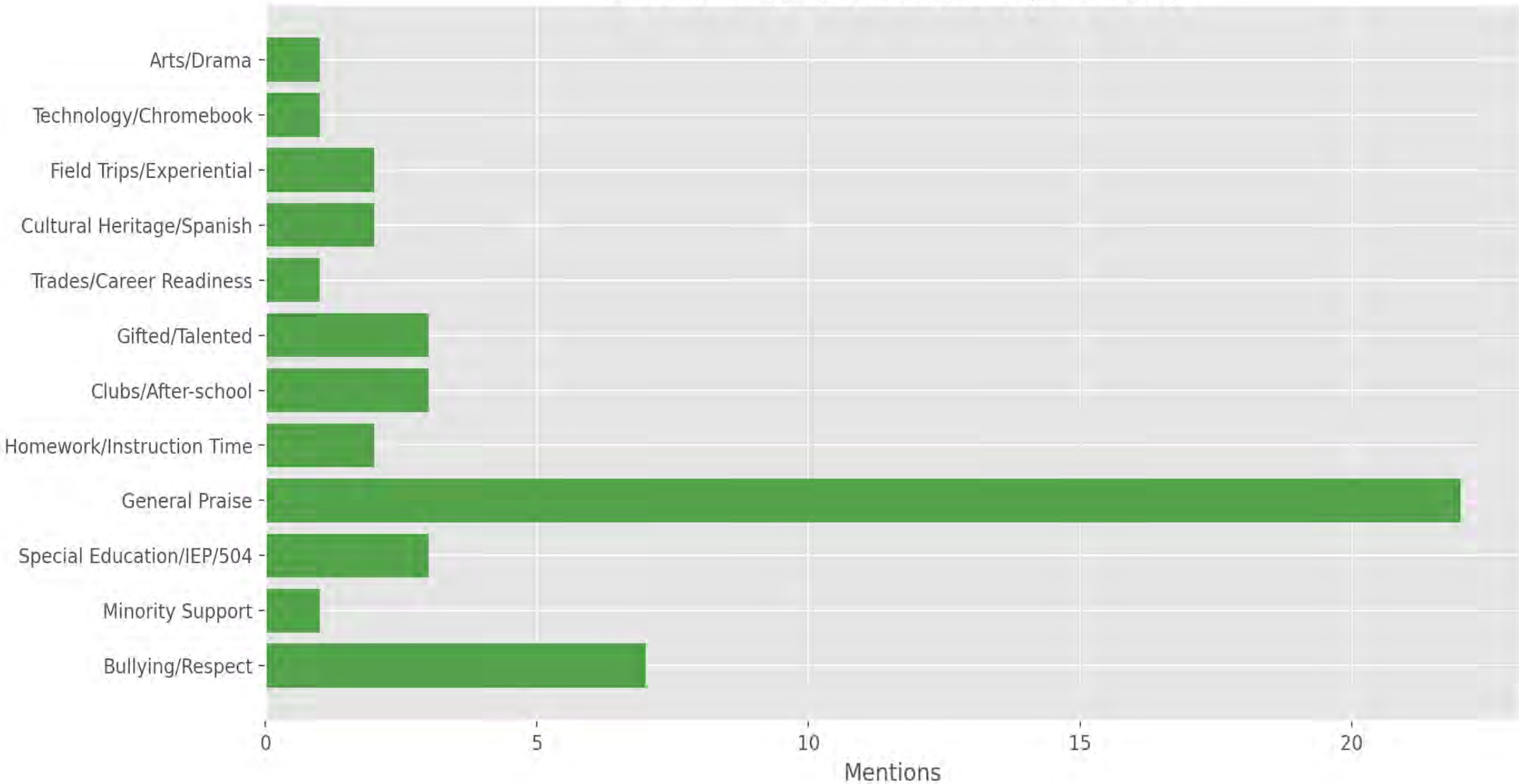
## Creative Innovator by Grade Band



# Creative Innovator



# Patterns in Parent Sentiments (Open-ended)



# Survey Summary and Response Profile



## Survey Demographics

300 parent responses were collected from all grade levels representing diverse educational support needs.

## Skills and Competencies Assessed

Survey measured perceptions on academic skills like ethical decision-making and communication readiness.

## Positive Feedback Highlights

Strong agreement across almost all areas in grades UPK-12, with agreement ratings among all questions in the mid-high 80<sup>th</sup> percentile or higher.

## Areas for Improvement

Complex problem-solving, critical thinking, written communication, and college readiness were identified as improvement areas.



## Strategies for Addressing Some of the Concerns Raised in the Survey



### Enhance Writing Instruction

Integrate cross-curricular writing tasks and provide professional development focused on literacy strategies to strengthen writing skills.

### Embed Problem-Solving Experiences

Incorporate authentic problem-solving within core subjects to enhance critical thinking and complex reasoning skills through project-based learning

### Expand College and Career Readiness

Increase exposure to trade careers and local business partnerships to prepare students for diverse post-graduation pathways. Add to our dual-enrollment catalogue to provide students with an opportunity to challenge themselves with more rigorous learning experiences.

### Promote Cultural Inclusivity

Incorporate heritage celebrations, multilingual resources, and diversity-focused advisory lessons to foster inclusivity.

*\*Analyze, Evaluate and Expand After School Offerings and Extracurricular Programming\**



# Designing for NY Inspires Professional Development

- **Connect Vision to Practice**
- Explore NYS Inspires and Portrait of a Graduate initiatives
- Foundations for Project-Based Learning (PBL)
- Integrate Meaningful Technology into Lesson Design
- **Session 1: Introduction & Exploration (2/10/26-2/13/26)**
- Build community and establish session norms
- Examine and select PBL frameworks for departmental use
- Begin designing small-scale projects with digital tools
- **Session 2: Ideation, Tuning, and Reflection 3/10/26-3/13/26)**
- Develop ready-to-implement PBL units or mini-projects
- Participate in design sprints and structured peer feedback
- Refine project plans and plan for classroom rollout
- **Purposeful Technology Integration**
- Use digital tools to streamline project design/boost student reflection
- Apply technology in discipline-specific ways
- **Collaboration & Reflection**
- Engage in peer feedback and collaborative planning
- Reflect on growth and plan for continued learning
- Interdisciplinary Project Design



## Designing for New York Inspires: Connecting Technology, Project-Based Learning, and the Portrait of a Graduate

**What You'll Experience**

- NYS Inspires/Portrait of a Graduate Initiative
- Foundations and Frameworks for Project-Based Learning
- Technology Integration Opportunities
- Design Sprints & Peer Feedback

**Key Opportunities**

- **Connect Vision to Practice**  
Explore how New York Inspires and the Portrait of a Graduate can shape curriculum, instruction, and authentic learning experiences.
- **Build Proficiency in PBL**  
Examine multiple project-based learning frameworks to identify strategies that foster inquiry, creativity, and collaboration.
- **Purposeful Tech Integration**  
Use digital tools to streamline project design, enhance engagement, and support meaningful student reflection.
- **Authentic Learning Design**  
Participate in a design sprint to create or refine projects that align with your content area and graduate attributes.
- **Collaborate and Reflect**  
Engage in structured peer feedback to strengthen your project ideas and plan for classroom implementation.

**Program Details**

- 🕒 Two 3-Hour Session
- 📍 On-site at Watkill Senior High School
- 🗣️ Organized by content area departments (see back for details)

[www.ulsterboces.org/educator-edge-home](http://www.ulsterboces.org/educator-edge-home)

**Contact Educator Edge**

PD FOR ALL HIGH SCHOOL INSTRUCTIONAL STAFF 9-12

# AI Circle Update

Wallkill CSD is actively participating in the AI Circle, a collaborative initiative designed to help districts develop and refine a district-wide vision for responsible AI use—enhancing both student learning and instructor efficacy.

**Date & Time:** Tuesday, December 9, 4:00–6:00 p.m. (Virtual Tuning Session)

**Format:**

- Districts are paired to participate in two complete 40-minute Dilemma Tuning Protocols.
- Each district presents its essential question and current work.
- Each district serves as a “critical friend,” providing thoughtful, kind, and specific feedback to their partner district.
- Both teams receive dedicated time for presentation and valuable peer perspectives.

**What We’re Preparing:**

- Our essential question(s) for AI implementation in Wallkill CSD.
- A clearly framed question for our critical friends.
- Brief context or materials to share with our partner district.

**Session Agenda:**

1. Brief review of the Dilemma Tuning Protocol.
2. Wallkill CSD presents its essential question and work.
3. Partner district presents; Wallkill serves as critical friend.
4. Collaborative feedback and insights.
5. Reflection and next steps.

**Why This Matters:**

- Fosters cross-district collaboration and shared learning.
- Ensures our AI vision is robust, actionable, and aligned with best practices.
- Builds capacity for responsible, effective AI integration in our schools.

# Design Team Committee Meeting Dates

*December 16, 2025, 3:30p.m.-4:30p.m.*

*January 13, 2025, 3:30p.m.-4:30p.m.*

*February 12, 2025, 3:30p.m.-4:30p.m.*

*March 17, 2025, 3:30p.m.-4:30p.m.*

*April 15, 2025, 3:30p.m.-4:30p.m. (This date  
did not change)*

*May 12, 2025, 3:30p.m.-4:30p.m.*

*June 9, 2025, 3:30p.m.-4:30p.m.*

Next Steps: Empathy Interview Analysis and PBL/Community Partnership Building



# SUPERINTENDENT'S CONFERENCE DAY RECAP

*Student Art Gallery Walk and Music Ensemble Performances,  
Sweethearts and Heroes: Tom Murphy and Rick Yarosh  
Tom Varano: Emotion Into Art  
B.J. Masopust*

# Student Artwork Gallery Walk



Wallkill Senior High School  
Music Department presents

# SUPERINTENDENT'S CONFERENCE DAY CONCERT

NOVEMBER 26, 2025



## JAZZ ENSEMBLE

SANTA CLAUS IS COMING TO TOWN  
BY GILLESPIE AND COOTS, ARR. MURTHA

## CHAMBER ORCHESTRA

WE THREE KINGS  
BY HOPKINS JR, ARR. SUSI, EDITED BY LAW

## MIXED CHOIR

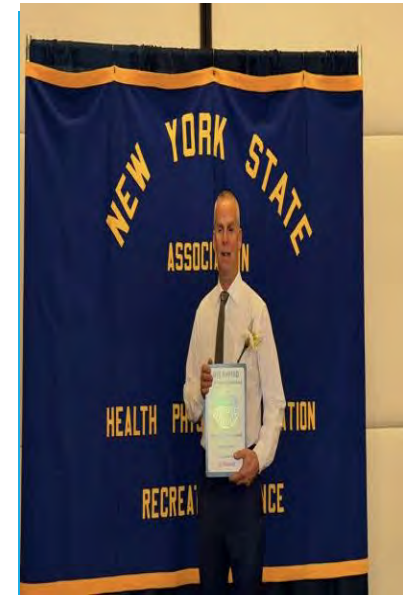
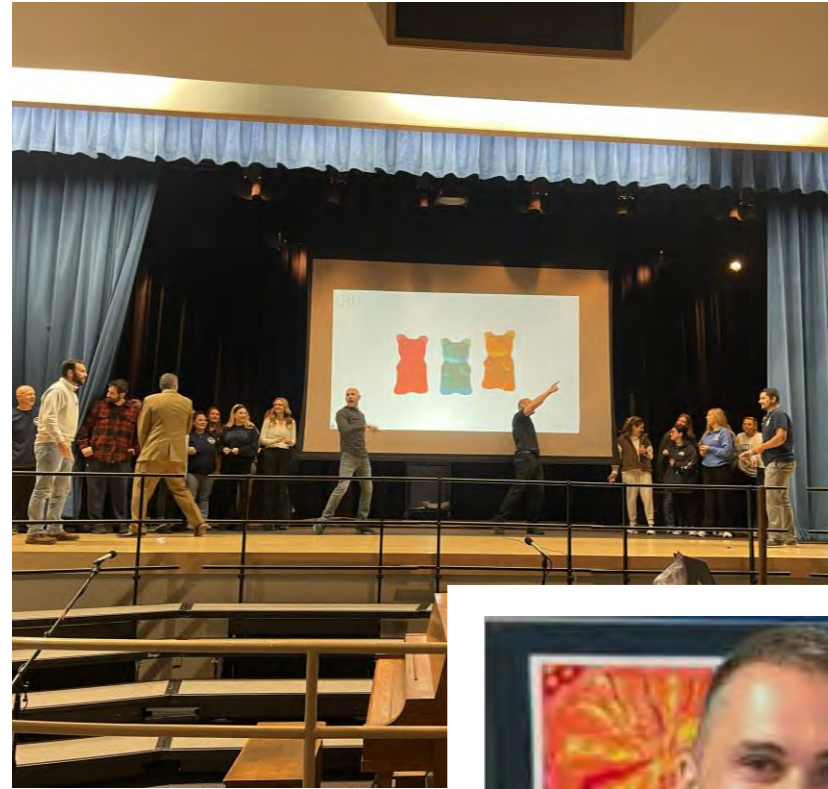
GOD ONLY KNOWS  
BY BRIAN WILSON & TONY ASHER

## Student Music Ensemble Performances



# Superintendent's Conference Day Presenters

- WTA Acknowledgements: 25 Years of Service and Susan Gaetano Award: Leo Sladewski
- Tom Murphy and Rick Yarosh: Sweethearts and Heroes
- Tom Varano: Emotion into Art
  - These keynotes inspired our staff to see every day as a life-changing opportunity, turning setbacks into comebacks and choices into moments of transformation.
  - Additionally, it prioritized self-care as to best support our students, we must be the best version of ourselves.
  - Finally, the speakers emphasized the impact that just one moment between an educator and a student can have on the trajectory of that student's life.





# ARTS IN EDUCATION

*Emotion Into Art Student Assemblies, The Art of Education Flex Curriculum*  
B.J. Masopust

# Tom Varano Presenting to Our Students!



Speed painter Tom Varano inspires students to be themselves, take risks, chase their dreams, and remember that their lives matter through his dynamic Emotion Into Art™ performance.

# *Art of Education Flex Curriculum for Art Teachers Grades K-12*

## *Process of Acquiring Art of Education Flex Curriculum*

- The art department initiated interest in a resource offering tangible, project-based art lessons and ongoing professional development for teachers.*
- A Zoom meeting with representative Jordan Moxley was scheduled over the summer to review program components and address teacher questions.*
- Teachers were given the opportunity to pilot the Flex Curriculum during the fall, allowing hands-on experience with its materials and approach.*
- After the pilot, a consultation meeting with the art department confirmed their satisfaction and strong recommendation to adopt the program full-time.*
- The district approved the purchase, ensuring teachers have exclusive access to lessons, materials, and professional development, which they can turnkey to students.*

## *Benefits for Teachers and Students*

- Teachers gain structured, high-quality art lessons aligned with project-based learning principles.*
- Access to continuous professional development empowers teachers to refine instructional practices.*
- Flexibility and ready-to-use resources reduce planning time and increase instructional effectiveness.*
- Students benefit by having access to engaging, well-designed art projects delivered by confident, well-supported teachers.*
- The program fosters innovation and creativity in classrooms, enhancing overall student learning experiences.*