

## **School Committee Curriculum Subcommittee**

**Wednesday, January 9, 2019**

8:30 AM-10:00 AM

5<sup>th</sup> Floor Conference Room, Town Hall

Curriculum Subcommittee Members Present: Barbara Scotto (Chairman), Helen Charlupski, and Suzanne Federspiel. Susan Wolf Ditkoff missed much of the meeting because she was representing the School Committee at another meeting.

Other School Committee Members Present: David Pollak.

Staff Present: Nicole Gittens, Mary Brown, Meg Maccini, Kalise Wornum, Vicki Milstein, Joanna Lieberman, and Robin Coyne.

### **1) Approval of Curriculum Subcommittee Minutes**

On a motion of Ms. Scotto and seconded by Ms. Federspiel, the Curriculum Subcommittee voted unanimously to approve the minutes of the December 12, 2018 Curriculum Subcommittee meeting.

### **2) Kindergarten Literacy**

Principal of the Brookline Early Education Program (BEEP) Vicki Milstein provided an overview of the BEEP curriculum education focuses. The BEEP hallmark is math rich environments, support for emergent literacy, and a backdrop for exploration and discovery. The educational curriculum focuses include math language, varied literature, phonemic awareness and letter/sound relationships, encouraging children to apply their understanding to new and complex ideas. Organizing around a task and social competence are linked to later school success. BEEP encourages skills in problem solving, emotional regulation and social thinking. Ms. Milstein provided examples of Kindergarten appropriate literacy skills, e.g., ability to rhyme, identify alliteration, picture naming, and name recognition. Development of the skills is interwoven into play. She noted that children are exposed to a range of literature.

Ms. Milstein and English Language Arts K-8 Curriculum Coordinator Joanna Lieberman discussed the literacy assessments, and described the tier/intervention levels. Staff stressed the importance of ensuring that students meet the state standards for literacy by the end of Kindergarten. They felt that we cannot assume children will learn at their own pace and catch up with their peers. Currently, 40 percent of students going into 1<sup>st</sup> Grade require reading interventions. Students of color are overrepresented in the group needing interventions. We can't have Grade 1 expectations if we don't have Kindergarten expectations.

Staff described the role of the math specialists and literacy coaches/specialists and interventionists. It is important to have time for strategic opportunities for literacy in play and to have dedicated time for explicit literacy education.

Subcommittee members commented that some children may need more opportunity to integrate literary and other relevant skills with play; that it sometimes seems like we are moving 1<sup>st</sup> Grade skill development down to Kindergarten; and that some teachers may interpret adherence to the standards as meaning there should be less play.

Staff discussed the need to find time to support educators and bring them together for high quality instruction in integration. High achievement levels in literacy and play can work together. We need to have high expectations for all students - the state standards, at a minimum - if we want all students to succeed and if we want to eliminate the achievement gap.

Subcommittee members requested an opportunity to visit and observe some Kindergarten classes.

### **3) Proposed New Brookline High School (BHS) Course for 2019-2020: Advanced Swimming and Lifeguard Training**

K-12 Coordinator for Wellness Education Tina Bozeman and BHS Wellness Education Teacher Gretchen Lima presented a proposed new Brookline High School Course for 2019-2020: Advanced Swimming and Lifeguard Training (Attachment A). The course will not require new staffing. Subcommittee members were very supportive. Members suggested a future discussion of a possible swimming graduation requirement.

On a motion of Ms. Charlupski and seconded by Ms. Federspiel, the Curriculum Subcommittee voted unanimously to recommend School Committee approval of a new BHS Advanced Swimming and Lifeguard Training Course for 2019-2010.

The School Committee will be discussing new course proposals on January 31, 2019.

The meeting adjourned at 10:00 AM.

# Advanced Swimming and Lifeguard Training

## Course Description:

This course is divided into two focus areas: advanced swimming and lifeguard training certification. For students interested in advanced swimming, the course will focus on a personalized swimming fitness program designed to improve swimming technique and endurance. For students interested in the lifeguard training certification, the course, guided by the American Red Cross, will provide the knowledge and skills of water safety and how to quickly and effectively respond to water emergencies to prevent or reduce drowning and injuries.

This course is offered as an option for wellness education credit for students in grades 10-12.

Periods Per Week: 2    Credit: .25    Prerequisite: Yes    Level: N  
Teacher / Student Ratio: 1 to 15

## National Physical Education Standards:

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.
- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

## **Advanced Swimming**

### Prerequisites for Advanced Swimming:

- demonstrate at least two different types of swimming strokes for one length of the pool
- swim at least three laps consecutively

### Course Expectations for Advanced Swimming:

- Develop a personal swimming fitness plan that includes proficiency in at least four swimming strokes (i.e., breaststroke, front crawl stroke / freestyle stroke, sidestroke, backstroke, elementary backstroke, butterfly).
- Improve swimming endurance 25%

### Student Learning Outcomes for Advanced Swimming:

At the completion of the course, students will be able to:

- perform and practice at least four major swimming strokes
- develop a personalized swimming fitness plan
- demonstrate improved endurance in swimming laps

### Course Outline for Advanced Swimming:

- *Week 1:* Pre-assessment of endurance swim
- *Week 2 & 3:* Pre-assessment of swim strokes
- *Week 3:* Develop a personalized swimming fitness plan
- *Week 5-7:* Instruction and practice in all swim strokes
- *Week 8-15:* Swim practice for endurance and using at least four different types of swim strokes
- *Week 16-18:* Post-assessment for swim strokes and endurance

### **Lifeguard Training**

#### Prerequisites for Lifeguard Training:

The candidate must:

- be 15 years of age on or before the start session.
- swim 300 yards continuously for at least 100 yards using the front crawl and breaststroke
- starting in the water, swim 20 yards using front crawl or breaststroke, surface dive 7-10 feet, retrieve a 10 pound object, return to the surface, swim 20 yards back to the starting point with the object, and exit the water without using a ladder or steps, within 1 minute and 40 seconds.

#### Course Expectations for Lifeguard Training:

In order to achieve a two-year American Red Cross Lifeguard Certification, Cardiopulmonary Resuscitation (CPR) and Automated External Defibrillator (AED) and First-Aid for the Professional Rescuer, students must:

- perform two CPR and AED and first-aid demonstrations
- apply lifeguard training skills to three scenarios
- score at least 80% on all written exams
- participate in all water-based lessons

#### Student Learning Outcomes for Lifeguard Training:

At the completion of the course, students will be able to perform the following skills:

### **CPR and AED**

- Initial and Secondary Assessment
- Rescue Breathing-Adult, Child, and Infant
- Use a Bag-Valve-Mask Resuscitator-Two Rescuers
- Conscious Choking-Adult, Child, and Infant
- Unconscious Choking-Adult, Child, and Infant
- CPR-Adult, Child, and Infant
- Two-Rescuer CPR-Adult, Child, and Infant
- Using an AED-Adult and Child

### **First-Aid**

- Control External Bleeding
- Apply a Sling and Binder
- Apply an Anatomic Splint
- Apply a Soft Splint

## **Water Skills**

- Slide-In Entry
- Stride Jump
- Compact Jump
- Rescue Approaches-Front Crawl or Breaststroke
- Simple Assist
- Extension Assist from the Deck
- Reaching Assist with Equipment
- Throwing Assist
- Swimming Extension Rescue
- Active Drowning Victim Rear Rescue
- Passive Drowning Victim Rear Rescue
- Two-Person Removal from the Water Using a Backboard
- Passive Submerged Victim-Shallow Water and Deep Water
- Multiple-Victim Rescue
- Feet-First Surface Dive
- Front and Rear Head-Hold Escape
- Manual In-Line Stabilization for a Head, Neck or Back Injury on Land
- Using a Backboard for a Standing Victim on Land
- Head Splint Technique-Face-Up and Face-Down Victim in Shallow and Deep Water
- Head and Chin Support-Face-Up and Face-Down Victim in Shallow and Deep Water
- In-Line Stabilization for a Submerged Victim in Deep Water

## Course Outline for Lifeguard Training:

- *Weeks 1 & 2:* Introduction, verification of age, distribute course materials, swim skills evaluation. Read: Chapters 1 & 2 before next class.
- *Week 3 & 4:* Review of chapters 1 and 2. Water skills: Entries, jumps and approaches. Read Chapters 3 & 4 before next class.
- *Week 5 & 6:* Review of chapters 3 and 4. Water skills: Safety tour, lifeguard rotation, victim recognition. Read: Chapter 5 before next class.
- *Week 7 & 8:* Review of chapter 5. Water skills: Simple assist, extend assist from deck, reach assist with equip, throw assist, swim extend rescue, active drown rear rescue, passive drown rear rescue, 2 person removal using backboard. Read: Chapters 7 & 8 before next class.
- *Week 9 & 10:* Review of Chapter 7 and 8. Breathing emergencies, rescue breathing, airway obstruction, CPR, AED, 2-person CPR. Lifeguard written Test #1 CPR and AED for the professional rescuer. Read: Chapter 6 before next class.
- *Week 11 & 12:* Review of Chapter 6. Lifeguard written Test #2 Recognition and response. Water skills: Passive submerged victim-shallow, multiple victim rescues, feet

first surface dive, submerged victim-deep water; front and rear head hold escapes. Read: Chapter 9 before next class.

- *Week 13 & 14:* Review of Chapter 9. Practice first-aid scenarios. Practice splinting. Practice on land in-line stabilization. Lifeguard written Test #3 First-aid and head neck and back injury. Read: Chapter 10 before next class.
- *Week 15 & 16:* Review of Chapter 10. Water skills: Using backboard, shallow water back boarding, deep water back boarding.
- *Week 17:* Review of course material. Water skills: Final in-water skill scenarios.
- *Week 18:* Re-test date, if needed.

Course Materials and Resources for Lifeguard Training:

- *Instructor:* American Red Cross Lifeguarding Course Instructional DVDs, Rescue tubes, backboards, manikins, AED training devices, face masks (breathing barriers), disposable gloves, first aid supplies, and head immobilizers
- *Student:* American Red Cross Lifeguard Manual