

School Committee Curriculum Subcommittee
Tuesday, March 15, 2022
4:00 PM-6:20 PM
Remote via Zoom

Curriculum Subcommittee Members Present: Jennifer Monopoli (Chair), Helen Charlupski, Susan Wolf Ditkoff, and Steven Ehrenberg.

Other School Committee Members Present: Suzanne Federspiel.

Staff Present: Lesley Ryan Miller, Michelle Herman, Gabe McCormick, Casey Ngo-Miller, Greg Porter, Gary Shiffman, and Robin Coyne.

1) Review/Approval of Minutes

On a motion Ms. Monopoli seconded by Ms. Ditkoff, the Curriculum Subcommittee voted unanimously (by roll call), with a vote of 3 in favor (Ms. Monopoli, Ms. Charlupski, and Ms. Ditkoff), 0 opposed, and 0 abstentions, to approve the February 9, 2022 meeting minutes.

2) Understanding Our Differences Presentation and Discussion

Ms. Ngo-Miller provided a presentation on the Understanding our Differences (UOD) Program (Attachment A). UOD is an interactive disability awareness curriculum that teaches children to see the whole person and better understand the disability. The UOD program educates schools and communities and fosters respect and inclusion for people of all abilities. The curriculum covers Blindness and Low Vision, Deafness and Hard of Hearing, Autism, Physical Disabilities, Intellectual Disabilities, Learning Disabilities, and Chronic Medical Conditions, including Allergic Conditions, Asthma, Diabetes, and Epilepsy. Ms. Ngo-Miller discussed the program curriculum and history with the Public Schools of Brookline (PSB). Costs included an on staff coordinator, curriculum materials, and reimbursements. There was targeted programming at the 4th grade level in all K-8 Schools, with two-three topic presentations per school year (one hour per topic presentation). The Program was put on pause in June 2020, for the 2020-2021 school year due to the budget deficit and the pandemic. The proposed FY 2023 Budget does not include funding for the program. The administration is soliciting feedback from educators on the program, including the approach, time spent on the program and whether it impacts teachers' ability to provide other curriculum, and any suggestions for modifications. Ms. Ryan Miller spoke about the value of the program and this type of instruction. The administration needs time to review Educator feedback. The feedback will help inform planning and decision making. Ms. Ngo-Miller and Ms. Herman noted that some of the content is already embedded in other aspects of the school day.

Subcommittee Comments included the following: it is important for students to gain this type of understanding and concerned that the FY 2023 Budget does not include funding for this program; School Committee should be informed and have opportunity to weigh in when a curriculum is no longer being taught; requested clarification of how teaching inclusion and tolerance will continue on a consistent basis; suggested soliciting input from the Special Education Parent Advisory Council (SEPAC); consider asking educators their thoughts on running the program through stipends; and suggested getting input from the former Coordinator. Staff will provide an update during the May 17, 2022 Subcommittee meeting.

3) Social Studies Curriculum K-8 Update

Interim K-8 Social Studies Curriculum Coordinator Greg Porter provide an Update on the K-8 Social Studies Department (Attachment B). Mr. Porter discussed his Early Work (What he has learned and how that has informed his understanding of the needs of the department). He discussed Curriculum, Curricular Materials, Pedagogy, and Professional Development - Current Status (Updates on the general status of K-8 Social Studies, as well as specifically, K-2, 3-5, and 6-8, including Strengths and Opportunities); Goals (Main goals for the K-8 Social Studies Department moving forward); and Actions Steps (Action steps for the overall department as well as K-2, 3-5, and 6-8).

Subcommittee members thanked Mr. Porter for the informative presentation and for the thoughtful way in which he is approaching his work. Comments included the following: requested additional information on the plan for aligning the PSB Learning Expectations with the 2018 Massachusetts Framework Standards (*will start with K-2 and work up, are skill-based benchmarks, working towards a more inter-disciplinary approach; don't have the capacity to start with PreK*); commented on the importance of including age-appropriate civic engagement opportunities (*embed opportunities at every grade level PreK-12*); noted current opportunities for cross school grade alike planning; requested more information on the status of the K-2 External Materials Review (*completed internal review and switching to the external review; limited pilot in spring 2022 and full pilot in limited areas during the 2022-2023 and 2023-2024 school years; are building a roadmap for future reviews*); consider reinstating the Facing History and Ourselves 8th Grade Curriculum and asked about the status of the state requirement for genocide education (*agree on the importance of making sure that students know about the Holocaust; already incorporate genocide in various units; State is creating materials*); recognize that teaching about Anti-Semitism and other types of hate is part of Social Studies, but in addition, these issues should continue to be addressed in other age-appropriate forums within the school day on a regular basis and in response to current events and student needs; asked in what context the Subcommittee should consider presentations such as this, and why the Subcommittee is not discussing the significant reduction in minutes for Social Studies over the past six-seven years (*the Time on Learning review is complex and will take time; working with Principals to gather information on alignment with goals and consistency across the district; should have that information in May 2022; presentations to the School Committee help curriculum coordinators be better at their job and more accountable; important for School Committee members to understand and be able to communicate what is happening in the Schools*); in future presentations, also provide examples of what is going well; asked about staffing needs (*if resources were available would like to have district-wide positions or coaches; looking at alternative such as teacher leaders*).

4) Office of Teaching and Learning Goal Status Update

Ms. Ryan Miller, Ms. Herman, and Mr. McCormick provided updates on the following: Title 1 Targeted Programming (including an Acceleration Academy during the February/April breaks for Brookline High School Steps to Success students as well as students in danger of not graduating, a Lincoln School 8th grade tutoring program for students struggling academically, and STAR Academy and Project Discovery Summer Programs - almost 1,200 K-8 students were invited to participate); selection of a Dyslexia Screener (vendors are starting to meet with teachers); the Middle School Review (compiled feedback and prepared a recommendation for the

Superintendent; thanked Ms. Ditkoff for her input; if the Superintendent supports the recommendation, negotiations with the vendor will commence); and the English Learner Tiered Focus Monitoring Review (a consultant will facilitate).

5) New Business

Possible upcoming meeting topics include the following: Understanding our Differences Program, Time on Learning, the Social-Emotional Learning Grant, and World Language.

The meeting adjourned at 6:20 PM.

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Understanding our Differences

March 15, 2022

History



- Non-profit organization focused on increasing information, understanding and inclusion of people with disabilities. Created in 1978 by a group of parents of children with disabilities.
- Understanding our Differences is an interactive disability awareness curriculum that teaches children to *see the whole person and better understand the disability*. The Understanding Our Differences program educates schools and communities and fosters respect and inclusion for people of all abilities.
- The curriculum covers Blindness and Low Vision, Deafness and Hard of Hearing, Autism, Physical Disabilities, Intellectual Disabilities, Learning Disabilities, and Chronic Medical Conditions including Allergic Conditions, Asthma, Diabetes, and Epilepsy.

The Program

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Implementation of unit topics of the UOD curriculum

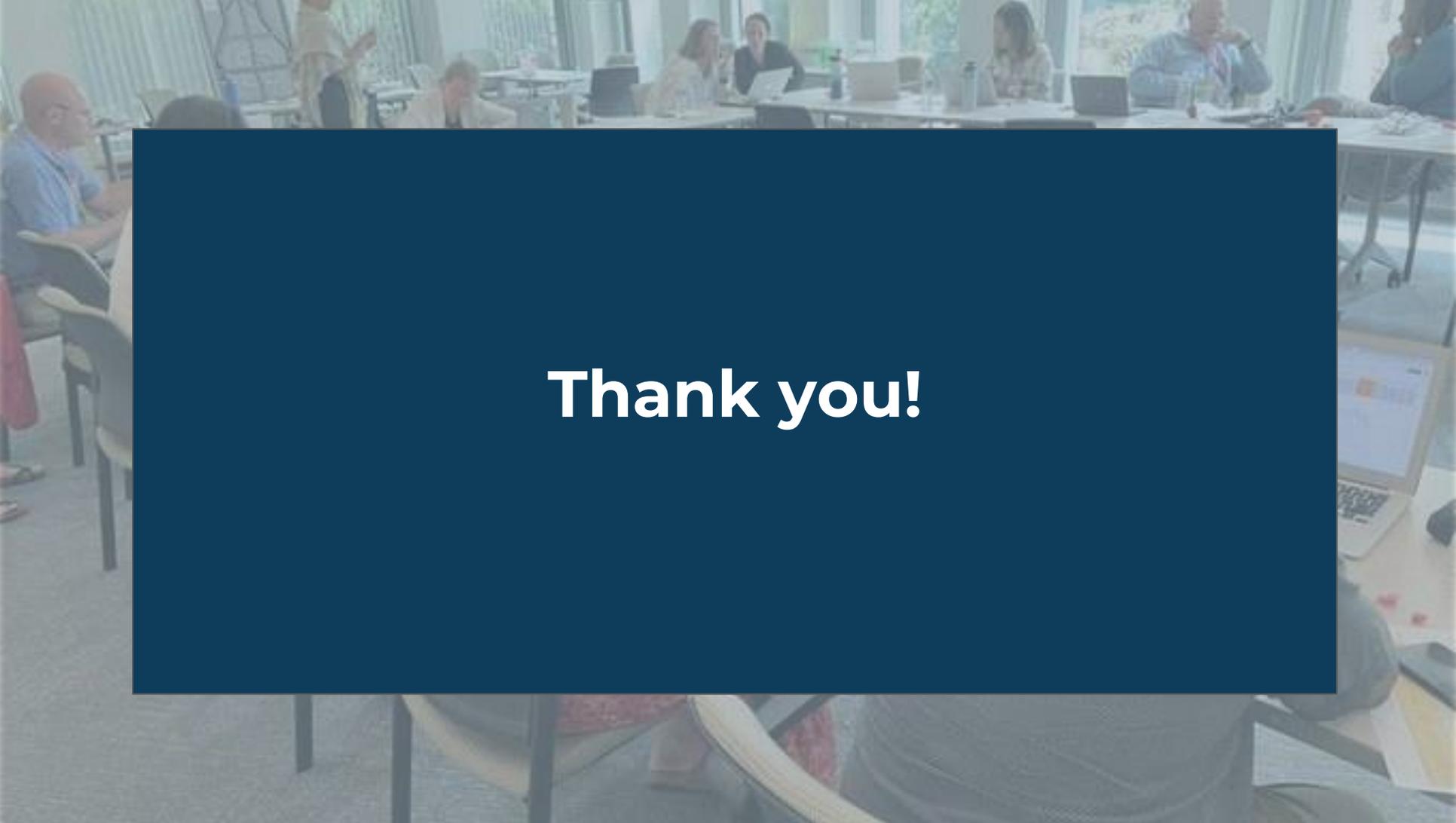
- Presentations
- Access for teachers to unit introductory and follow-up assignments for student completion before/after unit delivery
- Materials
- Speakers with a disability per unit presentation

History within PSB

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- Was a partner school for 30+ years
- Curriculum implementation including design of own unit
- Costs
 - On staff coordinator
 - Curriculum materials
 - Reimbursements
- Targeted programming at 4th grade level in all K-8 schools
- 2-3 topic presentations per school year, ~ 1 hour per topic presentation
- Program was put on pause in June 2020, for the 2020-21 school year, due to budget deficit and unknowns of the COVID-19 pandemic



Thank you!

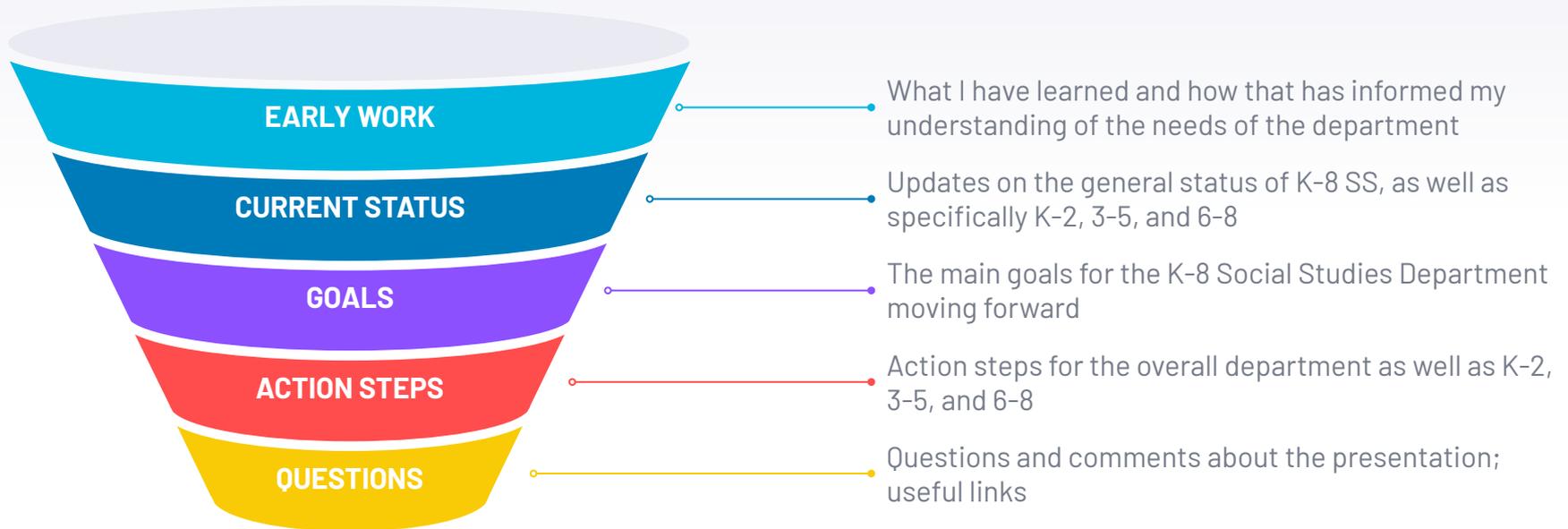


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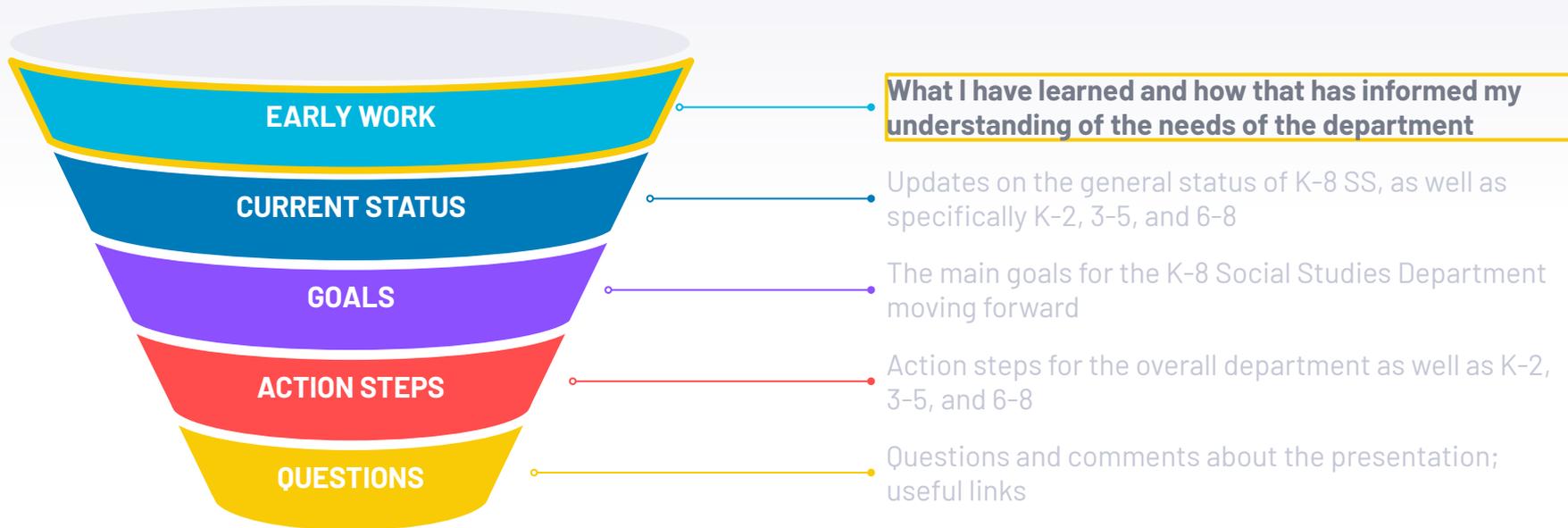
Social Studies Department Update
for Curriculum Subcommittee
Tuesday, March 15, 2022



Objectives



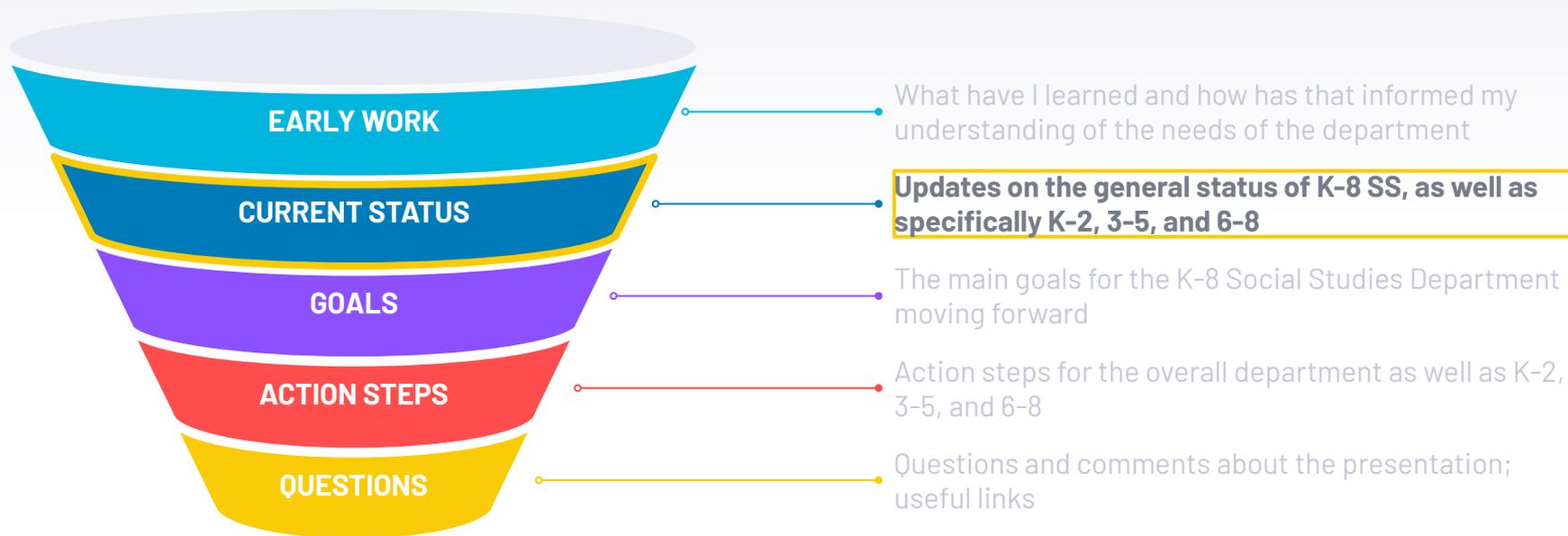
Objectives



▶ Early Work

- ▶ Connected with teachers and administrators
- ▶ Informal review of current *Curriculum* and *Curricular Materials*
- ▶ Provided updated instructional guidance for SY 21-22 for K-8
- ▶ Aggregated and shared open source optional/additional curricular materials for K-5
- ▶ Reviewed department budget and materials
- ▶ Professional learning of the broader Social Studies landscape
- ▶ Conducted a formal review of PSB K-2 Curriculum and Curricular Materials

Objectives



► Current Status: K-8

CURRICULUM

K-5 Scope and Sequence work can aid in interdisciplinary learning

Largely incomplete, disorganized, inequitable

Devoid of embedded, intentional support and/or extensions

C

CURRICULAR MATERIALS

Teachers/Teams have created/shared in-depth, innovative work

Largely incomplete, disorganized, inequitable

Inconsistent alignment to 2018 Framework

CM

Inconsistent time on learning from building to building, grade to grade, and class to class

Inconsistent and under-supported instructional practices

Has not been addressed by curriculum, curricular materials, or PD

PEDAGOGY

P

Teachers want to improve practice

Unclear/undefined PD system

No designated time with K-5

Limited district-wide capacity to support

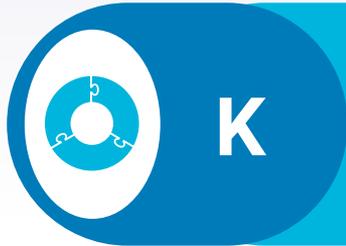
PROFESSIONAL DEVELOPMENT

PD

Current Status: K-2

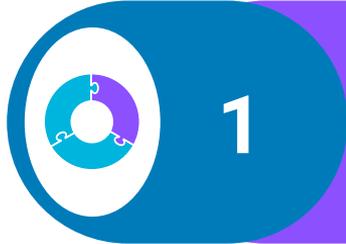
Strengths

Opportunities



- Clear focus on incorporating lives of students, families and communities into the classroom
- Clear focus on having students engage with the community around them
- Current Curriculum/Curricular Materials are organized by unit and connected to the State Framework

- Current Curriculum/Curricular Materials incomplete
- Need to Review/Revise LEs



- Clear focus on incorporating lives of students, families and communities into the classroom
- Clear focus on having students engage with the community around them

- Current Curriculum/Curricular Materials incomplete
- Curriculum/Curricular Materials not standards aligned
- Need to Review/Revise LEs



- Clear focus on incorporating lives of students, families and communities into the classroom
- Clear focus on having students engage with the community around them

- Current Curriculum/Curricular Materials incomplete
- Curriculum/Curricular Materials not standards aligned
- Need to Review/Revise LEs

Current Status: 3-5

Strengths

Opportunities

 3	<ul style="list-style-type: none">• Full access to <i>MA Our Home</i> textbook• Hidden Brookline Grant	<ul style="list-style-type: none">• Current Curriculum/Curricular Materials incomplete• No time/PD associated with new textbook• Need to Review/Revise LEs
 4	<ul style="list-style-type: none">• Units on Immigration, Indigenous People• BEF Social Justice Grant	<ul style="list-style-type: none">• Current Curriculum/Curricular Materials incomplete• Need to Review/Revise LEs
 5	<ul style="list-style-type: none">• DESE Pilot - Lincoln• Potential for early availability of Pilot Materials	<ul style="list-style-type: none">• Current Curriculum/Curricular Materials incomplete• My World Interactive Textbook - no time/PD• Need to Review/Revise LEs

Current Status: 6-8

Strengths

Opportunities



- Began shift to 2018 Framework pre-Covid
- Writing Project, 6/7 Course Project
- Potential for early availability of Pilot Materials (even without teachers in Pilot)

- Current Curriculum/Curricular Materials incomplete
- Curriculum work needed in areas of Sub-Saharan Africa and Central/South America and the Caribbean
- Need to Review/Revise LEs



- Began shift to 2018 Framework pre-Covid
- DESE Pilot - Lincoln, potential early availability of Pilot Materials
- Current Events Project

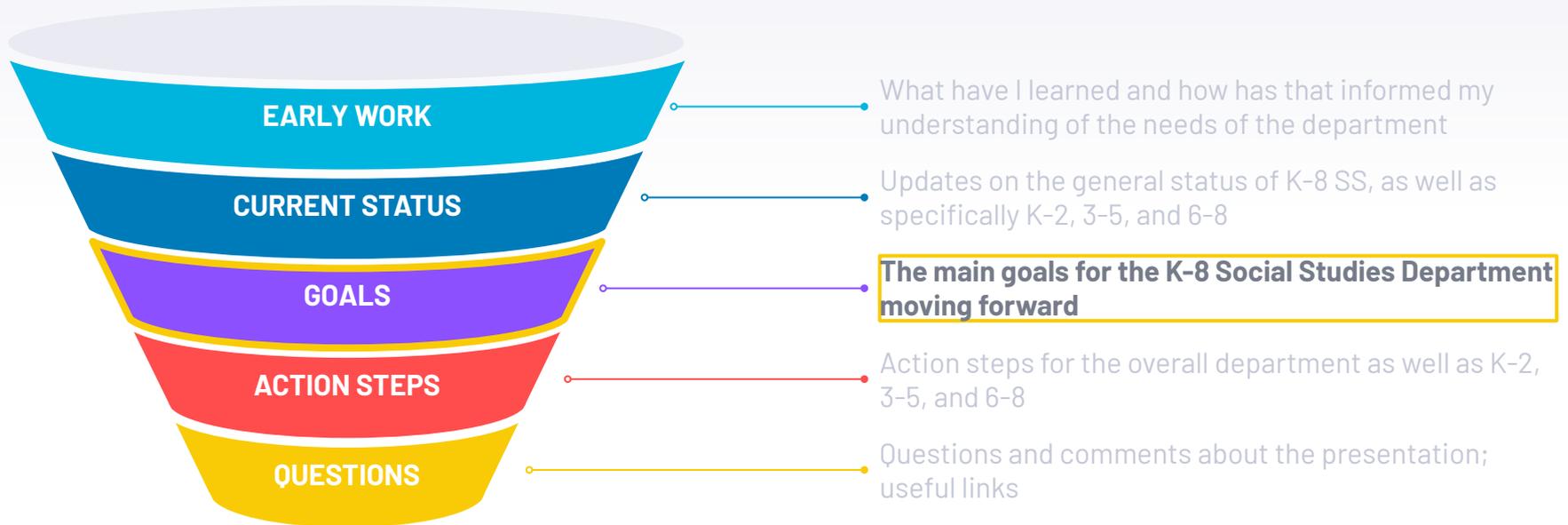
- Current Curriculum/Curricular Materials incomplete
- Curriculum work needed in areas of Australia/Oceania and Japan/Korea
- Need to Review/Revise LEs



- Hybrid Course
- Pilot of Civic Action Project
- Course design/selection and implementation
- Review of Pilot MCAS materials

- Current Curriculum/Curricular Materials incomplete
- Need to Review/Revise LEs
- Where to “house” Civic Action Project

Objectives



Goals

CURRICULUM

Alignment to 2018 MA Framework Standards:
Curriculum and Practice

Updates LEs, Progress Reports

Usability, accessibility, consistency,
sustainability, equity

Supports and challenges all students

C

CURRICULAR MATERIALS

Complete and comprehensive

Reflective of stakeholder values

Representative and reflective of all PSB
students and families

Authentic learning opportunities

CM

Embedded in C & CM

Culturally Responsive and Best Practices

Build teacher capacity, confidence, skill in
leading courageous conversations

Consistent Time on Learning

PEDAGOGY

P

Multi-faceted: C & P

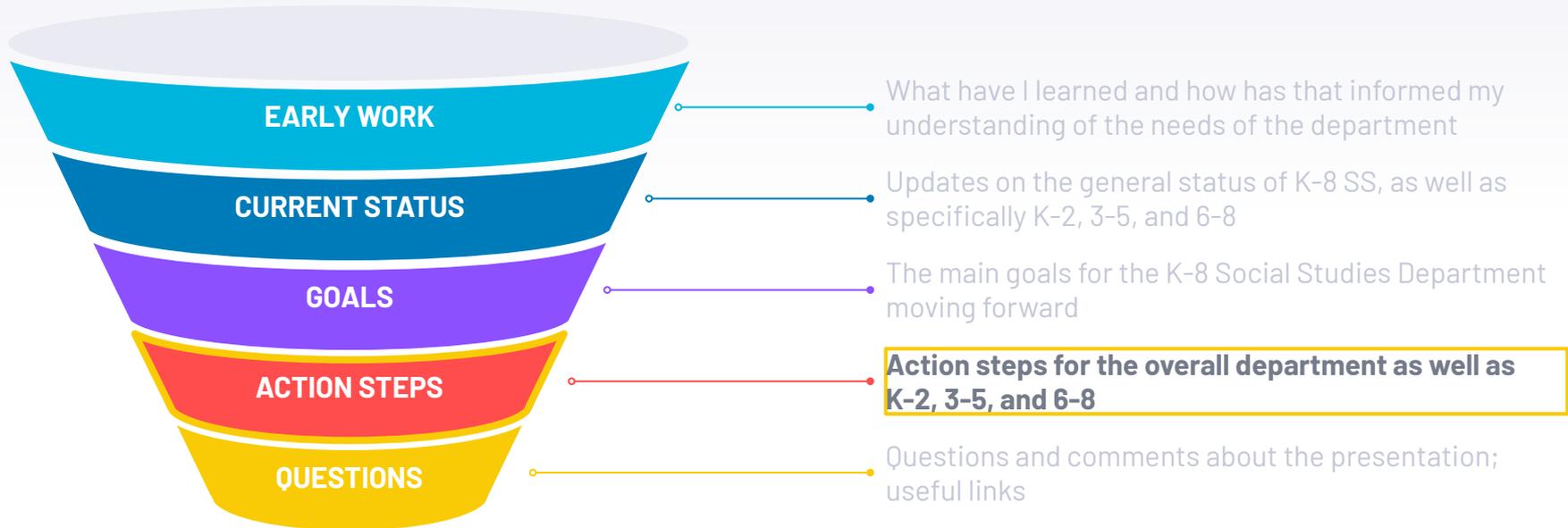
Upfront, ongoing, designated time

Increase District Staffing and Teacher
Leadership Opportunities

PROFESSIONAL DEVELOPMENT

PD

Objectives



Action Steps

CURRICULUM

K-2 External Materials Review Process
Revision of Course Overviews
Revision of K-8 Learning Expectations
Summer Curriculum Workshops

C

CURRICULAR MATERIALS

Internal Materials Review
of 3-5 and 6-8
Vetting of External Materials
for 3-5 and 6-8

CM

Revision of Vision, Mission, Goals
Work with OTL on consistent Time on
Learning for Social Studies
Review of Elementary Pedagogy

PEDAGOGY

P

Work with OTL regarding increased
staffing and other staffing options in
Social Studies Department
Work with OTL to create a more
predictable, accessible, and
sustainable PD structure

PROFESSIONAL DEVELOPMENT

PD

► Questions?

Useful Links

- [2018 History and Social Science Framework](#)
- [Practice Standards](#)
- [C3 Framework](#)

► Contact Information

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Thank you.