

School Committee Curriculum Subcommittee
Tuesday, June 2, 2020
4:00 PM-6:30 PM
Remote via Webex Event

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

Other School Committee Members Present: David Pearlman.

Staff Present: Mary Brown, Meg Maccini, Michelle Herman, Gabriel McCormack, Tanya Alvarado, Carlyn Uyenoyama, and Robin Coyne.

1) Review/Approval of the May 11, 2020 Minutes

On a motion of Ms. Monopoli and seconded by Ms. Charlupski, the Curriculum Subcommittee voted unanimously (by roll call) to approve the May 11, 2020 meeting minutes

3) Remote Learning Update

Social Studies Curriculum Coordinator Gabe McCormick, K-8 World Language Curriculum Coordinator Tanya Alvarado, and Interim Chair of Health and Fitness Carlyn Uyenoyama reported on remote learning in their subject areas.

Mr. McCormick provided an update on support and materials provided to staff members as they work with and support students in the aftermath of the killing of George Floyd. Subcommittee members expressed appreciation to Mr. McCormick for this important work, and discussed how important it is for students to be able to look at today's events in the context of history. Dr. Brown discussed structures in place to support middle school teacher collaboration across schools. Providing this level of collaboration across the K-8 schools is a challenge, and needs to be addressed. Dr. Brown discussed the value of Dr. Wornum's cultural competency class. The goal had been to have all staff members participate in the four-day course. Dr. Wornum and Ms. Herman are working on the feasibility of offering remote classes.

K-8 World Language Curriculum Coordinator Tanya Alvarado provided a snapshot of the K-8 World Language collective efforts to support language learners during the school closure (Attachment A). She especially appreciates the cross-curricular connections throughout, the way it reflects a strong understanding of proficiency-driven language learning, and the use of visuals, strategically placed icons, and other techniques to differentiate and meet the needs of all learners. Ms. Alvarado noted the use of resources from other cultures to add additional perspective and awareness. She commented that teachers constantly collect feedback and use it to enhance lessons. Ms. Alvarado discussed the long-term negative impact of a proposed one-year elimination of K-2 World Language. Students will lose so much ground and this is an equity issue. Subcommittee members asked questions about student participation, the need for parent/guardian assistance during younger students' lessons, and the teaching format.

Interim Chair of Health and Fitness Carlyn Uyenoyama provided an update on health and wellness during distance learning (Attachment B). Ms. Uyenoyama discussed the focus on social/emotional health and mindfulness; provided examples of synchronous and asynchronous learning; noted planning for continued distance learning or a hybrid model; and shared positive

feedback from students and parents/guardians. Teachers are leveraging their existing relationships with K-8 and 9-12 students to support mental and physical health, and to continue to solicit feedback from students about what is helping them cope in these extraordinary times.

3) Student Opportunity Act Plan

Senior Director of Programs Meg Maccini presented the proposed Student Opportunity Act Plan (Attachment C). Brookline is responsible to allocate \$229,400 from Chapter 70 funding toward the three-year plan for Student Opportunity Act. Based on advice from the State and the recent program review of PK-8 Mathematics, the district proposes focusing on eliminating gaps in Mathematics achievement among student subgroups. The Department of Elementary and Secondary Education (DESE) provided the following advice: *If a district is expected to receive minimal or no increases in Chapter 70 aid, we recommend the district document existing programs targeted to closing achievement gaps for subgroups or reallocate existing funds, whether General Fund or grant funds, to ensure such programs are in place.*

Ms. Maccini discussed the specifics of the plan, and how it would impact achievement gaps. The proposed budget is below. It was noted that these are not new funds, and are already built into the Town’s revenue estimates for the Schools. The plan must be submitted to the State by June 15, 2020.

Amount	Description
\$123,000	Materials and resources for grades K-5 including teacher curriculum packages, student workbooks, assessments, and subscriptions to digital courseware for teachers and students
\$36,000	Curriculum Implementation courses and workshops for K-5 teachers and ongoing monthly professional development support for Math Specialists supporting teacher teams
\$36,000	Student supplies and materials to support the implementation of new curriculum K-8 (math manipulatives, card packs)
\$35,000	Books, materials and online access for grades 6-8
\$230,000	Total

Subcommittee members expressed support for the plan to focus on achievement gaps in mathematics. Members asked about reporting requirements, discussed the importance of setting specific goals, and asked how this professional development work will tie into the overall plan/budget for professional development. Members suggested scheduling a Curriculum Subcommittee meeting on professional development, including priorities, what is budgeted, and who decides how the funds are used.

4) New and Old Business

Ms. Monopoli reported that at this time, she has no update from the Policy Review Subcommittee on the School Site Council Policy.

The next meeting of the Curriculum Subcommittee will take place on June 23, 2020. The agenda will include the Professional Development Budget and Plan.

The meeting adjourned at 6:30 PM.

DEAR MEMBERS OF THE PSB CURRICULUM SUBCOMMITTEE:

I'm offering here a quick **snapshot** of the K-8 WL collective efforts to support language learners during the school closure. There's SO much great work coming from all buildings - it's a **treat** to support this work!

Please keep in mind that this is only a glimpse of some of the products that are being created and used. Among the many strengths in it, I especially appreciate the **cross-curricular connections** throughout, the way it reflects a strong understanding of **proficiency-driven** language learning, and the use of visuals, strategically placed icons and other techniques to **differentiate** and meet the needs of all learners. As is the case with all teachers, the **technology** they're all learning and implementing is impressive (and contagious!).

Enjoy! Please let me know if you'd like to talk about any of these experiences more in depth.

BEST,
TANYA ALVARADO
K-8 World Language Coordinator



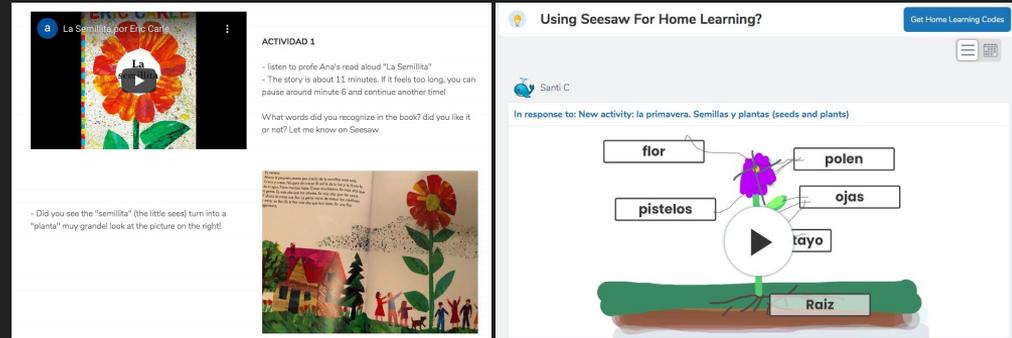
CHECK OUT THESE **K-2** WORLD LANGUAGE EXPERIENCES!

Visit this website to see what a kindergarten Spanish experience looks like!

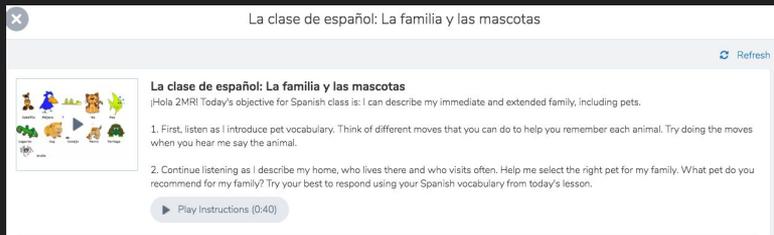


Sample activity

Seesaw



Teacher-led asynchronous video
Read aloud & activities



CHECK OUT THESE **K-5** WORLD LANGUAGE EXPERIENCES!

Sample Learning Activities

Salsa

Let's watch *Salsa!*
["Quiz show"](#)
Remember, you don't have to watch it all at once. You might watch part of it today, and part of it another day.

Quiz Show!

[¿Qué es?](#)

Now it's your turn to be on the quiz show! Can you answer these questions? Click on the link and enter your first name and last initial as your nickname (for example, my name is

Special Delivery!

live lesson idea, same as K

Look what arrived from [our](#)
class mascot!



Join me on Zoom this **day, date, and time** as I open the package to see what it is! I'll share a link with the information you need to access the meeting by email (likely through your classroom teacher). I hope to see you there!

Craft: Flor de papel



This

can be a perfect gift for *mamá* this Mother's Day, or for anyone else special in your life!

Follow along with the [step-by-step instructions here](#). Listen to some [música](#) while you work!

CHECK OUT THESE 6-8 WORLD LANGUAGE EXPERIENCES!

8th
Mandarin
Weekly
Slides
→

二零二零年五月十八日-二十二日

- 1) [Let's start a journal in Chinese! 《我的中文日记》](#)
- You can submit pictures of 2 of your journal entries on Canvas or show them to me during online office hours.
- 2) [Kǒu yǔ zuò yè 口语作业二](#)
- 3) [Character Doctor 4](#)
- 4) 《你知道吗?》(十一)
- See next slide - read it aloud.
- Submit your media recording [here](#).

6th Spanish
Weekly
Slides
→

El pulpo a la gallega	¿Te gustaría probar esta comida española? (Would you like to try this Spanish food?)			El gazpacho
	Move the food to the category according to whether or not you would like to try it.			
El jamón serrano	Si, me gustaría. Me parece delicioso. 😊	No sé. 🤔	No, no me gustaría. Me parece asqueroso. 😬	El chocolate con churros
La paella				La tortilla de patatas
				El turrón

Inbox

C'est lundi le 18 mai 2020

2

DE RÉGNER LA TOUTE
26 RÉGNER LA TOUTE
PLANS
DE LA LES LUNDI
26 PAR PAR PRISON
26 PAR PAR PRISON
26 PAR PAR PRISON
26 PAR PAR PRISON
26 PAR PAR PRISON

DE PAR LES UNIVERSITÉS

6th
Mandarin
Project
→

一只很饿的毛毛虫。

Connecting & communicating

7th French
Weekly
Slides
→

Welcome to our Zoom Class!

A few reminders as you get ready to join us today...

- Mute your microphone when you join the class and after you speak.
- Check your surroundings, can we see you?
- Be focused, pay attention, be an active participant.
- Raise your hand if you have a question or comment. If I don't see you, unmute and politely ask your question!
- Add any questions or messages to me on [this Google Form](#).
- Review the slides below and answer any questions in the grey boxes!
- Review the final slides and set up so that you are ready to play our game!

Actividad 1 Chiste Listening

Hombre man
Camarero waiter
Puede can
Hablar speak
inglés English

Un hombre entra un restaurante con su perro y le dice al camarero, "Mi perro puede hablar inglés."

Explain what you understand in English:

Escape
Rooms
→

Château de Cendrillon - Escape

Think you're brave enough to break fairytale and obstacles specifically to escape this enchanted castle? Same choice!

Click here! you are ready to begin your adventure.

Escape Virtual!

8th Spanish Weekly Slides

Casa de los Abuelos

Cada mes tú y tus padres visitan a tus abuelos para ayudarles en casa porque ellos no pueden hacer todos los quehaceres necesarios. ¡Especialmente no es muy divertido pero se gusta explorar la casa de tus abuelos porque la casa es muy vieja y muy interesante. Cuando estás leyendo la biblioteca descubre una puerta secreta detrás de una estantería con muchos libros. ¡Por supuesto la abres!

Health and Wellness during Distance Learning

Focus on Social/Emotional Health and Mindfulness

- Remote learning expectations; Increased focus on mindfulness
- Training in “mindful moments” during K-8 department meetings; teaching mindfulness skills to all our students
 - [Amanda Grindstaff Mindfulness](#)
- Social-Emotional skill development lessons include instruction in mindfulness, mediation, yoga, stress management, resiliency, self-awareness, self-management, safety and time management
- BHS Wellness created a remote, integrated course focused on stress management and movement/physical activity with student choice.
 - *Wellness Passion Project*

Synchronous learning

- Virtual, interactive classrooms in both Health and Physical Education focus on building student coping skills in the age of pandemic.
- Live meetings provide high student engagement and reach all learners
- *“Our EL learners look forward to their virtual physical education classes even more in the remote environment.”- Mindy Paulo*
- Office hours with students support individual students in staying active and caring for their mental and physical well-being.

Asynchronous Learning

- High quality standards-based at-home movement and skill-building opportunities
- Using evidence-based practices in health education and physical education as components of the WSCC (Whole school, Whole Community, Whole Child model) which is the CDC's framework for healthy schools.
- Providing and creating resources to help with goal setting and meeting personal wellness goals
- Lessons, videos, and challenges that can be accessed throughout the week for learners and their families.

Planning for Continued Distance Learning or Hybrid

- Teachers are leveraging their existing relationships with K-8 and 9-12 students to support mental and physical health, and continue to solicit feedback from students about what is helping them cope in these extraordinary times.
- Teachers are using what they are learning now to plan for future distance learning.
- Technology
 - Remote learning websites that provide health and physical education activities, promote health literacy and offer resources for students and families including information focused on personal health.
 - Challenges on Twitter
 - Videos and lessons from Wellness educators to support access for all learners.
 - Use of Canvas, Google Classroom, Zoom and other technology platforms.

What parents, students and colleagues are saying...

Students

“I want to do something that will help both my physical and mental health, because quarantine has definitely negatively impacted both. I hope to gain more structure through my goal, as well as feel better about myself and what I accomplish each day. I think/hope that adding a small piece of structure in my day will give me motivation, and increase my happiness and productivity.”

“I have learned that even a little bit of mindfulness practice each day can help with stress. It helped me focus better and clear my mind from worry.”

”This project helped me gain more sense of structure during this unprecedented time. The added structure and physical activity lightened my overall mood throughout the day, and took off some of my stress.”

Parents

“Without my son’s PE teacher, my son (grade 11) would not be doing any physical activity. The virus has him afraid to go outside. He loves his teacher, so when she assigned a passion project, he wanted to do it for her. This is why he is exercising (in the house!) - because he cares about her and wants to be healthy because she proves to him that it’s important.”

What's happening in Wellness?

Examples of Website:

<https://sites.google.com/psbma.org/345physed/resources/virtual-pe-classes?authuser=0>

- Schools are developing websites during remote learning that they can continue to use when we return to school to help with lesson preview/review and other supports towards reaching all learners.

Weekly Challenges:

<https://sites.google.com/psbma.org/bakerpe/extended-learning/weekly-challenge-videos>

BHS Wellness Passion Project:

<https://docs.google.com/document/d/1Z34JT13zTyMd-NjyUyrDXNRbRE39fI0Z1G8f64vhhKQ/edit>

PUBLIC SCHOOLS OF BROOKLINE

Student Opportunity Act
June 2, 2020 -- PSB Curriculum Subcommittee

Objectives

- Provide subcommittee with information about the Student Opportunity Act
- Describe the district's plan to address the mandates of the Act
- Receive feedback from Curriculum Subcommittee on district plan

What is the Student Opportunity Act (SOA)?

- Passed by legislature in 2019, the Student Opportunity Act (SOA) allocates a percentage of each district's Ch 70 funding to addressing achievement gaps in all of our subgroups, including students of the global majority, English Learners and students with disabilities.
- All MA public school districts are required to submit three-year, evidence-based plans aimed at closing persistent disparities in achievement among student subgroups.

Four Commitments of the SOA

1. Intentionally focus on student subgroups who are not achieving at the same high levels as their peers;
2. Adopt, deepen or continue specific evidence-based programs to close opportunity and achievement gaps for student subgroups and allocate resources to support these programs;
3. Monitor success in reducing disparities in achievement among student subgroups over three years with a small number of metrics and targets; and
4. Engage families, particularly those families representing student subgroups most in need of support, about how best to meet their students' needs.

SOA Plan for PSB

- Brookline is responsible to allocate \$229,400 from Ch 70 funding toward the three year plan for Student Opportunity Act.
- Based on the advice from the state and our recent program review of PK-8 Mathematics, we are focusing on eliminating gaps in our Mathematics achievement among student subgroups.

* Advice from DESE: If a district is expected to receive minimal or no increases in Chapter 70 aid, we recommend the district document existing programs targeted to closing achievement gaps for subgroups or reallocate existing funds, whether General Fund or grant funds, to ensure such programs are in place.

SOA Plan for PSB -- Focus

- Focus: Enhanced Core Instruction in PK-8 Mathematics Program
- Support educators to implement high-quality, aligned curriculum
 - Increased or improved professional development
 - Purchase of curriculum materials and equipment that are aligned with statewide curriculum frameworks

SOA Plan for PSB -- Program Descriptions

Evidence based programming to address the achievement gap:

1. The district has now adopted the *Illustrative Mathematics* (IM) curriculum for grades 6-8. Driven by student discourse, IM Certified™ curricula are rich, engaging core programs built around focus, coherence, and rigor. The curricula are trusted, expert-authored materials developed to equip all students to thrive in mathematics.
2. The district will also begin the adoption of the *Investigations 3* math curriculum in the 2020-2021 school year. *Investigations 3* is a focused, coherent, and rigorous K-5 mathematics curriculum. Fully aligned to the content and practice standards of the Common Core State Standards (CCSS), deep and careful attention is paid to mathematics content and to student thinking and understanding. Making sense of mathematics is the heart of the work, for students and teachers.

SOA Plan for PSB: Proposed Budget

Over 3 years:

Amount	Description
\$123,000	Materials and resources for grades K-5 including teacher curriculum packages, student workbooks, assessments, and subscriptions to digital courseware for teachers and students
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\$230,000	Total



Questions?