

School Committee Curriculum Subcommittee
Tuesday, February 27, 2024
4:00 PM – 5:15 PM, Remote via Zoom

Curriculum Subcommittee Members Present: Suzanne Federspiel (Chair), Helen Charlupski, Steven Ehrenberg, and Natalia Linos.

Other School Committee Members Present: Sarah Moghtader.

Staff Present: Jodi Fortuna, Deputy Superintendent for Teaching and Learning; Michelle Herman and Gabe McCormick, Senior Directors of Teaching and Learning; Carlyn Uyenoyama, K-12 Wellness Curriculum Coordinator; and Betsy Fitzpatrick.

Ms. Federspiel called the meeting to order at 4:00pm.

1. Approval of Minutes: January 16, 2024 Curriculum Subcommittee Meeting

On a motion of Dr. Ehrenberg, and seconded by Ms. Charlupski, the Curriculum Subcommittee voted, by roll call, with 3 in favor (Ms. Federspiel, Ms. Charlupski, and Dr. Ehrenberg), 0 opposed, and 1 abstention (Dr. Linos), to approve the Minutes of the January 16, 2024 Curriculum Subcommittee meeting.

2. Co-Teaching Model at Brookline High School: Initial Discussion

A comprehensive discussion of the co-teaching model at Brookline High School will be scheduled for a future Curriculum Subcommittee meeting. That discussion will include representatives from the Office of Student Services so that all components of this special education model can be fully considered and discussed. This afternoon, staff asked subcommittee members to generate questions about the co-teaching model that they want to see covered in the future presentation. Members suggested the following: *What is co-teaching, and what does it look like in the classroom? How is it decided which courses will be offered in a co-teaching model? Does a co-teaching class replace special education pullout services? Can you provide a summary of the learning outcomes for students who were in a co-taught class (did it make a difference)? Can you prepare a comparison of the learning outcomes in relation to the cost? Is the co-teaching model designed to support students on IEPs? What are the various co-teaching models we are using at BHS and in the K-8 schools? Please describe the pedagogy that undergirds the co-teaching model. Do we have a co-teaching model in the K-8 schools? Does the co-teaching model allow for full inclusion of special education students? Is there a primary teacher, and a junior teacher – or are both teachers equally responsible for content instruction? Is the continued student need for co-teaching courses reviewed at the annual IEP meeting? Why have the number of co-taught classes at BHS increased over the last several years? Does the staffing required for the co-teaching model impact class sizes in other courses at the High School? How does the model work in reality (verse in theory) - that is, what are both teachers doing in the classroom? Before the co-teaching model, how were IEP needs met? Can we compare the cost of special education services pre-co-teaching to the cost post-co-teaching? The co-teaching model should be considered as part of an overall discussion of resource allocation; with limited resources, is this the most effective way to deliver these services?*

Dr. Fortuna and Mr. McCormick will consult with Ms. O'Connell (Interim Deputy Superintendent for Student Services) to prepare a presentation (Co-Teaching 101) that will answer these questions, to be presented at a future Curriculum Subcommittee meeting.

3. Brookline High School After School Physical Activity Contracts (for Wellness Credit): Discussion of Process and Procedures

Ms. Uyenoyama, K-12 Wellness Curriculum Coordinator, joined the meeting to discuss the After School Physical Activity Contract (attached). Her presentation (attached) started with an overview of the required Wellness Credits for Brookline High School students. Students earn Wellness Credit at BHS in one of three ways: by taking a BHS Wellness course, offered by a licensed educator; by participating in and completing a BHS interscholastic sport, monitored by a PSB coach and the BHS Athletic Director; or (in the case of a very few students) by earning credit through the use of the After School Physical Activity Contract. Ms. Uyenoyama would like to phase out the use of the After School Physical Activity Contract for the following reasons: these contracts contribute to the systemic patterns of inequitable access for students of color and low socioeconomic status; the contracts are not aligned with the Massachusetts Physical Education law requirements; and these contracts perpetuate the myths and misunderstandings about the importance of physical education and wellness for all students. Specifically, Ms. Uyenoyama noted that “physical activity” is not the same as “physical education”, and DESE recommends that physical education be part of a students’ 990 hours of structured learning time. The contracts do not include physical education curricula, and are not taught, or monitored by, certified physical education teachers as required by the PSB Wellness Policy. The other elective pathways at BHS (performing arts and visual arts) do not have an option for outside contracts as a substitution for BHS credit. For example, private music lessons are not a substitute for performing arts credit. The availability of the After School Physical Activity Contract is misleading to families, and requires substantial staff time when, in the end, only a small number of students are determined to be eligible. Ms. Uyenoyama stated that her staff, in the absence of the contract, will continue to work with students who need accommodations, and the department already works very hard to schedule amazing wellness classes (such as yoga, swimming, advanced lifeguarding, advanced fitness training, etc.) in various blocks and times to accommodate special scheduling needs.

Removing the After School Physical Activity Contract would be a change to the course catalog; when this item is ready to move ahead it will be presented to the full School Committee. To provide guidance to staff, Ms. Federspiel made a motion for a straw vote, seconded by Ms. Charlupski, that the use of the After School Physical Activity Contract be discontinued. The subcommittee voted unanimously (Ms. Federspiel, Ms. Charlupski, Dr. Ehrenberg, and Dr. Linos) in support of this motion. At this time, Ms. Uyenoyama and Mr. McCormick are still discussing this with BHS leadership before seeking School Committee action.

4. New Business

Ms. Federspiel asked the subcommittee for ideas about curriculum topics that they would like to see addressed in future meetings. Subcommittee members suggested the following as possible topics: (i) update on the curriculum review process, including the schedule, a list of priorities, what will be implemented next year, year-by-year budget allocations for implementation, etc.; (ii) development of an alternative benchmark measure to MCAS; (iii) standards-based grading and standards-based report cards; (iv) DESE curriculum frameworks; (v) DESE’s new teacher evaluation rubric; (vi) update on vocational and technology education, and the regional program at Norfolk Aggie; (vii) big picture discussion of possibly creating an International Baccalaureate (IB) diploma program at BHS; (viii) with the DEIJ subcommittee, a discussion of heterogeneous grouping at the K-8 level and at BHS.

The meeting adjourned at 5:15pm.

BHS Wellness Education Department
After-School Physical
Activity Contract Date **(WE2000) Fall 2023**

Student's Name: _____

Telephone #: _____

Email address: _____

Counselor: _____

Dean: _____

Student ID #: _____

Year of Graduation: _____

Today's date: _____

After-school physical activity contracts will be considered for students, in grades 10-12, with **no availability in their schedule (blocks A-G) to take a wellness course during the entire school year.**

Approved programs for an *after-school physical activity contract* must be lifetime activities, **NOT offered at BHS**, and be instructional in nature. Students, competing in a sport, at a validated Junior Olympic / National level and have no room in their schedule (blocks A-G) during the entire school year, will also be considered. Requests must be made to the Curriculum Coordinator for Wellness Education, Carlyn Uyenoyama, prior to participation in the activity, **during the first 2 weeks of the semester.**

Name of your after-school physical activity OR Jr. Olympic / National level sport): _____

Student Responsibilities:

- I. Submit a letter on the organization's letterhead verifying: your enrollment in the program, name of physical activity OR Jr. Olympic / national competition sport, meeting days and times, and instructor's/trainer's name, signature, email, and phone number.
- II. Meet with the Interim BHS Coordinator for Wellness Education, Ms. Carlyn Uyenoyama, four times per semester. Bring your physical activity logbook (blue book) or your Google Spreadsheet to each meeting. The logbook will include dates of lessons/practices/performance attended, time engaged in lessons/practices/performance, a description of what was taught and learned during the activities, and the signature of the instructor/trainer. Total time required is 40 hours within semester dates. However, you must show evidence of active engagement, in the physical activity, for the entire semester.
- III. Complete **one** of the following: **(either A, B or C)**
 - a. Research four valid and credible articles relative to your physical activity. **Write a two-page summary and reflection of each article.** Submit each article with your summaries/reflections (1" margins, double-spaced, size 12 font, Times New Roman font).
 - b. Read all or portions of one of the following books and write a summary and reflection of each chapter. All summaries/reflections shall follow these guidelines: 1 inch margins, double-spaced, size 12 font, Times New Roman font.
 - *Spark* by John J. Ratey (entire book)-- **one-page summary / reflection per chapter**
 - *Brain Rules* by John Medina Chap. 1, (2 or 3), 4,7,8-- **two-page summary and reflection of each chapter**
 - *Minding the Body*, *Mending the Mind* by Joan Borysenko (Chap. 1-5)-- **two-page summary and reflection of each chapter**
 - c. Work with Ms. U to design a project related to wellness that includes research and readings of at least 6-8 articles, chapters from texts and/or a combination of both. Develop a media presentation that can be shared with wellness classes at BHS, the Brookline middle school wellness classes and/or Brookline Student-Athletes.
- IV. Submit a **two-page typed summary/reflection of what you accomplished, this semester, while participating in your physical activity OR Jr. Olympic / national competition sport** (1" margins, double-spaced, size 12 font, Times New Roman font).

Final grade (P or F) is contingent upon fulfillment of all contract responsibilities. Written work is due prior to the end of the semester.

BHS Wellness Education Department
After-School Physical
Activity Contract Date **(WE2000) Fall 2023**

I am currently enrolled in _____ and would like that course dropped.

Meeting Dates: One meeting per month is required. The time for the meeting will be determined when you return your contract. Please honor designated dates and times. If necessary to reschedule, contact Mrs. Carlyn Uyenoyama ahead of time at 617.713.5291 or Carlyn_Uyenoyama@psbma.org).

Week of:

1st October 16th 2nd November 13th

3rd December 11th 4th January 15th

PARENT(S) / GUARDIAN(S): I give my son/daughter permission to contract for BHS Wellness Education credit. I release Brookline High School from the responsibility for any injuries to my child that may occur during the contracted physical activity. **This form must be returned within the first four weeks of the semester.**

Parent/Caregiver Signature

Date

WELLNESS AT BHS

2/26/24

WELLNESS CREDIT AT BHS

Students earn wellness credit at BHS by

- Taking a BHS Wellness Course offered by a licensed educator
- Participating and completing a BHS Interscholastic Sport monitored by a Public Schools of Brookline Coach and Athletic Director
- A few students each year have earned credit through an “After School Physical Activity Contract” however, these contracts are difficult to obtain based on the eligibility criteria.
 - Example of the current after school physical activity contract

RATIONALE TO PHASE OUT AFTER SCHOOL PHYSICAL ACTIVITY CONTRACTS

- After-school physical activity contracts contribute to systemic patterns of **inequitable access** for students of color and low socioeconomic level.
- After-school physical activity contracts are not aligned with the **MA Physical Education law and requirements**
 - Physical activity is not Physical Education
 - DESE recommends that Physical Education should be part of a student's 990 hours of structured learning time
 - After-school contract activities are not aligned with the [MA DESE Frameworks](#)
 - After-school contract activities do not include Physical Education curricula.
 - After-school contract activities are not taught by certified Physical Education teachers as required by [PSB Wellness Policy](#) (2-1-24)
- After-school contracts **perpetuate myths and misunderstandings about the importance of Physical Education and Wellness Education** for all students.

ADDITIONAL INFORMATION

- Other subject areas do not offer outside contracts/substitutions for credit.
 - Private music lessons do not replace performing arts credit
 - Publishing a book would not exempt students from English class
- Lack of accountability, limited touchpoints with BHS staff
- Creates confusion
- Out of step with other districts
- Declining participation

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
30	11	6	7	1	3	2

DO OTHER SCHOOL DISTRICTS OFFER SIMILAR AFTER SCHOOL CONTRACTS?

School	After School Physical Activity Contract	Sports Contract at their School
Wellesley	No	No
Arlington	No	No
Lexington	No	No
Cambridge	No	Yes
Needham	No	No
Newton	No	No
Wayland	No	No
Weston	No	Yes (11th/12th)

CONTEXT: NATIONAL AND STATE GUIDANCE/LAWS

- US Dept. of Health and Human Services Center for Disease Control and Prevention
 - National Guidance for Physical Education
 - Do Not permit schools/districts to apply for a waiver from state physical education requirements and do not allow students to apply for an exemption from required physical education or credit (CDC, 2020)
- Commonwealth of Massachusetts General Laws
 - Part 1 Title XII Chapter 71 Section 3- Physical Education
 - Physical Education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting physical well-being of such students.