Curriculum Subcommittee Members Present: Suzanne Federspiel (Chair), Helen Charlupski, and Dr. Steven Ehrenberg (remote).
Other School Committee Members Present: Sarah Moghtader (remote).
Staff Present: Dr. Jodi Fortuna, Deputy Superintendent for Teaching and Learning; Michelle Herman and Gabe McCormick, Senior Directors of Teaching and Learning; Dr. Joslyn Vendola, BHS Teacher (ExCEL Program), Robin Fabiano, Director of Special Education at BHS; and Betsy Fitzpatrick.

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

1.   Approval of Minutes: March 19, 2024 Curriculum Subcommittee Meeting
        On a motion of Ms. Federspiel, and seconded by Dr. Ehrenberg, the Curriculum Subcommittee voted, by roll call, with 3 in favor (Ms. Federspiel, Ms. Charlupski, and Dr. Ehrenberg), 0 opposed, and 0 abstentions, to approve the Minutes of the March 19, 2024 Curriculum Subcommittee meeting.

2.   Proposal for Driver Education Program at Brookline High School
        Dr. Vendola and Ms. Fabiano described the proposal to launch "Buckle Up", a driver education program at Brookline High School (attached). Dr. Vendola reported that teens who have not participated in driver education are 75% more likely to get a traffic ticket, and 24% more likely to be involved in a fatal or injurious car accident. Further, upon turning 18, drivers are not required to complete driver education. These drivers have the highest crash rates in the first year of licensure of all those licensed under age 25. Driver education translates into safe drivers, passengers, cyclists, and pedestrians. Those without the financial means to afford private driver education in Brookline are not being served. Additionally, students with various learning needs would be better served by educators with a special education background. The Brookline Education Foundation awarded a grant to Dr. Vendola and a small group of BHS teachers to become certified as professional driving instructors. This team has created a driving education curriculum, which was submitted to and approved by the Massachusetts Registry of Motor Vehicles (RMV). Herb Chambers Motors has generously offered to donate a car to be used for the on-road instruction. Several important steps remain before the program is ready to launch, including: finalizing the car donation (with School Committee approval); determination of the best way to provide insurance; the creation of a budget and a revolving fund for the program; and final RMV inspection of the education facilities and the vehicle. Dr. Vendola suggests that the car be self-insured through the Town of Brookline (like other municipal vehicles operated by town staff in the course of official business). She estimates that the program needs approximately $10,000 in district funding to launch; registration fees would then fund the revolving account. She estimates that with sliding-scale tuition the program will be self-sustaining (15 full-paying students would cover the cost for an additional 10 full-scholarship students).

Members questions included:

When does the driver education instruction take place? Four special education BHS teachers have earned (or are earning) their driver instruction certification. The instruction will be held after-school, on weekends, and over the summer. There will be no impact on teaching schedules.

How are teachers paid for their time providing driver education? Teachers will be paid the established "workshop rate" for classroom instruction and road time with students. These costs will be paid from the revolving fund.

What is the proposed tuition? The full tuition is expected to be $950 (which is in line with the fee charged by private providers). There will be a sliding scale for those with limited means, using the district's financial assistance policy.

This is a large administrative undertaking. Have you considered running this program through Brookline Adult and Community Education (BACE), to tap into their experience with program registration and management? Dr. Vendola has had preliminary conversations with BACE; the BACE team does not believe they have the capacity to manage a driving program at this time.

Members appreciated the opportunity to hear about this exciting proposal and seek to be supportive, but acknowledge that there are important questions that need to be answered before the proposal can move forward. Members asked for clarification on some important components of the proposal. For example, the car will be donated, but who will pay for gas and maintenance? The Town might be able to insure the car, but if there is an accident there is a cost to the town eventually and there might be additional liabilities because of the age of the student drivers. What is the long-term viability for an intensive staff-run program like this? That is, as the administrative tasks increase, staff might find it hard to sustain the program over the long-term. The proposal has merits, but perhaps does not belong under the auspices of the school department. Next steps include a meeting with the BACE Director and the Deputy Superintendent for Administration and Finance, Dr. Susan Givens, to review logistics and details. If the program proceeds, the registration fee will need approval from the School Committee and the car donation will have to be accepted by the School Committee.

3.   **Literacy Needs Assessment**

Michelle Herman presented the results of the Literacy Needs Assessment conducted by HILL for Literacy (attached). The goal of the needs assessment was to conduct a comprehensive, in-depth analysis of current equitable practices within the school district. The district asked for a detailed report of the data results and accompanying recommendations for improving literacy achievement for all students through a lens of equity and cultural responsiveness. The district will be using the results of the assessment to create a roadmap to address important literacy recommendations. HILL focused on five key levers in their data collection: Leadership, Tiered Instruction, Professional Learning, Assessment, and Family Engagement. The data collection period was January through March 2024 and included: focus group interviews (conducted in role groups such as Literacy Coaches/Specialists, Middle School ELA teachers, EL teachers); inventories/surveys (instructional

materials, tools and PD); and classroom walkthroughs (collecting data that represents the current literacy model in action).

The interview data in the Literacy Needs Assessment includes responses from 340 elementary educators. Those results revealed educator's views of literacy *strengths* (for example, use of Fundations, Heggerty, mCLASS DIBELS) and literacy *needs* (for example, high administrative turnover, inconsistent scheduling practices). HILL also included their perceptions from the interview data (lack of vertical alignment, lack of clear direction on alignment of resources, and educators need a better understanding of how to use data to drive instruction). The Literacy Needs Assessment also includes interview responses from 40 high school educators. High school educators reported that literacy *strengths* include access to resources/materials, authentic reading and writing, and team collaboration; and literacy *needs* include limited support staff, differentiation for diverse student needs, and time for collaboration with EL staff. HILL also administered Roadmap Surveys, to which 774 participants (K-12) responded. Participants included any educator who engages with literacy skills (classroom teachers, librarians, EL teachers, literacy specialists, special education teachers, etc.). Ms. Herman shared a summary of the Roadmap Survey responses from elementary educators and secondary educators. A common theme in the responses bemoaned the lack of time – time for professional development, time for common planning, etc. HILL shared the results of the 128 K-8 classroom walkthroughs and the 20 secondary classrooms walkthroughs that they conducted, documenting their observations, noteworthy perceptions, and areas for further investigation and analysis. Ms. Herman highlighted some of HILL's noteworthy perceptions.

Ms. Herman discussed some of the next steps. The District Literacy Leadership Team (that includes teachers, administrators and parents/caregivers) will create a roadmap to execute HILL's recommendations, and ensure alignment with the Strategic Plan. HILL's recommendations in the areas of Leadership, Tiered Instruction, Professional Learning, Assessment and Engagement are included in Ms. Herman's attached report. Dr. Fortuna will be presenting the District Literacy Plan (which is based on the Needs Assessment) to the School Committee at the June 13 meeting.

Ms. Federspiel adjourned the meeting at 5:30pm.

BUCKLE UP DRIVING SCHOOL

IMPROVING EQUITABLE ACCESS TO DRIVER EDUCATION AT BHS

DR. JOSLYN VENDOLA, PHD

WHY DRIVER EDUCATION?

- TEEN DRIVERS WHO HAVE NOT TAKEN DRIVER EDUCATION ARE:

  - 75% MORE LIKELY TO GET A TRAFFIC TICKET

  - 24% MORE LIKELY TO BE INVOLVED IN A FATAL OR INJURIOUS CAR CRASH

- OHIO STUDY (2022) SHOWED THAT DRIVERS "LICENSED AT 18, MAKING THEM EXEMPT FROM COMPREHENSIVE LICENSING REQUIREMENTS, HAD THE HIGHEST CRASH RATES IN THE FIRST YEAR OF LICENSURE OF ALL THOSE LICENSED UNDER THE AGE OF 25" (CHILDREN'S HOSPITAL OF PHILADELPHIA).

- DRIVER ED MEANS SAFER DRIVERS, PASSENGERS, CYCLISTS, AND PEDESTRIANS.

PROBLEM

- Students in financial need cannot afford a private driving school.

- Students with various learning needs benefit from instructors with a special education background.

- All students benefit from classes taught by experienced and licensed teachers and driver education is a crucial class.

- Private driving schools are not currently meeting these needs.

SOLUTION

MA public high schools can start their own driver education programs

These high school programs can offer

Welcome to Buckle Up Driving School!

COMPLETED STEPS

✓ **BEF G**RANT AWARDED

✓ **T**EACHERS CERTIFIED AS PROFESSIONAL DRIVING INSTRUCTORS

✓ **RMV'**S INITIAL INSPECTION OF TEACHING SPACE

✓ **C**URRICULUM CREATED AND **RMV** APPROVED – <u>**B**UCKLE **U**P **C**URRICULUM **F**OLDER</u>

✓ <u>**F**ORECAST **B**UDGET</u>

✓ **V**EHICLE FOR ON-ROAD INSTRUCTION – **D**ONATION **O**FFERED

What's Left?

- ❑ Car Donation and Insurance

- ❑ Budget and a Buckle Up revolving fund

- ❑ Final application for the RMV

- ❑ Promote, Enroll, and Buckle Up!

CAR DONATION AND INSURANCE

- HERB CHAMBERS CAR DONATION
  - NEED SCHOOL COMMITTEE TO ACCEPT THE DONATION
- ADD THIS CAR TO SELF-INSURANCE PLAN IN BROOKLINE

BUDGET AND REVOLVING FUND

- With a $10,000 budget, A course can be run free of charge for 20 students.
- With a sliding scale tuition, Buckle Up could become financially self-sustaining
  - i.e. 15 full paying students would cover the cost for an additional 10 full scholarship students
- Forecast Budget

FINAL RMV APPROVAL

Requirements:

Driver Ed Approved Training Vehicle

Completed Application Form

Final inspection of Driver Ed Facilities/Vehicle

PROMOTE, ENROLL, BUCKLE UP!

- Interested students and parents already reaching out
- METCO Coordinator has received inquiries of high interest
- There is still time this year to prioritize seniors in high need

STUDENT AND PARENT TESTIMONIALS

"Students like me, in transitional times in their life would really benefit from this at school. If I already had my license I could have had more job opportunities. Now I am about to graduate and I already could have had my license but some students just need this offered at school more than others. And some students just feel more comfortable taking a class like this with teachers they know!"

"I'm a single mom and my youngest of 5 is a senior at BHS. Paying for driver education is a financial hardship but so is paying higher insurance rates if he doesn't take it. We need this program at the high school because I know I am not the only single mom with a kid who could get their license through it and that would help the whole family. He already has family responsibilities and is about to go to college – I want him and all the students to be safe drivers and have access to this program."

WHY BUCKLE UP?

❖ OPPORTUNITY FOR BROOKLINE TO CREATE A SUSTAINABLE DRIVER EDUCATION PROGRAM

❖ ADDRESS A LONGSTANDING ISSUE OF EQUITY RELATED TO LACK OF ACCESS TO DRIVER EDUCATION

QUESTIONS, COMMENTS, OR CLARIFICATIONS?

THANK YOU!!

Forecast Budget (1 Year)

Income

	Full Tuition	3/4 Tuition	1/2 Tuition Driving Hours	1/4 Tuition	Full Scholars	Total Students		Budget Request			
Number of Students	15	0	0	0	10	25		School Committee Request	10,000		
Income	14250	0	0	0	0						
				Total Income	14250						

Expenses per Class

	Hourly	Hours	Courses	Total		Total Expenses	
Classroom Instruction	35	30	1	1050		11550	
	Hourly	Hours/Student	# Students	Total			
On-road Instruction	35	12	25	10500			

Car Expenses

|							Net	Amount	# Classes	/Year
						Total	Income/Class	14250	1	14250
Driver Ed Car	Donated	0				$3,746.88	Expenses/Class	11550	1	-11550
Insurance		1000					Estimated Car Expenses			-$3,746.88
Gas Estimate	61.875	1546.875					Budget			10,000
Service Estimate	$100/month	1200								
							Total			$8,953.13

Agenda

- Purpose of the Study
- Data Collection
- Results
- Working Group
- Outcomes

Needs Assessment: Purpose

Goal: Conduct a comprehensive, in-depth analysis of current equitable literacy practices within the Brookline district.

Product: A detailed report of the data results and accompanying recommendations for improving literacy achievement for all students through a lens of equity and cultural responsiveness

Outcome: A roadmap, created by a team of PSB educators, that addresses recommendations prioritized by the District.
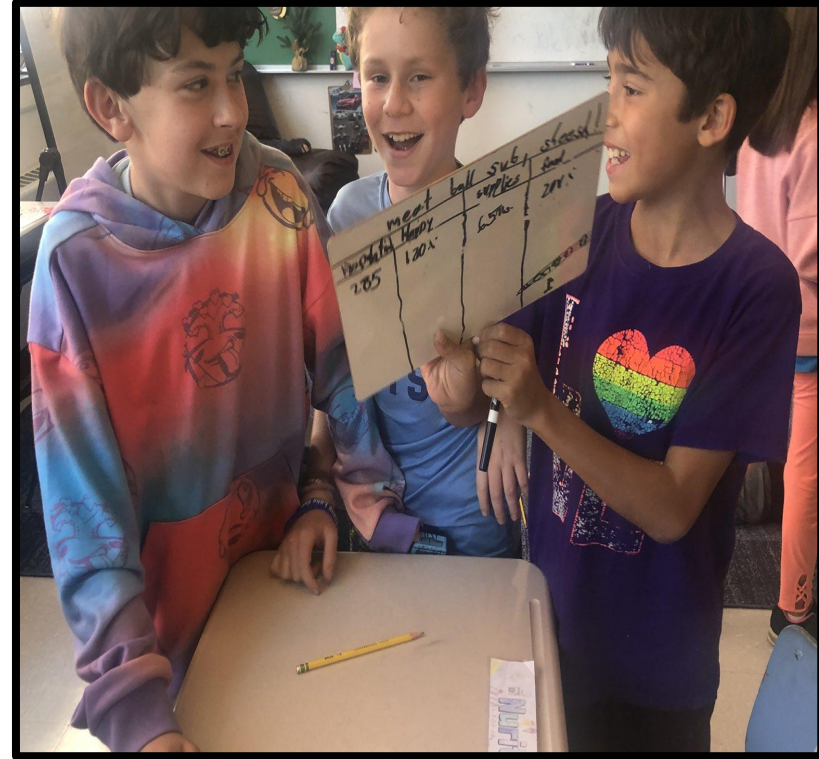
Data Collection: 5 Key Levers

Leadership: Install systems and processes to support the implementation of a multi-tiered assessment and instructional framework.

Tiered Instruction: Use core, supplemental, and intervention literacy curricula in a multi-tiered instructional model at each grade level effectively and strategically.

Professional Learning: Collaborate through shared knowledge, skills, language, and collaboration among teachers based on the essential components of literacy and evidence-based instructional practices.

Assessment: Construct an assessment system and process for using measures of student performance to inform decisions at the district, school, grade, classroom, and individual student levels.

Family Engagement: Employ an asset-based family engagement model to support student academic growth at both school and home.

Data Collection: January - March

Focus Groups → Inventories → Classroom Walkthroughs

Interview
- Conducted in role groups- Literacy Coach/Specialists, MS ELA Teacher etc.
- Measures state of literacy model focusing on identifying strengths and goals across 5 key areas; Leadership, Tiered Instruction, PD, Assessment, Family Engagement
- Systemwide

Program Inventory
- Administered to all teachers who engage in reading and writing
- Instructional materials being used

Assessment Inventories
- Tools used to assess student progress

Professional Learning History
- PD offered to teachers specific to ELA and Literacy

Walkthroughs
- Provided data that represents the current literacy model in action across classrooms.

Interview Data: Elementary 340 Participants

Strengths

- Use of Fundations and Heggerty for foundational skills
- Administration of mCLASS DIBELS
- Support of School Administration for Literacy instruction
- Availability of resources
- Interaction among students
- Team collaboration

Needs

- High Administrative Turnover
- Inconsistent scheduling practices
- Alignment and communication between Central Office and Schools
- Lack of vision especially for ELs
- Literacy materials not aligned with best practice
- Differentiation of instruction
- Sustained/embedded Professional Development
- Effective use of data
- Accurately report to caregivers regarding student progress

Noteworthy Perceptions:

- No vertical alignment
- Although there are a lot of materials there is no clear direction on alignment of the resources
- There were not enough comments regarding PD to determine positive trends.
- Educators need a better understanding of how to use data to drive instruction

Interview Data: High School 40 Participants

Strengths

- Access to resources/materials
- Culture/love of reading through student choice
- Authentic reading and writing
- Team collaboration

Needs

- Limited support staff
- Differentiation for diverse needs
- Time for collaboration with EL staff
- Variation in what gets taught between classes

Noteworthy Perceptions:

- Concern about class size
- Educators expressed a need for support staff in literacy and multilingual learners
- Consider a deeper dive into co-taught model in respect to IEPs

Roadmap Surveys- 774 Participants

Each item was rated on a Likert Scale:

- Always in place
- Sometimes in place
- Rarely in place
- Not in place
- Unknown

Participants: Any educator who engaged with literacy skills

- K-5 Classroom - Librarians - 6-12 Science	- 6-12 ELA - EL - Literacy Specialists	- 6-12 Social Studies - Special Education - Coaches

Roadmap Data: Elementary

Sometimes in Place:
- Clearly articulated literacy goals
- Sufficient time for instruction
- Tier 1 small group instruction is differentiated to meet the needs of students
- Instructional materials exist for a range of reading abilities
- Tier 2 and Tier 3 small group intervention is differentiated
- Tier 2/3 materials are evidence-based
- Evidence-based literacy assessments are identified and used with students for specific purposes.

Rarely in Place:
- Regular monitoring of the literacy plan and review of tasks by leaders
- Training and implementation of fidelity at all tiers
- Ongoing PD
- Unaligned time allotments and scheduling
- Time to collaborate
- Coaches or designees providing embedded professional support
- Staff meet to support the data-driven decision-making process and monitor the percentage of students in each of the 3 tiers of instruction at least one time/grading period

Noteworthy Perceptions:
- It is unknown to staff if leadership team meets to review the timeline and accomplish tasks related to the literacy plan

Roadmap Data: Secondary

Sometimes in Place
- ELA Dept Meetings that drive literacy goals
- All teachers integrate content area literacy instruction into their courses
- Instructional reading materials exist for a range of reading purposes
- Staff apply learning from PL in instruction.
- PL is offered regularly, ideally monthly
- Administrators participate in and support professional learning

Rarely in Place
- Work around communicating, monitoring and reviewing tasks in the literacy initiative
- Training, monitoring of intervention for fidelity of implementation
- Use of collaborative planning time to coordinate intervention plans
- Lack of on-going PD
- PL is aligned to data and learning priorities outlined in the literacy plan
- Coaches, or their designees, support staff in understanding the content knowledge required to teach literacy
- An effective and actionable transition plan for literacy support exists for all students moving from middle to high school

Noteworthy Perceptions

- The comprehensive assessment framework is regularly reviewed and adjusted, an assessment data management system encompassing all relevant assessment data is used to facilitate decision-making and data is collected and entered consistently, accurately, and in a timely manner within and across grade levels was marked as Unknown by 38% or respondents.

Classroom Walkthroughs: 128 K-8 Classrooms

Observations

- The classrooms include space for whole and small group/differentiated instruction.
- The classrooms have supporting visuals (anchor charts, vocabulary posted, images for building background knowledge).
- The teachers communicate mutual respect in interactions with all students.
- The teachers provide in-the-moment specific feedback to students.

For Further Investigation and Analysis

- Teachers provide intentional scaffolds, materials and/or supports to address diverse student needs.
- Teacher scaffolds question types to build critical thinking skills (literal, inferential, and critical thinking questions).
- The students advocate for themselves to support their own learning.
- Classroom texts match the instructional purpose identified for the lesson in progress.

Noteworthy Perceptions

- Instructional pacing matches lesson objectives
- There was limited direct instruction and small group teacher led instruction.
- Observations in K-1 had evidence of explicit instruction in word study.
- High expectations throughout classrooms were noted.
- Differentiation or scaffolding of content/materials was rarely, if ever, observed.
- Teacher and student interaction primarily consisted of Teacher Talk and Teacher-led questions and answers. There was limited turn and talk or discussion among students.

Classroom Walkthroughs: 20 Secondary Classrooms

Observations

- Teachers communicate mutual respect in interactions with all students.
- Objectives/learning targets for the lesson is/are clear and/or articulated.
- Teachers communicate high standards for student work, effort, and behavior.

For Further Investigation and Analysis

- Teachers consistently reinforce the expectation that all students can meet the standards.
- Students use comprehension strategies to access content from text.
- Teachers provide intentional scaffolds, materials and/or supports to address diverse student needs.
- Teachers consistently reinforce the expectation that all students can meet the standards.

Noteworthy Perceptions

- There was evidence of teachers being well-prepared and having done cognitive planning
- The use of high-level vocabulary and expectations were observed.
- There are limited anchors or references on the walls that students could use for learning.
- Students had hard copies of texts and handouts and were often taking notes and annotating using pen and paper.
- There seemed to be a nice mix of use of classic texts and more modern literature.
- The most noted student-teacher interactions were Teacher Talk, 1:1 with Teacher and Teacher Led Q&A, as well as students working independently; there were missed opportunities for students to engage in collaborative dialogue.

Next Steps: District Literacy Leadership Team

District Literacy Leadership Team:

Teachers:
- Classroom
- Middle School and High School ELA
- Special Educators
- English Language
- District Literacy Team

Administrators:
- School
- District

Community Members:
- Parents/Caregivers

Charge:

Triangulate data to identify celebrations and needs
Narrow the recommendations provided by Hill
Ensure the recommendations align with the Strategic Plan
Create a roadmap to execute the recommendations

Recommendations:

| Leadership | Tiered Instruction | Professional Learning |

Leadership

- Create a distributed leadership team that draws on staff expertise and implementation strengths and challenges to oversee the literacy initiative.

- Identify key roles and responsibilities for implementing and reviewing literacy plan goals. Assign responsibilities and review support needs often.

- **Review master schedules across the district to distribute and allocate instructional time and equitable access for core, supplementation, and intensive instruction across schools and ensure that adequate time has been allocated for literacy instruction and student learning.**

Tiered Instruction

- **Develop and refine the District MTSS model that includes clearly defining curriculums for Tiers 1, 2, and 3 including training of these programs and supports.**

- **Facilitate a comprehensive core program review process that engages all staff in the process utilizing a review tool that creates a common lens for reviewers.**

Professional Learning

- Use a district team to create a PD plan where teachers have adequate time to meet and work on analyzing data and evidence-based practices to improve student proficiency in literacy.

- **Create a professional learning calendar for the school year with clear goals and outcomes that support a continuous learning cycle.**

Recommendations:

Assessment	Engagement

Assessment

- Disseminate and communicate the assessment framework to all schools and develop a plan for data collection across the district that includes timelines and responsible personnel.

- **The district leadership team should review the assessment inventory results, determine which are valid and reliable, map onto a framework to identify gaps and redundancies and build a district comprehensive assessment framework.**

- Establish a system and protocols for all instructors of literacy to use assessment data in providing all students with an instructional focus, assigning differentiated plans, and measuring the effectiveness of instruction at least 4-5x per year.

Engagement

- **Review existing home-school communication systems and feedback loops, to ensure that families are receiving useful, informative and actionable information on their child's literacy achievement to enable a home-school partnership.**

- **Use a district team to plan and create a calendar with regular events with translators to connect with families and/or community stakeholders.**

- Communicate to families the vision, mission, and literacy plan for student literacy achievement through various methods.

Questions: