

FLE Questions and Answers
March 17, 2016 SHAB Meeting

1. Are classroom or PE teachers being trained and teaching the new curriculum? If/where PE teachers are being trained instead of classroom teachers, please explain why. One elementary school reports that letters for parents of fourth grade students indicate that physical education teachers will teach content. Have Physical Education staff been included/informed of this decision?

The model in development will be for classroom teachers (with possible assistance from other student service employees) to implement the curriculum. In one school the PE teachers are implementing the curriculum presently, so letters home might be tailored in that fashion. A full curriculum rewrite is still in production with an end goal of May of this school year, a June – August vetting, and an implementation beginning next school year.

2. Is PE space, specifically elementary school gyms, the proper setting for this curriculum to be taught?

Not in most cases. As stated above, this is not the design of the curriculum implementation.

3. Have parent concerns been addressed regarding the fact that FLE classes will take the place of physical activity day during PE.

This is not the case.

4. Dissemination of information: Will everything come from you, Mike, regarding communicating the changes for implementation or are other staff involved as well? If it's the latter, how is it coordinated/standardized across all schools?

Initially, I will be the one communicating the messages. I will go through Dr. Piehota, Executive Director of Elementary Instruction, to reach the principals and other building-based administrators, but I will be the primary point of contact. Messaging is currently in place around the division that a new curriculum is in development and is expected to be implemented next year.

5. Schedule for teaching the content: Is there a template for a schedule for classroom teachers to follow instead of waiting until the end of the year to implement the curriculum?

Yes. There will be two models of implementation from which each building can choose. One will be through a regularly occurring weekly or bi-weekly FLE "period," and one will be with multiple lessons occurring in the same week, happening several times per year.

6. There are inconsistencies in the FLE parent letter on Bb in regards to opt-out procedures: one option is a yes/no choice which makes it easier for families to "opt out" of the program.

I am in the process of updating all FLE-related material on the website.

7. Please provide data on the number of families opting-out of FLE in ES, MS & HS and explain how ACPS ensures opt-outs are strictly for religious and other allowed reasons. (There is concern opt-out numbers increase at HS simply because of course-load management. If families are opting-out for the allowed reasons, there should not be an increase in percentage of opt-outs as students age.)

I know that for the elementary school and middle school levels, opt-out is low (I am in the process of trying to collect specific data at those levels). I have heard as many 40% opt out in 9th grade, and the thought is that most of it is because of competing classes (band, foreign language, STEM Academy, etc.).