

REGIONAL SCHOOL UNIT NO. 13  
SCHOOL BOARD  
CURRICULUM & TECHNOLOGY COMMITTEE MEETING MINUTES  
November 26, 2018

Committee Members Present : S. Allen Thomas, L. Andrews  
Other Board Members Present :  
Staff Members Present : J. McDonald, S. Tribou, J. Bartke, H. Faesy, S. Browning  
Location : McLain Building, Rockland

I. Call to order:

*This meeting was called to order by Susan Allen Thomas at 3:38pm.*

II. Presentation:

**Role of the Student Support Coordinator:** *Scott Browning is the new Student Support Coordinator. He began the role last year about midway through the year, and with the absence of the principal at the end of last year, the current principal, Jesse Bartke, and Mr. Browning worked closely together at the close of the year to shape the role to best fit the needs of the school. The position is responsible for academics, attendance, restorative practices/behavior, and community service. Mr. Browning helps develop Recovery Plans for individual students, individualized student support plans, school staffings for struggling students, Risk Review process, and last summer he facilitated the Summer Credit Recovery Program.*

*Mr. Browning is also monitoring and enforcing attendance during Targeted Learning time as well as monitoring daily attendance and communicating with families. He is able to use restorative practices to run circles with students, family members, and teachers as well as support other teachers in using community and academic circles in the classrooms. In addition, Mr. Browning facilitates and organizes the meetings for the restorative practice team meetings.*

*Finally, Mr. Browning monitors students' community service hours and seeks opportunities for students to connect with community service opportunities. He keeps an updated Google list of all of the opportunities for students as well as contact information.*

*One of the many benefits of having someone in this role is to have the ability for someone to connect with students to gather more information around why students are absent and what their needs are in order to get students into school and learning. Another benefit is seeing how the interventions and supports have a positive impact on students. Students are beginning to understand that schools want to help them find ways to be successful. While this approach continues to hold students accountable, it is more about providing students with strategies to be able to move forward more independently in academics, attendance, behavior, and community service.*

**Pear HSA:** *Jesse Bartke has been partnering with Don Carpenter from Trekkers to learn more about the Pear HSA, which is a Holistic Student Assessment of about 40 questions that Trekkers uses to gather data on students' strengths and challenges. The assessment looks at Resiliencies such as trust, action orientation, and emotion control, Relationships with adults and peers, Learning and School Engagement such as critical thinking, perseverance, and academic motivation, and Strengths and Difficulties such as conduct problems, peer problems, and emotional symptoms. Last Spring, the current 9<sup>th</sup> graders took the assessment at the end of their 8<sup>th</sup> grade year. The middle school has adopted this assessment as well, and OMS teachers will be trained to use the assessment and data.*

*Last year's 8<sup>th</sup> grade data showed that on average, each student had two strengths and about five challenges. Typically, the data shows that students have 2-3 challenges, so this data was very informative about this particular class. In addition, it also showed 31% of the class in Tier 3 showing a negative view of school whereas typically that number is on average 15%. It was important for OHS administration and the freshman team to have this data to understand this class. As a result, the*

*freshman team focused more on relationship building with students as well as team building to reinforce the idea of community.*

*OMS and OHS plan to administer this assessment in grades 6-9 to track the data, particularly through their transition into high school. Current freshmen will be assessed again in the winter and again in the spring. Next year, OHS will use this assessment with both freshmen and sophomores (so that the assessment following the group to continue to analyze strengths and challenges). OHS plans to use this in a strength based approach in which the strengths can be used to leverage experiences at school.*

III. Other/Adjourn:

*The committee will meet again on **January 28, 2018 at 3:30pm**. Future agenda items to include:*

*\*Updates*

*Committee Chair Thomas adjourned this meeting at 4:30 pm.*