

REGIONAL SCHOOL UNIT NO. 13
SCHOOL BOARD
CURRICULUM & TECHNOLOGY COMMITTEE MEETING MINUTES
November 6, 2017

Committee Members Present : L. Andrews, S. Allen Thomas, C. Bachofner
Other Board Members Present :
Staff Members Present : S. Tribou, J. McDonald, J. Curtis,
Location : McLain Building, Rockland

I. Call to order:

This meeting was called to order by Steffany Tribou at 3:30 PM.

II. Curriculum and Technology:

The brain research literature review revealed that no set hours of screen time are limited for children six to eighteen years old, but rather the American Academy of Pediatrics (AAP) recommends that parents put consistent limits on screen time and ensure a balance of media use along with other healthy activities. It is the board's recommendation that teachers ensure a healthy balance of high quality technology use with hands-on learning as well. The AAP continues to recommend that children aged 2-5, which is inclusive of kindergarten students, have a limit of one hour per day of screen time. Upon closer examination of those guidelines, however, it was shown that the one hour per day limit is recommended for media use that is entertainment as opposed to high quality learning programs and constructive or connective types of media as one might find in the classroom. Therefore, the board does not feel a need to place any time constraints on technology use in the classroom.

Another piece of research by the American Academy of Ophthalmology (AAO) was reviewed around issues of eye strain. The AAO recommends that students and teachers follow the "20-20-20" rule in which after 20 minutes of screen time, students look 20 feet beyond them for at least 20 seconds to allow their eyes a chance to readjust and relax. The board recommends that teachers integrate this practice into their classrooms. Steffany will share this with building administrators and technology integrators to spread this message.

III. Presentation: J. Curtis:

Principal Jen Curtis shared a presentation on the need for an additional position to support student needs at Oceanside High School. The person fulfilling this position would be responsible for overseeing behavioral and academic interventions. Much of this work already takes place at the high school but in a much more constrained way in which a team focuses on student needs through a risk review and plans are created, but the follow through for the plans pose a challenge due to a lack of skilled personnel freed from teaching or administrative duties available to support students in this capacity throughout the day. Behavior support would include de-escalation and assessment of student needs, responding to Tier 1 behaviors and fostering reflection and relationship building, referring Tier 2 behaviors to the Assistant Principal, and monitoring more global behavior interventions. In an academic support capacity, this person would provide leadership in the risk review process, develop a universal recovery and remediation process while aiding Student Services in the development of Personalized Learning Plans (PLP) for students in need of one, and monitor academic plans of students that are on one. Principal Curtis suggested this be a position open immediately, and after discussion, the Curriculum and Technology Committee agreed with full support. This position and presentation will go on the December School Board meeting agenda.

IV. Updates

Steffany Tribou shared an updated of the Title IIA projects that support quality instruction. Projects include multiple committees on which teachers serve as leaders to provide recommendations, take action steps, and plan professional development. The table below was shared to show the committees, tasks, and completion notes for each action:

Committee Name	TASK
Curriculum Board of Teachers	<p>This group is responsible for prioritizing K-12 needs, particularly in terms of proficiency based education. Their current tasks include the following:</p> <ul style="list-style-type: none"> -Review prior action steps from 2015 (Complete and prioritized; need to set specific goals and a timeline) -Establish training plans and focus on rubrics and formative/summative assessments (still need to determine what types of training needs we are seeing in terms of professional development...what is working and what is not) -Process for approving other district PBE-related projects (Complete)
Vertical Science Team	<p>This is a group of 5 elementary school teachers representing various grade levels from K-5, along with one middle school and one high school science teacher. Their task is to explore resources that will align with the Next Generation Science Standards Framework so that K-5 teachers have a common approach to science that will nurture learners' needs to investigate and have hands-on learning experiences. The following provides an abbreviated update:</p> <p>Group established a timeline for the work along with Action Steps; first priority is to read and become more familiar with the K-5 NGSS, which we did on Oct 12; next we are keeping track of program pros and cons with the help of John McDonald's RISE center resources. We hope to identify ones to pilot.</p>
Technology and Guiding Principles	<p>This committee has the responsibility of reviewing Maine's guiding principles and establishing a scope and sequence for them K-12 that helps to also layer in technology. The following provides an abbreviated update:</p> <p>So far, the group has reviewed the guiding principles and established next steps of reviewing Habits for Success and content area standards to look for natural alignment.</p> <p>Lots of discussion around forms of valid assessment and evaluation of these principles; portfolios (particularly digital ones) will be further explored.</p> <p>During the October 26th meeting, we watched a clip on the importance of the guiding principles, and it changed the whole tenor of the meeting; the shift is now on providing engaging and meaningful opportunities to students and how to support PD for teachers in this shift.</p>
Report Card Team	<p>This team is has created a framework and action plan for establish reporting standards K-5. Grade level teams are currently working on developing the standard reporting language in all content areas for the 2018 Fall report card. The following provides an abbreviated update:</p> <p>The Report Card Team established an action plan for the work, and this action plan is unfolding. Grades K-5 have met to unpack the Common Core for ELA. Grade levels are recommending that we complete the grade level report card language first then make rubric work a priority next year. We will continue with math language (but not by trimester since the district has two differing programs) beginning this week with grade 5.</p> <p>The committee met on Nov 2, and still needs to come to an agreement around assessment parameters of the reporting standards.</p>

Reading Street Committee	<p>The focus of this group is to discuss and establish supports for teachers using our new K-5 literacy program called Reading Street. The following provides an abbreviated update:</p> <p>This group identified a list of questions to address at the beginning of the year that were necessary to address to support teachers. Many were technology based as we worked out issues with helping both students and teachers log into the online platform. Teachers still require various levels of support with the online component.</p> <p>In attempting to implement with fidelity, we quickly realized that teachers have various definitions of this term. Therefore, the committee designed our last ½ day early release around grade level teams to discuss and agree upon program essentials. (The committee had pinpointed that October 6th and October 18th were a natural fit for facilitating and supporting these conversations at a district level). Some leaders have facilitated groups on their own already either building-based, via e-mail, or by grade level teams during CPT time.</p> <p>The next step is to create a live online resource for teachers to share questions, address questions, and share techniques and tricks to the program.</p>
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The board was curious about the work around the reporting standards, so examples and a brief discussion of the process will be shared at the next meeting.

V. Other/Adjourn:

The committee will meet again on Monday December 4, 2017 at 4:30. Agenda items to include:

- *A closer look at strategic language that will support the two district themes of Social-Emotional Learning (SEL) and Proficiency Based Education (PBE).*
- *An update and overview of the work in progress of revising the K-5 Report Card*
- *Prioritizing our direction in terms of programming and technological wants versus needs (inclusive of cursive, going paperless, and foreign language in K-5 classrooms)*

Chair Andrews adjourned this meeting at 5:00 PM