

FHS Student Representatives: Alana Lynch advised the Committee that the Empty Bowls club has a dinner on April 27, 2016. All proceeds are donated to the Franklin Food Pantry. Alana also advised the Committee that the Junior Prom is on April 29th, at the Sheraton in Framingham, they will be having a mock crash prior to the prom sponsored by the SADD club. Alana also advised that the AP exams are next week and the following week.

2. Guests/Presentations:

a. FHS Hockey Team - Dr. O'Malley introduced the Franklin High School Hockey Team. On behalf of the Committee, Dr. O'Malley extended his sincere and wholehearted congratulations on becoming the Division I State Champs. Dr. O'Malley also introduced Coach Spillane.

Matt Pleshaw and Jack Chaffee, two of the four captains spoke a little about the Hockey Team's great year.

The School Committee presented a plaque to each of the 2016 hockey team players as recognition for their accomplishment as Division I State Champions.

b. Science Update - See Powerpoint

Ms. Edwards advised the Committee that the Science Committee and Digital Learning Committee has worked over 2 years and this presentation is the culmination of the Committee's hard work. Ms. Edwards advised that there were about two dozen members on the Digital Learning Committee and about three dozen members on the Science Committee. Ms. Edwards introduced a few of the members from the Science Committee, Mr. Bill Bobrowsky, Science Department Head, James Schlieffe from Horace Mann Middle School; Rachel Udall from Annie Sullivan Middle School and Beth Travers from Remington Middle School. Ms. Edwards also introduced Elementary Teachers, Kate Merten from J.F. Kennedy Elementary School; Christina Renaud from Davis Thayer Elementary School and Sarah Wilmarth from J. F. Kennedy Elementary School.

Ms. Edwards advised the Committee that she started these committees in an attempt to be proactive knowing that the State was going to make changes to the Massachusetts Frameworks for science.

Ms. Edwards gave an overview of the MA standards which have changed to reflect contemporary STEM thinking where there is a more of a hands-on approach rather than conceptual. Ms. Edwards advised the Committee that Franklin is ahead of most districts

with regard to this work, we are in the forefront of this work. Ms. Edwards advised the Committee that Franklin has been able to develop the curriculum which is for Franklin Teachers by Franklin Teachers which we are very proud of, which is the good news, however, the bad news is we have not had any other models in the State to rely upon. Ms. Edwards advised that she is receiving calls from other districts to share our work, once it is published, we will be happy to share it. Our science standards will be available to the public in June. Ms. Edwards advised that the Committee will create a plan to inform students and families. Ms. Edwards advised that the implementation of this new curriculum will take about 3-4 years.

Dr. O'Malley, what is STEM?

Ms. Edwards advised that STEM is an acronym that we use like a word, it stands for the Science, Technology, Engineering and Math. The 'word' STEM is an encompassing, broad-based concept of all the science, math, engineering and technology that goes into what is today's science education for kids.

Ms. Beth Travers advised the Committee about the overarching changes between 2006 to 2016 standards. Ms. Travers noted that the biggest change in 2016 practice changes, is where kids will be doing hands on, practicing science. discovering concepts vs. learning the concepts first. She advises that there is a lot less recall, a lot less memorization. There is a big overarching concentration on themes woven into the all of the grades. Ms. Travers advised that the overarching goal is to build the students who are scientifically literate and informed citizens are college and career ready. Ms. Travers gave an overview of the Curriculum Committee progress and also showed a sample Curriculum Map for the Eighth Grade. (See Powerpoint).

Ms. Renaud gave an overview of the Elementary Standards showing the 2006 standard to the 2016 standard indicating that the 2016 standard is more in depth. Ms. Renaud advised the Committee that the 2016 standard is 'getting their hands dirty', more conceptual rather than recall and memorization in 2006.

Ms. Wilmarth advised the Committee what these 2016 standards would look like in the classroom at each grade level. The great thing about Franklin is that some of the teachers have been teaching this in our classrooms already, Ms. Wilmarth noted you can see that the kids are literally getting their hands dirty, trying things out, discovering things. (see powerpoint).

Ms. Merten advised the Committee about how the Three/Four Year Implementation Plan will take place at the Elementary Level. Ms. Merten advised that for the 2016-2017

school year, the teacher would continue teaching the 2006 standards and participate in Professional Development in the area of Life Science standards only. There are three strands, life science, physical science and earth science. Ms. Merten advised that in 2017-2018 the Life Science standards would be taught and professional development would be in physical science. Ms. Merten advised that in 2018-2019 the implementation of the 2016 physical science would take place along with the continued implementation of life science standards with professional development in Earth Science. By 2019-2020 there would be the full implementation of the new science standards.

Ms. Udall gave an overview of Middle School standards showing the difference between the 2006 standards and the 2016 standards. Ms. Udall indicates that the content is similar but what is different about them is how the students are learning about them. Ms. Udall notes that in the 2006 standards the students are just learning to recognize, in the 2016 standards the students are providing evidence. Ms. Udall showed a slide of what the 2016 standards might look like in a middle school classroom. (see powerpoint).

Ms. Udall also advised the Committee as to the three year implementation plan for the Middle School Level. 2016-2017 school year, all middle schools will continue to teach 2006 standards with continued professional development. 2017-2018 Sixth grade will implement all new standards while 7th and 8th grade will implement some of the new standards while maintaining 2006 standards. In the 2018-2019 school year all grades will implement the 2016 standards. Ms. Udall advised the Committee that this implementation was broken down this way because they did not want to have any gaps in instruction so that all the students had all the science learning before they entered high school. (see powerpoint).

Mr. Schlieffe advised the Committee that he teaches STEM at Horace Mann Middle School and the STEM class is actually a Unified Arts class that is taught to 6th, 7th & 8th, graders. As a unified arts class, this class is taught one trimester per year. Mr. Schlieffe advised the Committee that they have started implementing the Technology, Engineering frameworks this year. Mr. Schlieffe advised that his class teaches the Engineering component of the frameworks. Mr. Schlieffe advised the Committee that he was able to start aligning to 2016 Frameworks this year, which is a year in advance, this gave us practice in learning what works, what didn't work and how we can move forward to continue to see new growth and we create a challenging curriculum. This is a collaborative effort between all three (3) STEM teachers.

Mr. Bobrowsky gave an overview of standards at the High School level and the difference between the 2006 standards where the word "describe" is used and the standards are relatively short and clear and the 2016 standards they are a little more

involved and using the idea of constructing models, providing models, etc. Mr. Bobrowsky advised the Committee as to what will the 2016 standards look like in a high school classroom. He advises that it will look a lot like what is already happening at the high school. Students are designing their own experiments. Mr. Bobrowsky advised the Committee that the three year implementation plan will be by Discipline. Almost all high school students take the Biology MCAS, so this curriculum does need to follow the State. Mr. Bobrowsky advised that there have been a couple of units piloted in the 2015-2016 school year. In 2017-2018 a few more units will be added and then in 2018-2019 all the new standards will be implemented. Mr. Bobrowsky advised that in Chemistry and Physics, students do not take an MCAS so we do not need to follow the State's timeline. In 2016-2017 a couple of units in Chemistry will be piloted and in 2017-2018 the full transition to the new standards will be made. Mr. Bobrowsky advised that we have already been doing a lot of this, the new standards are confirmation of what we are already doing. Mr. Bobrowsky advised that the Physics implementation timeline will be faster, in 2015-2016 all the inquiry based labs have been built into the units. In 2016-2017 the physics standards will be fully transitioned.

Ms. Edwards advised the Committee of the next steps where there was a good foundation, but the Science Committee will continue the development of curriculum maps, provide professional development for teachers, create a communication plan with families, make sure Franklin is ready for when the new MCAS tests come out.

Dr. O'Malley commented to Joyce that her leadership is well appreciated. Dr. O'Malley noted that he was looking at the names of 25 teachers who have given of their time and energy to create a curriculum that works for our kids. He noted that he couldn't be more proud. It is a tribute to your efforts and also to the efforts of everyone that worked on this. This is vitally important and he is very impressed.

Ms. Bilello noted that it seems like a broken record sometimes in our frustrations, the work of the Franklin teachers and the administrators doing curriculum development like this is clearly at the forefront of what's happening. The undertaking you have done is amazing. The frustration is especially at the K-6 level, we've approved math specialists in the past, we've talked about the importance of the literacy specialists and here the science curriculum is more unfamiliar, a more nervous territory. We do not have those positions in the same way.

Ms. Edwards noted that no we do not have those positions but she would like to have them.

Ms. Bilello's worry is that this curriculum is so fantastic, how do we get resources to make sure it is implemented correctly? To do labs with the number of students we have here, is very expensive but so critical to do the experimental and conceptual work that is talked about.

Ms. Bilello inquired of the Middle School team, knowing that the STEM course is $\frac{1}{3}$ of the year, has there been any discussion on the incorporation of a computer related class, is there a way to incorporate more in that trimester course to help support the efforts?

Ms. Edwards advised that they are next (Digital Learning Committee). Ms. Edwards advised that the 3 computer middle school teachers have been working with Jim (d'Entremont), so we do get the crossover but we are looking to revamping their curriculum as well.

Dr. Bergen commented that working in the district several years ago, she has gotten to see the evolution, and when she was teaching it was the textbooks and taught whatever we wanted and it is really incredible what these standards have meant to everyone, certainly the budget implications and what many people don't quite understand that science is not taught the way it was. Dr. Bergen wanted to let everyone know that Franklin TV was able to tape Science night at the High School. She also advised that she interviewed Ann Butler and one of her students, who was extraordinary as are all these representatives. What about the child who has an extraordinary passion for science or engineering or technology, are there any after school clubs that support that as well?

Mr. Schlieffe advised that clubs do vary by school. At each middle school, there is some type of club that is science related. It really depends on the interest of the advisor as well as student interest.

Mr. Merten advised that as far as she knows there is nothing during the school year, however, during the summer, Ms. Merten will be teaching a STEM class in the STAR program for grades 1-3 and another one for 4 and 5th grades. Ms. Merten also advised that at the elementary level we integrate some of the STEM instruction into their reading or science instruction.

Ms. Edwards noted that Jefferson had an outdoor garden (outdoor classroom) and Parmenter is looking into a rain barrel project.

Mr. Bobrowsky advised that at the High School there is a Gardening and Landscaping Club, we have a science National Honor Society, Science Olympiad and a robotics club, and next year we may have a science fair club.

Dr. Sabolinski noted that there was a computer club at the High School that won an award with Jason Chetlen. Dr. Sabolinski noted that May 10th is High School night so we will probably hear more about the Computer Club at the High School.

Ms. Edwards advised the Committee about other initiatives that tie into the digital learning as well, we have a project based learning provider coming in at the end of June. Ms. Edwards advised that she had 26 teachers signed up for a PD for 3 days after school gets out in June with the Buck Institute. In August we are running Coding to the Future which is a coding class for teachers, we have a couple dozen teachers signed up for that.

Dr. O'Malley notes that why we have to do what we do is because the world has changed in such a way that rote memory is no longer sufficient to be competitive or literate.

Dr. Jewell commented that he remembered when he was in graduate school, we were told we are going to teach you how to experiment and we had been doing experimentation by the book. Not having the advantage of how you are teaching the kids on how to develop their own procedure. Dr. Jewell advised that he would like to encourage the parents at home to think about what you do on a daily basis to help your young kids learn whether it's when you teach them how to cook, to explain what's going on. Everything that you do can have a science output. Dr. Jewell believes that everything we do comes from science, the better scientist you are, the better carpenter you are, etc.

Dr. Jewell also commented to try and teach the kids that they cannot stop after high school, don't stop after college, need to go to graduate school, need to get that extra level of thinking that you get in graduate school. Dr. Jewell is advising that parents out there need to get involved, if you want a scientist, if you want someone who can improve the world, you are going to have to educate your kids to come up with those facts because facts is what we look at and facts is what is truth.

Dr. O'Malley noted your job going forward is to demand of us, the School Committee, the resources that you need to do the work you do for the students, we have not been as successful as we could be in the past, and we have to chart new ways towards that goal in providing the needs for the education of our children. This is an outstanding job, thank you.

- c. **Technology/Digital Learning** - Ms. Edwards advised the Committee that there are also frameworks with the State on Digital Learning. Ms. Edwards noted that the Digital Learning Committee will give a brief history, the scope and sequence, bill of rights, next steps and the Committee members of the Digital Learning Committee.

Ms. Edwards introduced several Teachers who were on the Digital Learning Committee, Emily Ambrose from Remington Middle School; Jim d'Entremont from Horace Mann Middle School; Kristen Brandt from the High School and Lauren Anderson from Davis Thayer and Tim Rapoza, Technology Director are representatives of a much larger group of the Digital Learning Committee.

Ms. Brandt gave a brief history as to how the Digital Learning Committee came to be. It stemmed from all Franklin schools who attended the BLC (Building Learning Communities) conference in 2014 and decided to share the enthusiasm they had for digital learning and promote it in our schools. We first met in September 2014 where we had a discussion about our vision, discussed the mission of our group, we focused on enhancing digital learning and advocating for digital learning in our schools. Our primary goal at that time was to increase equity, capacity, enthusiasm and opportunities for all students across the district. We started with two exploratory groups, ended up focusing on three areas in these groups, which is the Acceptable Use Policy, also digital citizenship. Eventually we formed two subgroups and focused on these two areas, scope and sequence of the curriculum involving all the standards mentioned earlier and also Bill of Rights which morphed into a rights and responsibilities document.

Mr. d'Entremont gave an overview of the scope and sequence. Mr. d'Entremont noted that we started off with our Goals. We looked at what we were already doing and aligned them with the standards that already existed. We then looked at the foundation of practices which is the reason behind students and teachers who would be using technology. Our third goal was to identify what the teachers already do around digital literacy and digital learning. Mr. d'Entremont noted that the successes we have had so far were that we first researched what digital learning is and gained a much clearer understanding of what it is and what it encompasses and how to incorporate it in the classrooms. Another success was realizing what our staff already does with technology and also realizing that we need to help one another along and make each other better at using technology. Mr. d'Entremont noted that there were some challenges along the way. The standards that we were using were from 2008. Technology has changed a lot since 2008 to 2014 when we started the Committee and has changed a lot from 2014 to 2016. We struggled with developing a useful Curriculum document so that it was accessible and practical for all teachers PK - 12. Another challenge we had was to align those practices we had with the proposed instructional technology standards that just came out in 2016.

Mr. d'Entremont advised the Committee of the outcomes and accomplishments so far from the Committee. The Digital Learning Committee has created a useable draft of the

technology standards, PK-12. We have been able to align our practices with the Technology Standards. Lastly, we have been able to build a repository of digital literacy and learning lessons that have been created from the Franklin Schools staff. This is helpful for the staff that is less comfortable using technology, they will have this repository to go to and as new staff comes into the district, we will have the repository for them to use as well.

Ms. Brandt gave an overview of the Bill of Rights subgroup. Ms. Brandt noted that this subcommittee started out discussing digital literacy, digital etiquette, and proper use and safety was also a concern with technology in the classroom. This subcommittee felt it was important to focus on the student's rights and responsibilities with regard to technology. This group was formed into a larger group focusing on the Bill of Rights Goals. (see powerpoint).

Ms. Ambrose gave an overview of the Acceptable Use Policy. We decided that we needed to keep the Acceptable Use Policy as the legal backbone and applied the Acceptable Use Policy into our Bill of Rights. Our next challenge was how to get all this information across to all stakeholders. One of the next steps is to get this across to students and staff, but the first challenge was how to get this information to parents.

Ms. Anderson gave the Committee an explanation of the Bill of Rights document that was created. The document is set up with rights and responsibilities split up for both students and staff. Ms. Anderson advised the Committee of the successes and outcome of the Bill of Rights document. Ms. Anderson noted that while the Digital Learning Committee had many conversations on how to communicate these rights and responsibilities to families and it was decided the FAQ's format was the best way. In order to develop the best questions that we could for families we created a google survey which was sent out to staff members at every level.

Ms. Edwards advised the Committee of the next steps for the Digital Learning Committee using a venn diagram. (see powerpoint).

Mr. Rapoza commented that his participation in the Digital Learning Committee was very eye opening. Mr. Rapoza would like to have all the technology that will be just part of learning, not just a new gizmo.

Dr. O'Malley noted that he again is echoing what he said before, the number of teachers on the committee is an absolute tribute to your effort. It is essential for a real curriculum for our students. Thank you Joyce, for your leadership and Tim at some point could we have a report on Technology stuff, what do we have, where is it, how is it working, where

it's going. Dr. O'Malley states that the administrators need to keep demanding of us what you need and we have to find out how we can get it.

Ms. Bilello inquired of the Digital Learning Committee with regard to the Acceptable Use Policy and looking at the documents, do you feel that we should revisit these policies, would you like our policy subcommittee to be looking at and finding ways to update the acceptable use policies.

Dr. Sabolinski shared with the School Committee that it is not just the purview of the School Committee, the FEA has to be an equal partner in this as it impacts work conditions for staff.

Ms. Edwards explained that as the Digital Learning Committee looked at the Acceptable Use Policy (AUP) they realized that what we thought was really outdated and clunky, actually served the purpose well. Ms. Edwards explained that the AUP when you dug into it does serve it's purpose. However, could we look to tweak it and update it, although the foundation of it is quite strong.

Ms. Bilello noted that when looking at it, not using my name, only first initial over the internet. Now that we are using Google Drive, Google Classroom, technically is going over the internet. I know for a fact, having a 4th and 6th grader, they are using their names on the documents. That is potentially one way we need to look at tweaking.

Ms. Bilello also had previously mentioned the Technology plan and the importance of having something like that given the tight budget constraints we are working within. The work you have all done and the science department looking at curriculum mapping is fantastic but integrating that with the hardware, software components that we need to talk about that are so budget driven, a capital heavy expense, and this speaks to the importance of a long range plan.

Ms. Bilello also noted that with the Bill of Rights it is focused on students and staff, you have mentioned parent involvement and as a parent and an educator, there are so many challenges. She feels there are a lot of parents who are vastly under aware of how powerful google is. With regard to parent education, this is moving faster than parents are aware. Ms. Bilello feels that we need to be on the forward speaking side on educating parents.

Dr. Bergen inquired on behalf of the Joint PCC, one of the mom's asked about monitoring kids, who may get the addictive quality of technology, the kids get attracted

to sites that they shouldn't be on during the day when they are at school. How is that monitored, are teachers able to monitor?

Ms. Rapoza advised the Committee that at the High School level there is a Go Guardian service in place. At the lower level where the students do not have the chrome books at home, we do rely on supervision by teachers. There is an option of BYOD at the high school and we have no way of monitoring a student's personal device. That is the student's and parent's responsibility and hence the Bill of Rights. The focus of that is to educate the student so they do not use the device the wrong way.

Discussion ensued with regard to Dr. Bergen's inquiry.

Discussion Only Items -

a. **Chapter 70 Resolution -**

Ms. Bilello read a statement of reasons for the Committee's support of the Chapter 70 resolution.

Ms. Schultz read the Resolution for the Committee.

Dr. Jewell noted several of his reasons why he was not in support of the Chapter 70 Resolution.

Dr. O'Malley noted that he would like to commend Vanessa on an articulate, accurate presentation of the needs of this system. This resolution, which I support calls for Chapter 70, which is State money, John makes some good points, but the larger point is that the money is budgeted in a world that doesn't exist anymore.

Ms. Scofield noted that years ago it used to be that when Chapter 70 monies were earmarked for the schools, it used to be that it was approximately 50% of our budget, how much of the Chapter 70 monies get funnelled to the schools these days?

Ms. Goodman advised that approximately 46% of our budget is funded by the Chapter 70 money. That percentage has gone down as you have just indicated.

Dr. Jewell noted that even though our budget has gone up, the money has gone down.

Ms. Goodman advised that the revenue that we receive as a Town, that the Town takes in annually, the school department receives roughly 60% of the new revenue that comes into the Town which includes Chapter 70 money.

b. **Calendar Committee**

Ms. Scofield advised the Committee that the Calendar Committee has met 3 times and the purpose of the Committee was to develop the preliminary drafts of 17-18 school calendar to determine if changes to the calendar would benefit students. In addition to 5 School Committee members, the Calendar Committee included administration, parents and members of the FEA. There was some discussion about religious holidays, however, that was not the main focus of the group. The main focus was the February and April break. The consensus of the group was that a March break would be very troublesome due to the state mandated testing. The State doesn't release testing dates early enough, so districts do not have enough time to adjust their schedules. Several different calendars were generated which included different start dates, no holidays, no February break, no April break, a March break, a shortened February break, etc. The calendars presented for discussion represent the most reasonable options to be considered with respect to the Mass General Laws requirement that students attend school for 180 days. The most recent survey data was reviewed with the majority of respondents in favor of eliminating the February vacation. The reasons for giving up the vacation included that most people do not go away due to the increased prices of flights and hotels, it would eliminate a few childcare days, school had already been out of session due to the end of year break and typically a snow day or two. Please note not all the costs of modifying the calendar were discussed, there would need modifications made to the Teacher's contract, cafeteria, crossing guards and custodians. Please remember these calendar options are presented for recommendation only.

Dr. O'Malley mentioned that we will not vote on the calendar tonight.

Ms. Schultz indicated that there are two calendars presented to be discussed, The first calendar has no changes, the 2nd option has 3 days in school with a 4-day weekend in February. Ms. Schultz indicated the rationale of the Committee for each calendar option.

Dr. Bergen explained that the mission is to do what is best for kids.

Dr. Jewell noted that you are presenting 2 calendars, I hear pros and cons for each, is the Committee recommending one calendar?

Discussion ensued regarding the calendar options.

Dr. Sabolinski advised the Committee that DESE has authorized districts to come up with a plan to no longer have snow days built into the school calendar. It would come to the School Committee for approval and then sent to DESE for approval.

Further discussion ensued.

Ms. Grady, FEA President added comments with regard to the calendar options.

4.. Action Items:

- a. I recommend adoption of the Chapter 70 Resolution as proposed by the MASC.
Motion: Ms. Douglas Second: Ms. Scofield
Approve: 6 Oppose: 1 (Dr. Jewell)

- b. I recommend acceptance of a check for \$300.00 from the Norfolk District Attorney's Office for FHS supplemental supplies. All Night Party safe post graduation party.
Motion: Ms. Douglas Second: Ms. Scofield
Approve: 7 Oppose: 0

- c. I recommend approval of the field trip request for HMMS students to travel to Save the Bay, Providence, RI on May 24-27, 2016 as detailed.
Motion: Ms. Douglas Second: Ms. Scofield
Approve: 7 Oppose: 0

- d. I recommend approval of the recurring field trip request for ASMS students to travel to Pawtucket, RI on June 9, 2016 for a Pawtucket Red Sox game as detailed.
Motion: Ms. Douglas Second: Ms. Scofield
Approve: 7 Oppose: 0

- e. I recommend acceptance of three checks totalling \$3,500.00 for FHS Scholarships as listed:

1. \$1,500.00 - Whitsons Food Service Scholarship
2. \$1,000.00 - Friends of Franklin Library for Wilma Winters Memorial Scholarship
3. \$1,000.00 - Peter Baglioni Scholarship

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 7 Oppose: 0

Dr. O'Malley noted that a few ladies from the Friends of Franklin Library were present and commented on the commendable work they do. Maria advised the Committee that Cathy led the selection team and had 42 essays to read this year.

- f. I recommend acceptance of a check for \$138.00 from an anonymous donor for the Adult Ed and Community Learning Scholarship Fund.

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 7 Oppose: 0

- g. I recommend acceptance of checks totaling \$107.50 from various donors for Mental Health Awareness week at FHS.

Motion: Ms. Douglas Second: Ms. Scofield
Approve: 7 Oppose: 0

5. Information Matters:

- **Superintendent's Report:**

Dr. Sabolinski advised the Committee that on May 10th will be High School night and will be highlighting different groups.

Dr. Sabolinski advised the Committee that our students did very well at the MIICA Festival, that all eleven groups who performed at the MICCA festival received a medal as follows:

- FHS Chorus won a Silver medal
- FHS Select Chorus won a Silver medal
- FHS Concert Band won a Bronze medal
- FHS Orchestra won a Silver medal
- FHS Wind Ensemble won a Silver medal
- Annie Sullivan Middle School Band won a Bronze medal. Dr. Sabolinski noted that this was a special medal as there is a new Band Director at Annie Sullivan this year.
- Combined Middle School Orchestra won a Gold medal
- Middle School Choir won a Silver medal

Horace Mann Middle School Band won a Silver medal
Remington Middle School Symphony Band won a Silver medal
Franklin Repertory Orchestra won a Gold medal.

Dr. Sabolinski noted that this is a tribute to all the Teachers, students and music boosters.
Thank you and congratulations.

Dr. Sabolinski advised, as did Alana, that the Empty Bowls Club will be having a dinner on 4/27/16 at 6 P.M., proceeds will be donated to the Franklin food pantry. Dr. Sabolinski also gave a shout out to LifeLong Learning for partnering with the Empty Bowls where adults also made bowls.

Dr. Sabolinski advised that the National Honor Society inductions will be held on Thursday at 7:00p.m.

Dr. Sabolinski advised that the Parmenter Principal interviews will be happening on Thursday.

Dr. Sabolinski also advised that on Thursday, SEPAC is hosting Sarah Ward, the expert in executive functioning, at Horace Mann Middle School auditorium at 7:00 p.m.

Dr. Sabolinski advised that on Saturday, Franklin High School is hosting a Congressional art show. Each congressional district hosts an art show, State Representative Joseph Kennedy will be at Franklin High School to honor the region's art awardees. They receive a nice certificate and their work gets to hang in the Capital. This will be held between 2:00 and 3:30 at the High School Media Center. There will be refreshments, and some great art.

Dr. Sabolinski advised that we have finished Kindergarten registration with a total 269 families. We are down about 40 students. We'll see what the enrollment over the summer brings.

- **School Committee - Sub-Committee Reports**
 - **Community Relations Subcommittee** - Ms. Schultz advised that the Community Relations Subcommittee is getting off the ground. There will be a Press Release coming out soon. The Community Relations Subcommittee will be hosting coffee hours, we have two locations and 6 dates. They will be held at the conference room at Franklin TV, and the Franklin Senior Center between May 12th and June 24th. The Committee would love to hear from the community. We are all ears.

- Ms. Schultz also indicated that the Committee talked about, and possibly moving forward with, creating an unsung educator award where we would like to celebrate an educator in each school. The Committee is still working out the details
- Ms. Schultz noted that there was some interest in a formal communication plan, which will be discussed at a future meeting. We do need to get a little more formalized with outreach to the Community, perhaps bringing in a communications consultant to talk about at a future meeting.

Dr. Bergen also noted that they have been trying to promote the Joint PCC, this week on Franklin TV is a Special Ed focus. Sarah Mulcahy and Jen O’Duggan speak so eloquently about what SEPAC does and all the work they do. It is amazing. So tune in. The other thing that Dr. Bergen would like to mention is that Franklin TV taped one of the lectures of Masshealth about the cognitive behavior health initiative. It’s about how parents can access in-home behavioral services.

Dr. Sabolinski noted to the Community Relations subcommittee members that she sent a link to a Youtube that Franklin Police Department commissioned with the Franklin High School TV, under Heather Moreau’s leadership, created a short video on autism awareness. It is amazing and profound what the students have done and thank you to the Franklin Police who are making the community aware and it is not just for students with autism but also for adults with autism.

Dr. Sabolinski reminded the Committee that the Unified Track Meet is Monday at 3:30 p.m.

- **School Committee Liaison Reports - None**

6. New Business: None

7. Adjourn: Dr. O’Malley move to adjourn, second by Ms. Douglas

9:35 p.m.

Respectfully Submitted,

Susan Childers

SCAgenda 4-26-16.pdf

Payroll Warrant #1621 summary.pdf
Payroll Warrant #1621.pdf
Payroll Warrant #1621M Earnings.pdf
Payroll Warrant #1621M.pdf
FPS Summary & Sign Off.pdf
SCWarrant040716.pdf
SCWarrant041416.pdf
April 12 SCMinutes-Draft
DLC Presentation 2016
Science Curriculum Committee SC Presentation 4/26/16
1. chapter-70-funding-resolution.pdf
Calendar Option-Outline 2017-2018.pdf
Calendar Option1 2017-2018.pdf
Calendar Option2 2017-2018.pdf
ActionA.pdf
ActionB.pdf
ActionC.pdf
ActionD.pdf
ActionE.pdf
ActionF.pdf
ActionG.pdf
PledgeStudent.docx

Digital Learning Committee

— School Committee Presentation —
April 26, 2016

Agenda

1. Brief History
2. Scope and Sequence
3. Bill of Rights
4. Next Steps
5. Committee Members



Brief History

- BLC 2014
- Goals
- Exploratory Groups
- Formation of 2 Subgroups
- Scope and Sequence
- Bill of Rights

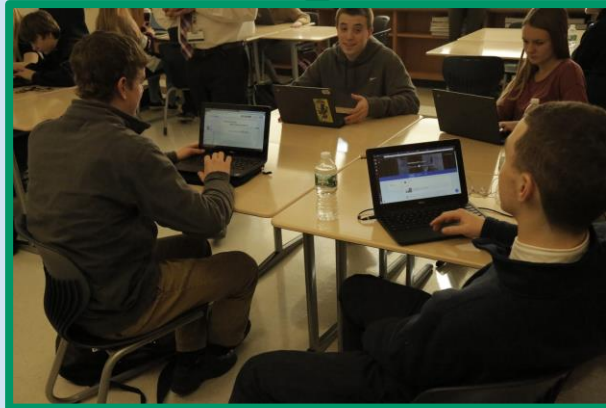


Scope & Sequence: Goals

Massachusetts State Standards - Alignment

A Foundation of Practices

Digital Literacy & Learning - Current Integration



Scope & Sequence: Successes in the Process

Research: Understanding Digital Literacy & Learning
Technology Learning Standards Draft
Teachers as Resources: Classroom Samples

Elementary: Students write a script and make videos which will help others develop new math skills.

Middle School: Students read a digital news story, summarize the news story in a Google Doc, and add it to a personal Google Map at the location of the event.

High School: Students research to fill in their gaps of knowledge about grammar. On their personal Google websites, they create interactive lessons that teach what they've learned to a small group of their peers.

Scope & Sequence: Challenges in the Process

Old Standards, New Technology

Curriculum Document

Alignment w / new MA Standards



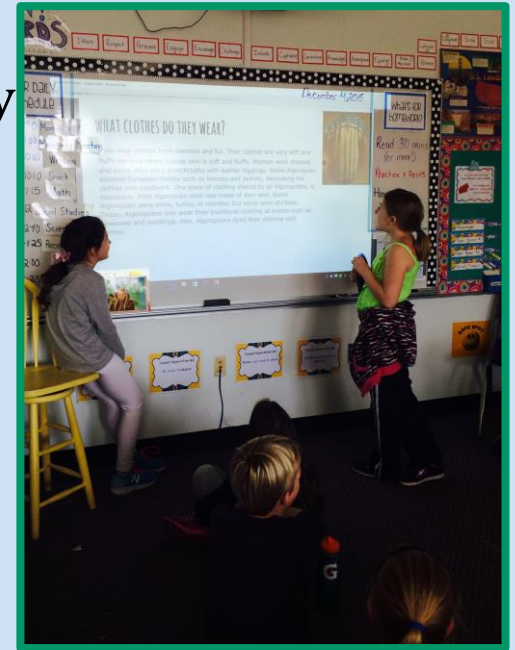
Bill of Rights- Goals

Group evolved from three smaller committees to:

Distinguish what digital citizenship and literacy
look like at each grade level for students
and staff

Communicate findings to all stakeholders
(parents/families, students, teachers)

Promote responsibility, as opposed to
restricted use



Bill of Rights- Challenges

Incorporating Franklin's current Acceptable Use Policy (AUP) into BOR

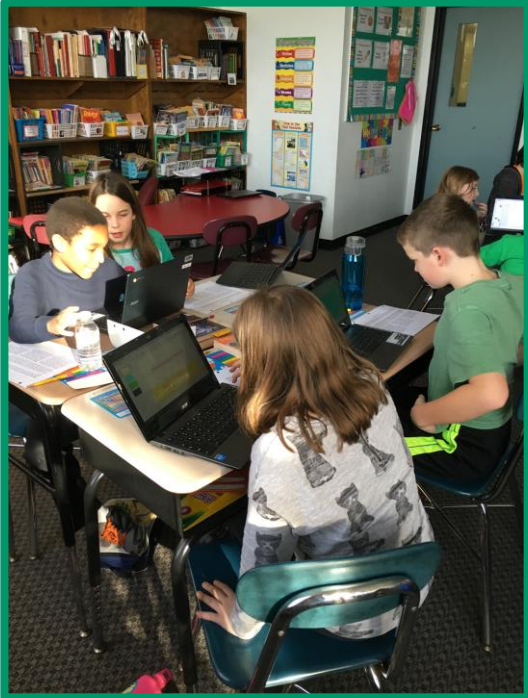
Determining the best way to solicit feedback from staff and families regarding technology concerns

Weighing the reasonable and realistic roles for parents in this process

Deciding how to roll out Bill of Rights document to stakeholders



Bill of Rights- Successes & Outcomes to Date



- Created BOR for students and staff connected to district AUP, new state tech standards and online resources
- Draft of parent FAQs - district diplomacy
- Survey for staff regarding student tech use at school and home; this helped brainstorm for FAQs

Digital Learning Bill of Rights and Responsibilities

Franklin Public Schools

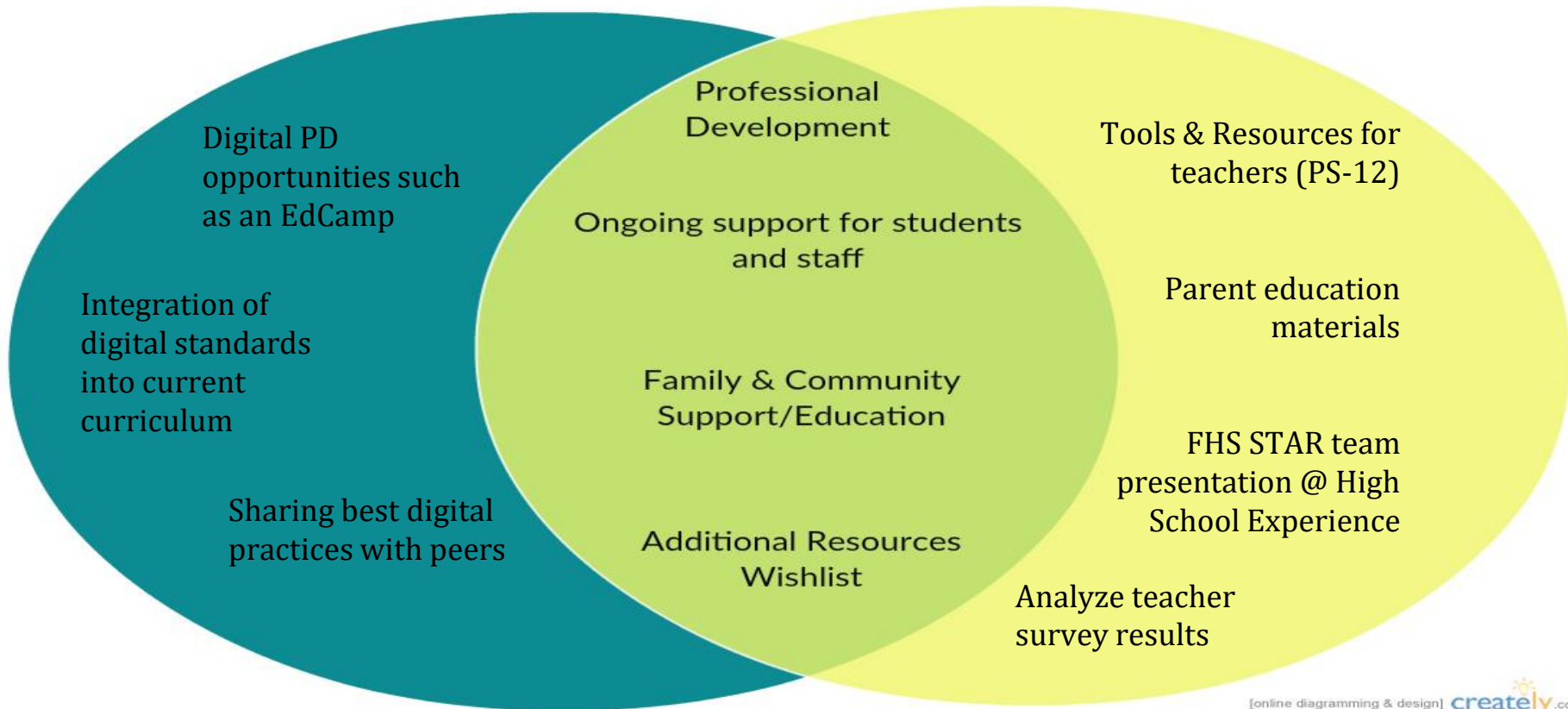
What digital learning rights and responsibilities look like for...

<u>Level</u>	<u>Rights</u>	<u>Responsibilities-Students</u>	<u>Responsibilities- Staff</u>
Preschool/ Elementary School	<p>I have the right to ...</p> <ul style="list-style-type: none"> ● Safety ● Access ● Own my work 	<p>I will ...</p> <ul style="list-style-type: none"> ● return parent permission form (AUP) for video, photo, and other technology access (9,10) ● use technology only when supervised and as directed by a teacher (1,2,3) ● follow classroom expectations online (be nice/respectful) (7,8) ● talk/chat/message with classmates and teachers only (1,4) ● only use my own name and password username and password (4,5) ● keep my personal information to myself (4,5) ● not ask for or share others' information (4,5) ● learn to cooperate & collaborate with others (7,8) ● stand up to cyberbullying (6,8) ● tell a teacher if someone is being harmful or unkind (6) 	<p>I will ...</p> <ul style="list-style-type: none"> ● ensure parent permission to video, photograph, or use technology (9,10) ● supervise students at all times (1,2,3, 6,9,10) ● teach proper use including digital etiquette (all) and safe handling of devices (1,9) ● provide resources to parents/families about safe internet use (2,3,4,5,6,7,8) ● provide time for students to cooperate and collaborate with technology (7,8)

Next Steps

Scope & Sequence

Bill of Rights



Committee Members

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Administrators

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Beckie Motte
Tim Rapoza
Maria Weber
Brian Wildeman



Science Curriculum Committee 2014-2016



School Committee Meeting
April 26, 2016

Agenda

Overview

Overarching Differences between 2006 and 2016
standards

Work to Date

Elementary

Middle School

High School

Overview

MA standards changed to reflect contemporary STEM thinking in the field

Two year process to revise curriculum and align our practices

Began with a draft of the new standards and adjusted to January 2016 standards

Ahead of most other districts in development of this work

Created curriculum maps that will be tweaked and published

Work is done by our teachers and for our teachers

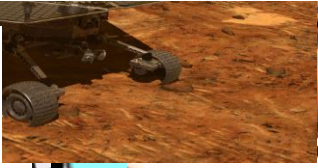
PD day on September 2 to continue the work

Will create a plan to inform students and families

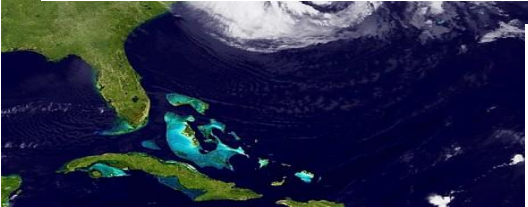
Implementation is a 3-4 year plan and will require both professional development time and budget resources



South Carolina flooding: 18 dams breached,
CNN - 2 hours ago



Local firms show off drones and bots for law enforcement



The Big Unchill

The Arctic ice is melting faster than ever recorded, the warmth tied to the emissions of modern life. But it is the ancient ways at the top of the world that are most at risk.



How a 3-D-printer changed a 4-year-old's heart and life

Self-driving truck hits the highway in world first



Overarching Changes Between 2006 and 2016 Standards

- Content changes are significant PS-12
- Practice changes include a focus on inquiry, hands on, and problem-solving
- Increased emphasis on engineering and **conceptual** mathematics in science classes
- Far less importance on recall/memorization
- Concentration on overarching skills/themes and higher level thinking
- Verbs within the standards have changed:
 - “Conduct an experiment”
 - “Use argument supported by evidence”
 - “Develop and use a model”



**Goal: Students who are scientifically literate,
informed citizens, college and career ready**

Curriculum Committee Progress To Date

Unpacked the standards

Took the time to dissect and understand what it would look like in the classroom

How the new standards compared to past practice

Created curriculum maps

Standards

Objectives

Vocabulary

Essential Questions

Implementation plan will span 3 - 4 years

Sample Curriculum Map (Eighth Grade)

Curriculum Map Template
Franklin Public Schools (rev. 10/11)

In Grade 8 students use more robust abstract thinking skills to explain causes of more complex phenomena and systems

Scientific Discipline: Eighth Grade Life Science

Crosscutting Concept: From Molecules to Organisms: Structure and Processes

Learning Standards:

Taken from the MA framework document

MS-LS1-5. Construct an argument based on evidence for how environmental and genetic factors influence the growth of organisms.

*[Clarification Statement:
Examples of local environmental conditions could include availability of food, light, space, and water.
Examples of genetic factors could include the genes responsible for size differences in different breeds of dogs, such as Great Danes and Chihuahuas.
Examples of environmental factors could include drought decreasing plant growth, fertilizer increasing plant growth, and fish growing larger in large ponds than they do in small ponds.
Examples of both genetic and environmental factors could include different varieties of plants growing at different rates in different conditions.]*
[State Assessment Boundary: Methods of reproduction, genetic mechanisms, gene regulation, biochemical processes, or natural selection are not expected in state assessment.]

MS-LS1-7. Use informational text to describe that food molecules, including carbohydrates, proteins, and fats, are broken down and rearranged through chemical reactions forming new molecules that support cell growth and/or release of energy.

[State Assessment Boundary: Specific details of the chemical reaction for cellular respiration, biochemical steps of breaking down food, or the resulting molecules (e.g., carbohydrates are broken down into monosaccharides) are not expected in state assessment.]

Essential Questions

Key inquiries within the unit that provoke thought and focus, classroom discussion, and new student understanding

How do the structures and functions within an organism contribute to its growth?

Objectives

What students will know...

Growth and development of organisms is controlled by genetic and environmental factors.

Within individual organisms, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or to release energy.

Cellular respiration in plants and animals involve chemical reactions with oxygen that release stored energy.

Skills

What students will be able to do...

Students will be able to construct an evidence-based scientific explanation that proves environmental and genetic factors have an effect on the growth of organisms.

Ability to conduct research.

Students will be able to explain how environmental and genetic factors influence the growth of organisms.

Students will be able to describe how food molecules are broken down and rearranged to form new molecules, resulting in growth and/or the release of energy.

Vocabulary

genes,
environmental factor, genetic factor,
heterozygous, homozygous, phenotype, genotype, dominant
recessive, trait,
allele, DNA,
nitrogen bases
carbohydrates, proteins, fats,
chemical reaction,
molecules, atoms,
reactant, product,
glucose (various molecules of carbohydrates, proteins, and fats can be used to illustrate the process of a chemical reaction.)

Accommodations/Extensions

Resources:

Elementary School



Elementary Science Standards

2006 Standards ~ Grade 3

Learning Standard: 3-LS1:

Life Science

Classify plants and animals according to the physical characteristics that they share.

2016 Standards ~ Grade 3

Learning Standards: 3-LS1: From Molecules to Organisms: Structures and Processes

3-LS1-1. **Use** simple graphical representations to show that different types of organisms have unique and diverse life cycles. **Describe** that all organisms have birth, growth, reproduction, and death in common but there are a variety of ways in which these happen.

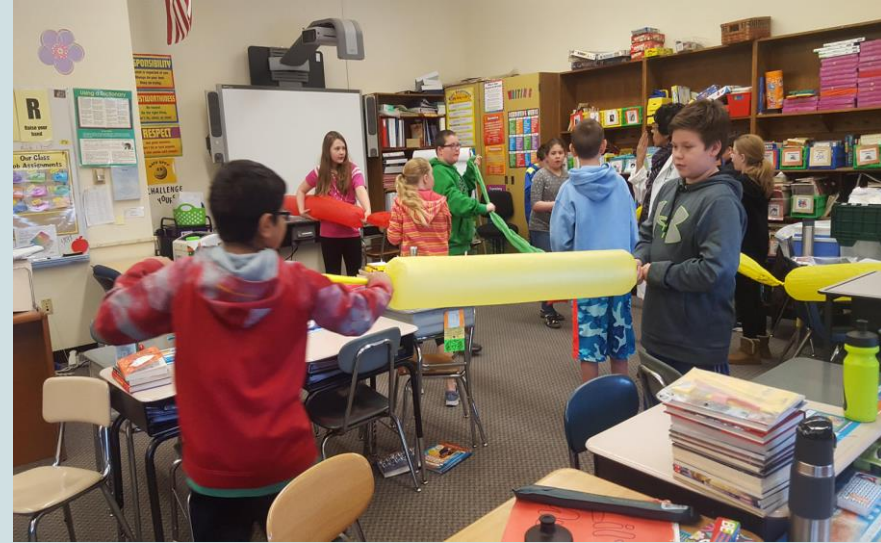
Clarification Statements:

- Examples can include different ways plants and animals are born (e.g., sprout from a seed, born from an egg), grow (e.g., increase in size and weight, produce new part), reproduce (e.g., develop seeds and spores, root runners, mate and lay eggs that hatch), and die (e.g., length of life).
- Plant life cycles should focus on those of flowering plants. Variation in organism life cycles should emphasize comparisons of the stages of each.

What will this look like in the elementary classroom with the 2016 standards? Grade 4 ~ Weather



Students explore the role of clouds, condensation and precipitation in the water cycle.



Students discover how the jet stream moves air and its effects on the weather.



Three/Four Year Implementation Plan Elementary



2016-2017: Teachers Teach 2006 Standards

- *Professional Development in the area of Life Science*
 - *Learning, sharing of resources and piloting*

2017-2018: Implementation of 2016 Life Science Standards

- *All classrooms pre-K-5 will implement Life Science Standards*
- *Professional Development in Physical Science*

2018-2019: Implementation of 2016 Physical Science Standards and continued implementation of Life Science Standards

- *All classrooms preK-5 will implement Life Science and Physical Science Standards*
- *Professional Development in Earth Science*

2019-2020 Full Implementation of New Science Standards

Middle School



Middle School Science Standards

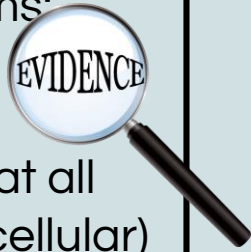
2006 Science Standard (Grade 6):
Life Science

2. **Recognize** that all organisms are composed of cells, and that many organisms are single-celled (unicellular), e.g., bacteria, yeast. In these single-celled organisms, one cell must carry out all of the basic functions of life.

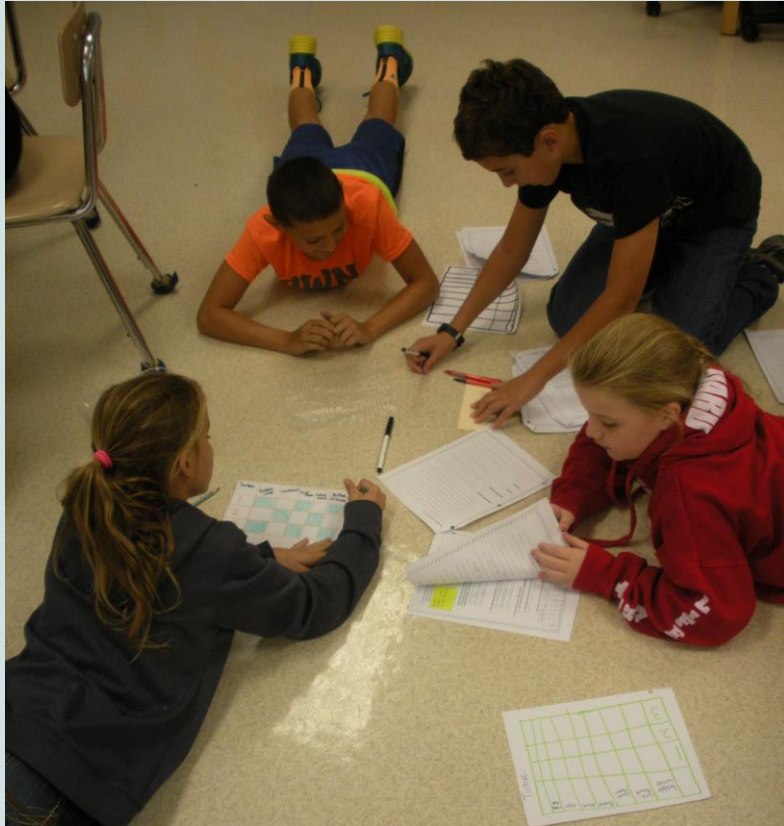
2016 Science Standard (Grade 6):
LS1. From Molecules to Organisms:
Structures and Processes

6.MS-LS1-1. **Provide evidence** that all organisms (unicellular and multicellular) are made of cells.

Clarification Statement: Evidence can be drawn from multiple types of organisms, such as plants, animals, and bacteria.



What will this look like in a middle school classroom with the 2016 standards?



Students collect and analyze data while conducting experiments they created.

What will this look like in a middle school classroom with the 2016 standards?



Students observe and measure plants they planted to explore the needs and characteristics of living things.

Three Year Implementation Plan Middle School



2016-2017: Teaching all 2006 standards

This is a year of PD, learning, sharing of resources and piloting in preparation for the implementation of the new standards in the following two years

2017-2018: Start of implementation of 2016 standards

Sixth grade will implement all new standards

Seventh and eighth grade will implement some new standards, while maintaining others.

2018-2019: Full implementation of 2016 standards

All grades will implement all new standards.



Middle School STEM (Technology/Engineering)

Technology/Engineering standards (¼ of MSTE Standards)

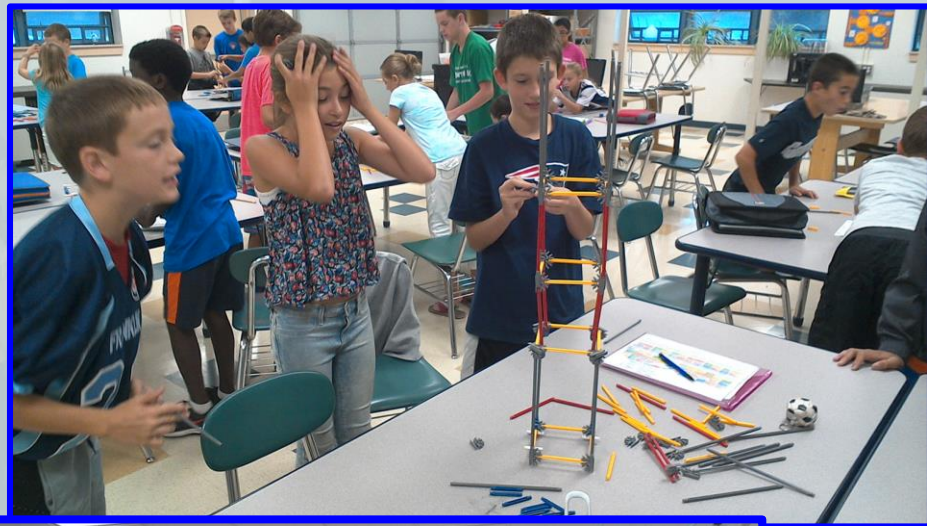
❑ Alignment to Standards

- ❑ Collaboration between MS STEM teachers
- ❑ Started alignment to 2016 Massachusetts STE Standards during 2015/2016 school year
- ❑ Alignment will continue into 2016-2017 school year
- ❑ Create rigorous curriculum to match science/technology practices and new STE Standards
- ❑ Investigations, design process challenges, project based learning

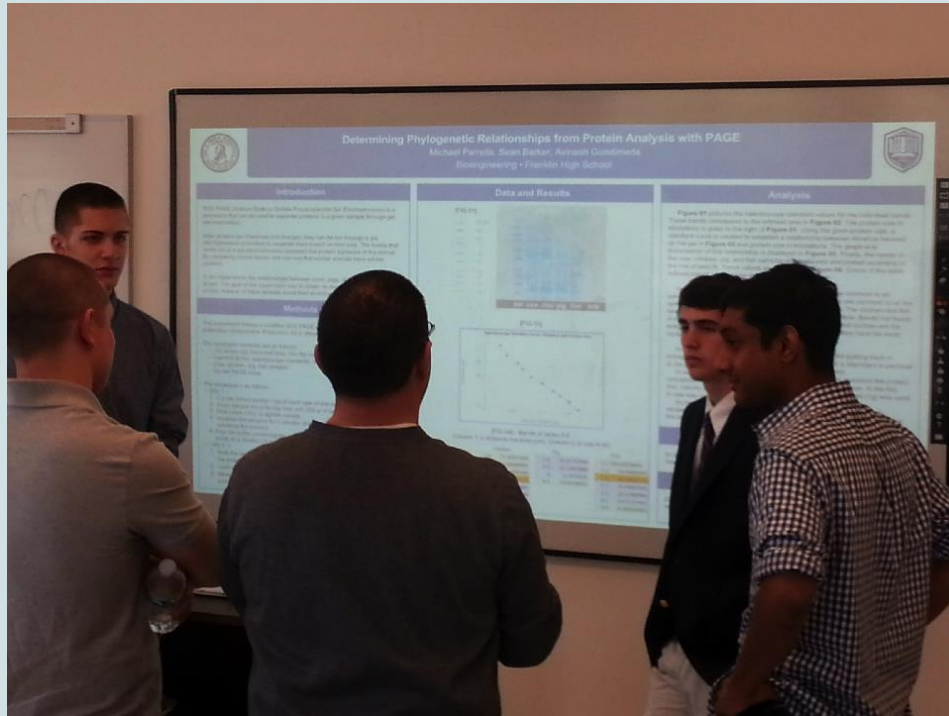


Middle School STEM

- ❑ Technology Integration
 - ❑ Panasonic 3E computers (Surface Pros)
 - ❑ 3-D Printer
 - ❑ Vex Robotics Kits
 - ❑ Google Classroom, Google Drive, web resources



High School



High School Standards

2006 Science Standard
Genetics 3-2

Describe the basic process of DNA replication and how it relates to the transmission and conservation of the genetic code. **Explain** the basic processes of transcription and translation, and how they result in the expression of genes. **Distinguish** among the end products of replication, transcription, and translation.

2016 Science Standard
LS1. From Molecules to Organisms: Structures and Processes

HS-LS1-1. **Construct** a model of transcription and translation to **explain** the roles of DNA and RNA that code for proteins that regulate and carry out essential functions of life

Clarification Statements:

Proteins that regulate and carry out essential functions of life include enzymes (speed up chemical reactions), structural proteins (provide structure and enable movement), and hormones and receptors (send and receive signals).

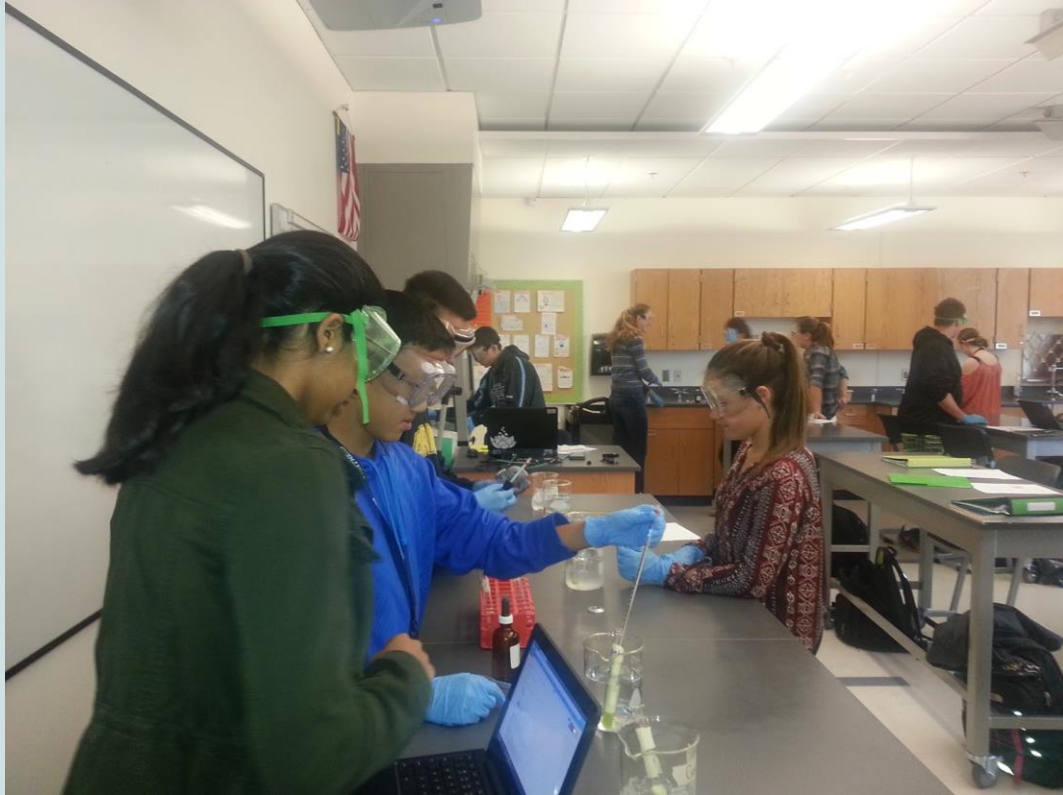
The model should show the double-stranded structure of DNA, including genes as part of DNA's transcribed strand, with complementary bases on the non-transcribed strand

State Assessment Boundaries:

Specific names of proteins or specific steps of transcription and translation are not expected in state assessment.

Cell structures included in transcription and translation will be limited to nucleus, nuclear membrane, and ribosomes for state assessment.

What will this look like in a high school classroom with the 2016 standards?



Students designed and conducted an experiment to test the effect of varying temperature or pH on the function of enzymes

What will this look like in a high school classroom with the 2016 standards?



Students in AP Bio and Bioengineering learn to use a wide array of lab technology, from PCR machines to Smart spectrophotometers

Three Year Implementation Plan: Biology

- Essentially all students at FHS take the Biology MCAS, so this is the only course that needs to take into account the state's plan for a transition to the 2016 standards

2015-2016: Evolution unit piloted

One or two new units, based on the state's plan to transition the MCAS test to the new standards, which are forthcoming

2017-2018: About half of the curriculum transitioned

*Units enacted from last year evaluated and improved
2-3 new units added*

2018-2019: Full enactment of new standards

Three Year Implementation Plan: Chemistry

- Students don't take the MCAS, so we are not beholden to the state's timeline

2016-2017: Pilot 1-2 new units

*A focus on a transition to more authentic experiences for students
Hoping to combine this work with an FEF grant*

2017-2018: Full transition to the new standards

Units enacted from last year evaluated and improved

Three Year Implementation Plan: Physics

- Here again, students don't take the MCAS, so we are not beholden to the state's timeline.

2015-2016: Initial implementation.

Inquiry-based labs built into just about all units.

2016-2017: Full transition to the new standards

With content and labs

Next Steps

- Continue development of curriculum maps and proceed to unit development
- Identify and provide professional development for teachers
- Create a communication plan with families
- New MCAS tests to align with new standards
 - Tentatively: the first year of a three year transition period for testing will be the 2018 tests for grades 5 and 8
 - Same timeframe for Biology

Challenges

Time and Money

- Professional Development to include variety of tasks
 - Understand the changes as we transition to the 2016 standards
 - Must have time to “unpack” the standards as they are complex and different from current practice
 - PS to 6 content changes will necessitate content PD
 - Pedagogical changes are significant and require changes to our practices
- Materials
 - Will need to budget accordingly in future years

Committee Members

PS/Elementary

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