



- **Payroll** - Ms. Douglas reviewed payroll and found same to be in order.
- **FHS Student Representatives** - Alexander Chitarra, Student Government President - not present
- Nicolas Gnaman, Class President - not present

**Correspondence:** None

## **2. Guests/Presentations:**

### **a. STEM Update - Science Team - Committee members (see powerpoint)**

Dr. Edwards advised the Committee of the Agenda for the Science team's presentation. Dr. Edwards introduced the members of the science team, as follows: Kate Merten, J.F. Kennedy Elementary School, Sarah Wilmarth, J. F. Kennedy Elementary School; Sherri Scuzzarella, Jefferson Elementary School, Megan O'Neil, Jefferson Elementary School; Mike Procaccini, Annie Sullivan Middle School; Mr. Evan Chelman, Jefferson Elementary School; Bill Bobrowsky, Franklin High School; Kristen Eickman, Remington Middle School; Danielle Champagne, Remington Middle School; James Schlieffe, Horace Mann Middle School; Jennifer McIntyre, Keller Elementary School; also some members were not present.

Dr. Edwards read the District Improvement Plan Strategic Objective and Action Item #2.

Dr. Edwards advised that the FPS adopted STEMScopes, which are science resources, in grades K-8. We piloted it this year and are adopting this year as a result of the approval of the capital budget. Dr. Edward's also noted that the Committees are teacher driven, although there are administrators on the committees, they are working side by side with the teachers.

Ms. Megan O'Neil explained the process for the Kindergarten standards.

Ms. Wilmarth explained the process for second grade standards.

Ms. Scuzzarella explained the process for the 5th grade standards.

Ms. Merten explained the three/four year implementation plan for Elementary.

**Ms. Champagne, Mr. Bobrowsky, Mr. Procaccini - Middle School Level**

Mr. Procaccini explained the process at the Middle School level. The Committee was able to observe what might occur in a middle school classroom, at this meeting it is an 8th grade science classroom. Students from ASMS gave a demonstration.

Mr. Schlieffe explained about the electronic data collection vs. manual data collection, the pros and cons.

Ms. Champagne explained the three year implementation plan for the Middle School Level.

Mr. Bobrowsky showed a sequence of slides of a robot doing a pull up that the students in the robotics class put together. Mr. Bobrowsky explained the freshman biology class standards.

Mr. Bobrowsky explained that he taught an Applied Science class about how to make a cardboard chair. Two High School students presented how they made a cardboard chair.

Mr. Bobrowsky gave an overview of the High School three-year implementation plan in Biology, Chemistry, and Physics.

Dr. Edwards advised of the next steps for the Science Team.

Dr. Bergen asked the team if they are seeing an increase in pursuing careers in science, or an interest that stays on beyond high school? Is there any data?

Dr. Edwards advised that there is no data post high school, however, we do offer lots of STEM classes than ever before and they are 'really' enrolled.

Dr. Jewell commented that he had two thoughts, he advised that his prior experience with AFIP had decided to go out and help HS with science as they felt that science was being discouraged at a lot of levels, what they found was if you don't start at a young age, it's almost like you can't teach at high school level if they have not had it at a younger age. Second part, there are all different kinds of science. Dr. Jewell gave the example that he is an organic Chemist then went into

forensic toxicologist in his various chemist careers. Don't downgrade too much the ability to put things together, he has found in graduate school, it was the brainy kids who got through the graduate school but they couldn't accomplish anything in the laboratory and it was the average student that was much better in the laboratory and their contribution was just as big as the person who could develop the higher level thinking. Don't discourage the kids that can do the lower level, drawing the graphs, as opposed to the higher level thinking.

Dr. Edwards commented that Ms. Kelty Kelley, Principal of the Early Childhood Development Center is here and even the youngest students at the preschool level are doing hands on science so it is a PreK-12 operation.

Dr. O'Malley asked the team "What would you like School Committee to be considering in terms of new projects, coursework, etc.?"

Dr. Edwards commented that the district has been very fortunate with the state of the art buildings and to be able to offer high quality science instruction within our labs and be able to fund the supplies out of the operating budget. Our science programs are not just during the school year, it has grown over the years through Lifelong Learning as well as math programs.

## **Recess**

### **b. Digital Learning - Digital Learning Team (see powerpoint)**

Dr. Edwards introduced the Digital Learning Team as follows: Mr. Wildeman, Principal, Remington Middle School; Ms. Sarah Klim, Assistant Principal, Jefferson Elementary School; Ms. Victoria Saldana, Math Specialist; Mr. Evan Chelman, Teacher, Jefferson Elementary School; Ms. Marianne Zogby, Teacher, Annie Sullivan Middle School; Ms. Kelty Kelley, Principal, Early Childhood Development Center; Ms. Sandra Morris, Teacher, Annie Sullivan Middle School, Mr. Joseph Corey, Teacher, Horace Mann Middle School, Dr. Linda Ashley, Principal, Jefferson Elementary School, Ms. Megan O'Neill, Teacher Jefferson Elementary School, Ms. Meghan Moynihan, Jefferson Elementary School; Mr. Trevor Barron, Teacher, Franklin High School. There are many members not present tonight.

Dr. Edwards read the Strategic Objection and Action #2.

Ms. Klim gave an overview of the current status.

Ms. Saldana gave an overview of the Digital Learning in Action.

A video was shown.

Ms. Zogby advised that she was part of the Middle School sub committee, she gave an overview of the scope and sequence at the Middle School level.

Mr. Wildeman gave an overview of the Rights and Responsibilities for the Middle School for the staff and students.

Mr. Wildeman also gave an overview of the FAQ's for families. He noted that they are brainstorming possible ways to share the rights and responsibilities.

Mr. Chelman gave an overview of the next steps for prek-12.

Dr. Edwards advised that we will maintain the District's Acceptable Use Policy.

Dr. O'Malley commented that he is very interested in this curriculum, he is delighted to see it here at the meeting, this is the most important curriculum. We have two challenges before us, how do we make parents aware, the Frequently Asked Questions is fabulous, however, his point of view is you can demand the parents have rights and responsibilities for computer use. Secondly, having staff comfortable and knowledgeable, it is a phenomenal task for the school. He commends all of you.

Ms. Schultz commented to the Team that it was a fantastic presentation. She had a parent question, on the FAQ's and the involvement of the parents, what do you see it look like? What engagement do you see?

Dr. Edwards advised that they will be going back to work on this in their committee meetings as to what does the communication plan look like? It has not been finalized and the committee is open to thoughts. May look different at each level.

Discussion ensued.

Dr. Bergen asked if there is a place for assessing individuals, is every student



Approve: 7

Oppose: 0

- e. I recommend approval of the recurring field trip for Middle School Music students to travel to Canobie Lake Park in Salem, NH on June 9, 2017 as detailed.

Motion: Dr. Jewell

Second: Ms. Scofield

Approve: 7

Oppose: 0

- f. I recommend acceptance of a check for \$200.00 from the Keller PCC for field trips.

Motion: Dr. Jewell

Second: Ms. Scofield

Approve: 7

Oppose: 0

## 5. Information Matters:

- **Superintendent's Report:**

Dr. Sabolinski advised the Committee of the following activities that are happening in the District.

- It is Mental Health Awareness week, there are great activities going on, Ms. Fanuele held a mindfulness workshop for parents at the High School;
- HMMS is having Peace week. Great community service activity. Mr. Richard spoke to the students at HMMS. The students are donating to the Martin Richard playground in Boston.
- Dr. Sabolinski attended the High School PCC meeting, Mr. Bobrowsky was present and she was able preview the science video. She talked about budget and funding for schools. There was a good turnout.
- Color Run is Saturday at 10:00 p.m.
- Congratulations to Keller Elementary, they were awarded the outstanding best buddies chapter in Massachusetts, they are now eligible for a national award.
- Franklin received a Press Release from the National Interscholastic Administrator's Association announcing our Athletic Director, Tom Angelo for his outstanding leadership.
- The Backpack drive will be happening, getting a jump on the backpack

and school supply drive. The thought that getting up and running before the school year ends may raise more awareness.

- MESPA which is a Principal's organization has highlighted Principal Beth Wittcoff and the 13 reasons Principal letter, Ms. Wittcoff blogged about it and it created a buzz all over the State, our leaders are amazing in getting information out not only to parents, as well connections with other leaders in our District enables our administrators to have a global impact. Kudos to Beth for spearheading that.

Dr. O'Malley commended Dr. Edwards for chairing both the Science Team and Digital Learning Committees.

#### **6. School Committee - Sub-Committee Reports**

- **Policy** - Ms. Scofield advised that the Policy Subcommittee has started working on the homework policy, trying to put together a series of meetings to gather input from the community. Peter will meet with Principals and Teachers for feedback. The goal is to have a policy in place to roll out for the next school year, confident that we can do it. No meeting is scheduled right now.
- **Community Relations** - Ms. Schultz advised that the next Coffee is scheduled for Saturday the 13th at the TV studio, newsletter out in the next day or so.
- **Budget Sub Committee**- Dr. O'Malley invited the School Committee members to attend May 24th Council meeting.

#### **7. School Committee Liaison Reports**

**8. New Business:** None

**9. Adjourn:** Ms. Schultz made a motion to adjourn, seconded by \_\_\_\_\_.

**Adjourned: 8:31 p.m.**

Respectfully Submitted,

Susan Childers

SCAgenda 5-9-17.pdf  
B2A.pdf  
Payroll Warrant #1722 summary.pdf  
Payroll Warrant #1722.pdf  
FPS Summary & Sign Off.pdf  
SCWarrant041317.pdf  
SCWarrant042017.pdf  
SCWarrant042717.pdf  
April 25, 2017SCMinutes-DRAFT.pdf  
School Committee (Science) 2017.pptx  
Draft Grade 9-12 Tehnology Learning Standards scope and se.pdf  
Elementary scope and sequence draft.pdf  
FAQ Samples Rights and Responsibilities.pdf  
Final 2017 DLC School Committee Presentation.pptx  
Final Draft Bill of Rights.pdf  
Grade 6-8 scope and sequence standards.pdf  
ActionA.pdf  
ActionB.pdf  
ActionC.pdf  
ActionD.pdf  
ActionE.pdf  
ActionF.pdf  
Enrollmentcompare-April2016-April2017.pdf  
Pledge Student.pdf

Science/STEM  
Program and Instruction  
Kindergarten - Grade 12

Franklin Public Schools  
School Committee Presentation  
May 9, 2017

# Agenda

Introduce committee members

Introductory comments and District Improvement Plan

Elementary School

Middle School

Mini-lesson with middle school students

High School

Next Steps

Resources/Questions

# District Improvement Plan 2016-2017

## ***Strategic Objective:***

*To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.*

## ***Action Item #2:***

- *Continue development and implementation of alignment and instructional changes of new standards in:*
  - *Science*
  - *Digital Learning/Technology*

# Inquiry Based Learning in Science

Guiding Question

Claim

Evidence

Reasoning



# Kindergarten

## Guiding Question

## Claim

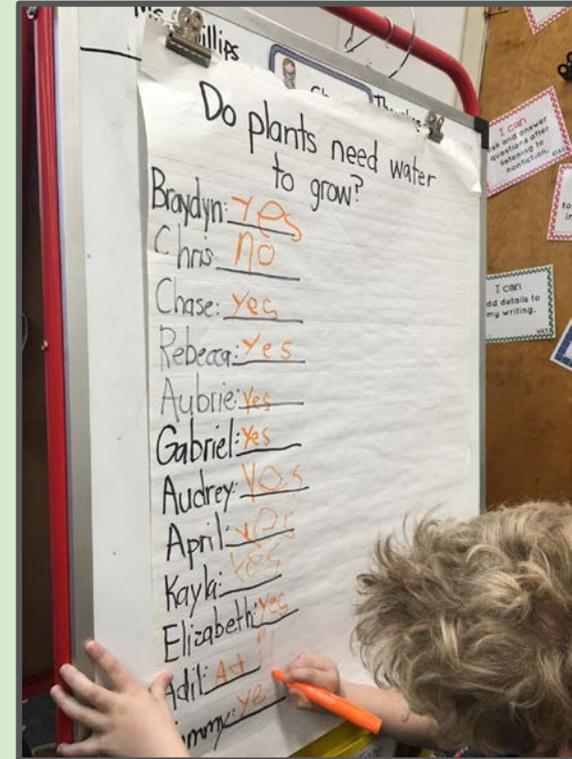
## Evidence

## Reasoning

**K-LS1-1:** The student is expected to use observations to describe patterns of what plants and animals (including humans) need to survive.

**K-2-ETS1-3:** The student is expected to analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Guiding Question : Do plants need water to grow?



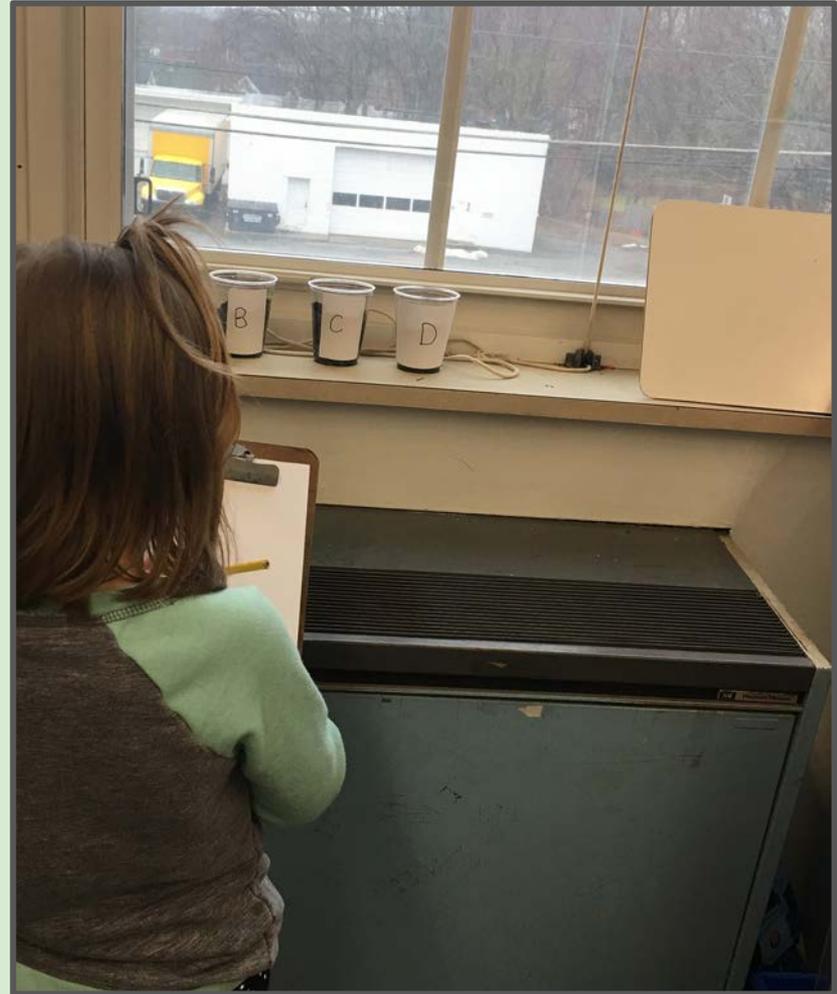
# Kindergarten

Guiding Question

Claim

Evidence

Reasoning



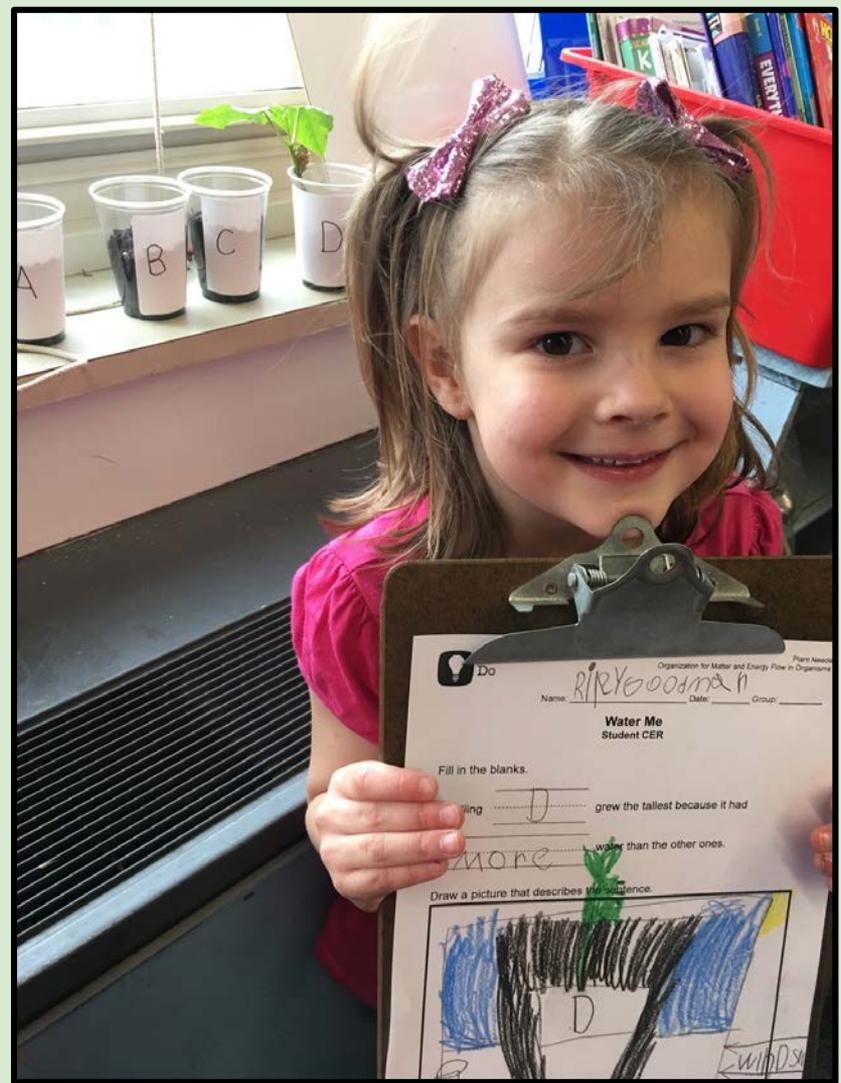
# Kindergarten

Guiding Question

Claim

Evidence

Reasoning



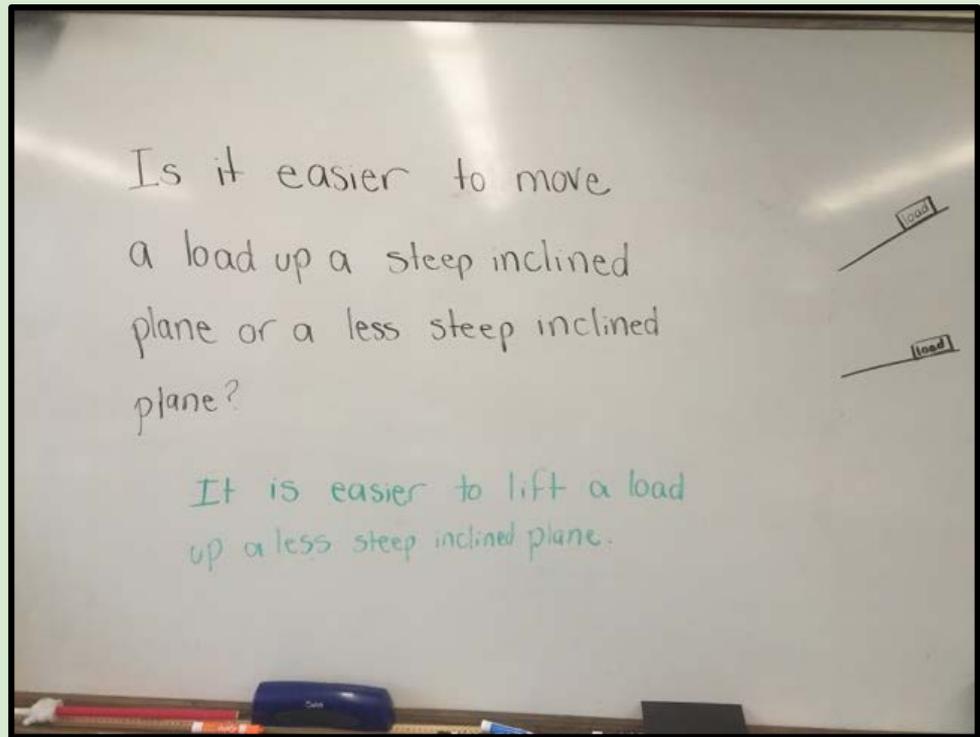
# Second Grade

## Guiding Question

## Claim

## Evidence

## Reasoning



2.K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same design problem to compare the strengths and weaknesses of how each object performs.\*

# Second Grade

Guiding Question

Claim

Evidence

Reasoning



# Second Grade

Guiding Question

Claim

Evidence

Reasoning



# Fifth Grade

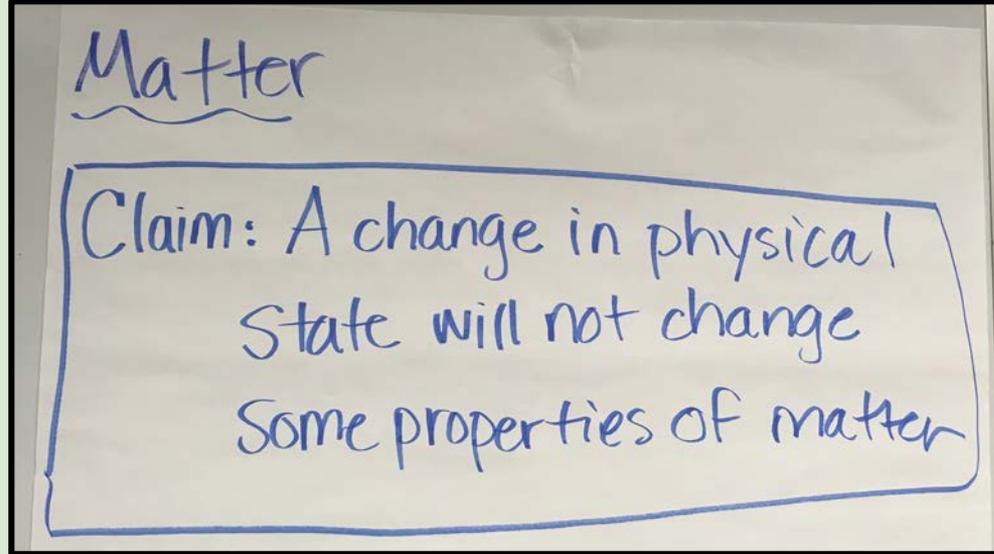
How does physical change affect the weight of matter?

Guiding Question

Claim

Evidence

Reasoning



5-PS1-2: The student is expected to measure and graph quantities (collect data) to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

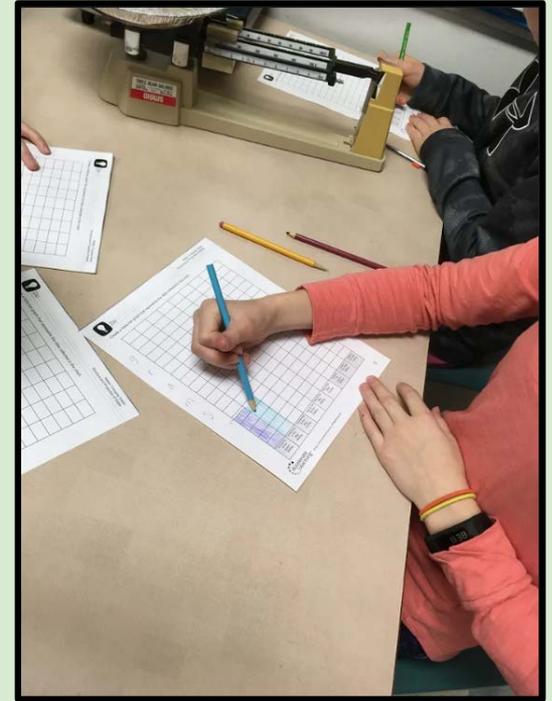
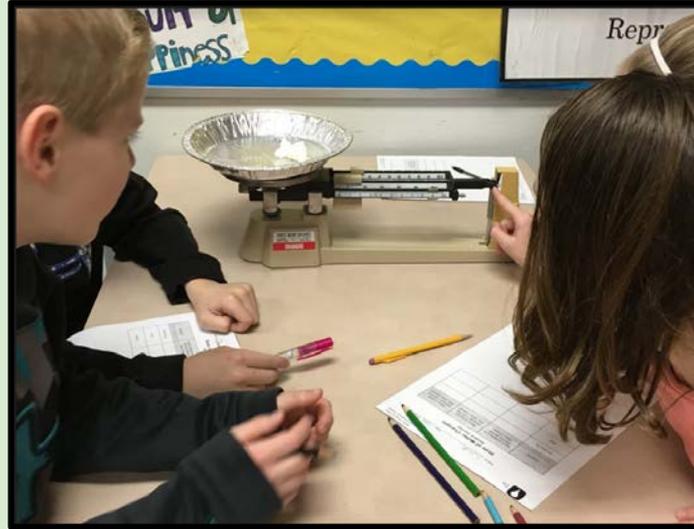
# Fifth Grade

Guiding Question

Claim

Evidence

Reasoning



# Fifth Grade

Guiding Question

Claim

Evidence

Reasoning

Matter Changing States  
Structures and Properties of Matter

 Argue: CER

Name: Elizabeth Date: 1/20/17 Group: \_\_\_\_\_

**Scenario**  
Scientists are performing an experiment where they are testing to see if the weight of a piece of paper will change after it has been burned. It is important that none of the gases or ash blow away. In order to perform their experiment, the scientists need to burn the paper in an area where they can contain the fire. If the fire is contained, it will be easier to collect all the ashes and gases released during burning. Use the table below to answer the prompt.

	Description	Mass
Before Burning	Paper	2 grams
After Burning	Ashes	2 grams

**Prompt**  
Write a scientific explanation about how a chemical change affects the weight of an object.

**Claim:**  
When a chemical change occurs, the mass doesn't change.

**Evidence:**  
Before burning and after burning the paper, the mass is still the same at 2 grams.

**Reasoning:**  
It was a chemical change because paper and ashes are two different things, but the mass stayed the same.

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# Three/Four Year Implementation Plan ~ Elementary

## 2016-2017: Teachers Teach 2006 Standards -

- *Professional Development in the area of Life Science - Occurred in fall 2016*
  - *Learning, sharing of resources and piloting - In progress and continuing*

## 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

## Agenda:

- Teachers frame lesson to students
- Students conduct investigation
- Students share experience

## MA Science Standard:

8.MS-PS2-2. Provide evidence that the change in an object's speed depends on the sum of the forces on the object (the net force) and the mass of the object.

## Science and Engineering Practices:

Planning and carrying out investigations

## Student Agenda:

### **Objective:**

Students will be able to develop a claim supported by evidence and reasoning to determine which type of shoe could help a basketball change direction quickly.

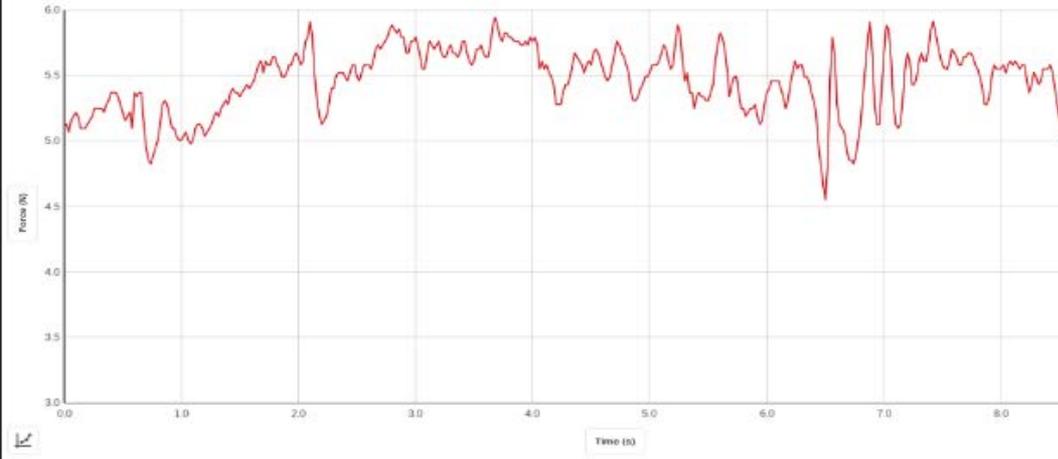
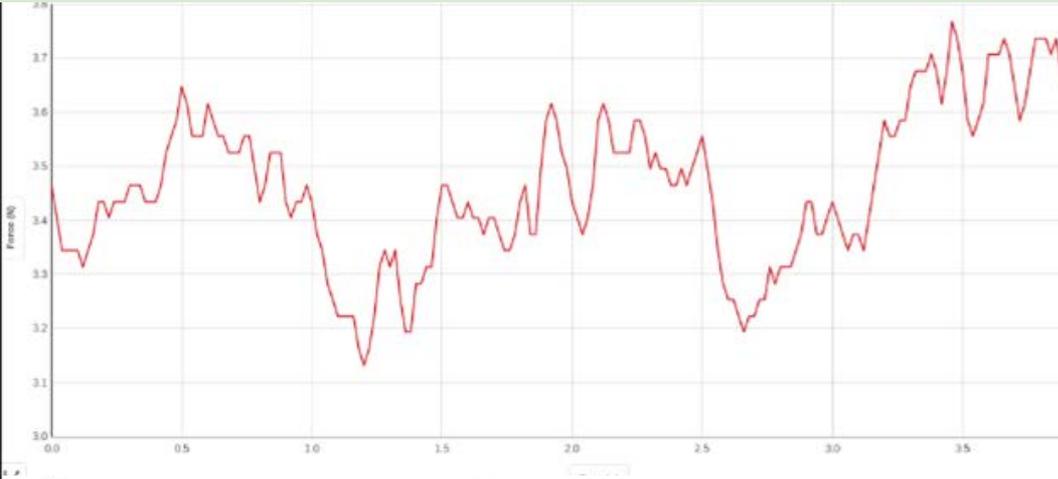
### **Guiding Question:**

Why is an understanding of friction beneficial to a basketball player?

**Develop CER** (claim, evidence, reasoning)

**Conclusion** Students present conclusion

# Graphs from simulation



# Example CER



## Argue: CER

Changes in Motion, Force, and Direction  
Forces and Motion

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Group: \_\_\_\_\_

**Essential Question:** Why is an understanding of friction beneficial to a basketball player?

Investigation #1: Which basketball shoe would be selected if a basketball player wanted to change direction quickly?

**Claim:** After conducting your investigation, write a claim that answers the question.

A basketball player would choose the Jordan Superfly 5 as opposed to the Jordan 29.

**Evidence:** Use the tools provided to collect data that will support your claim.

Jordan 29: Best-fit line was at 3.4 Newtons

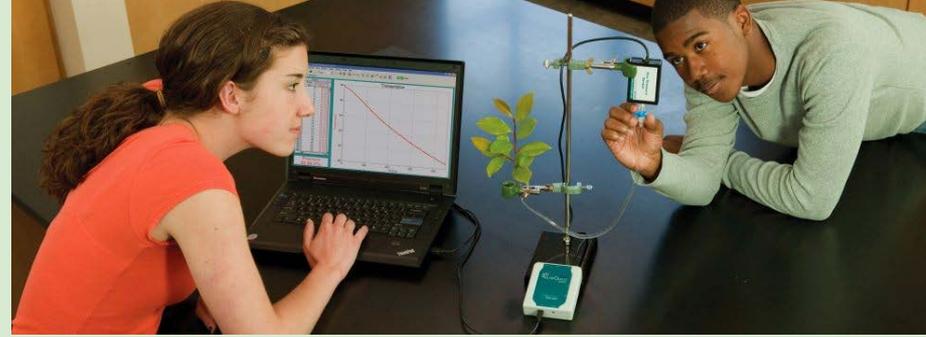
Jordan Superfly: Best-fit line was at 5.5 Newtons

**Reasoning:** Based on your data, provide reasoning to support your claim. Link your evidence to your claim. If needed, revise your claim.

Since the Jordan SuperFly shoes have a force of friction with the floor that is 2.1 Newtons greater than the Jordan 29 shoes, they will be able to have a better grip on the floor, therefore helping the basketball player change direction.



# Electronic Data Collection vs. Manual Data Collection



## Limitations of Manual Data Collection:

- Large amount of time dedicated to data collection
- Accuracy and precision are more difficult to obtain (errors are more common)

## What we really want students to do as a result of experimentation:

- Analyze data and draw conclusions from the data.
- Use data to make predictions about scientific phenomena.

## Meeting Diverse Needs:

- Allows for students of all ability levels to accurately collect data.
- Compatibility with Google Apps doesn't bring a new learning experience with new tools.

# 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 - PD has and continues to occur, shared folder created for resources and lessons between the three schools, all grades piloted units, Stemscoopes outlines being created*

## 2017-2018: Start of implementation of 2016 standards

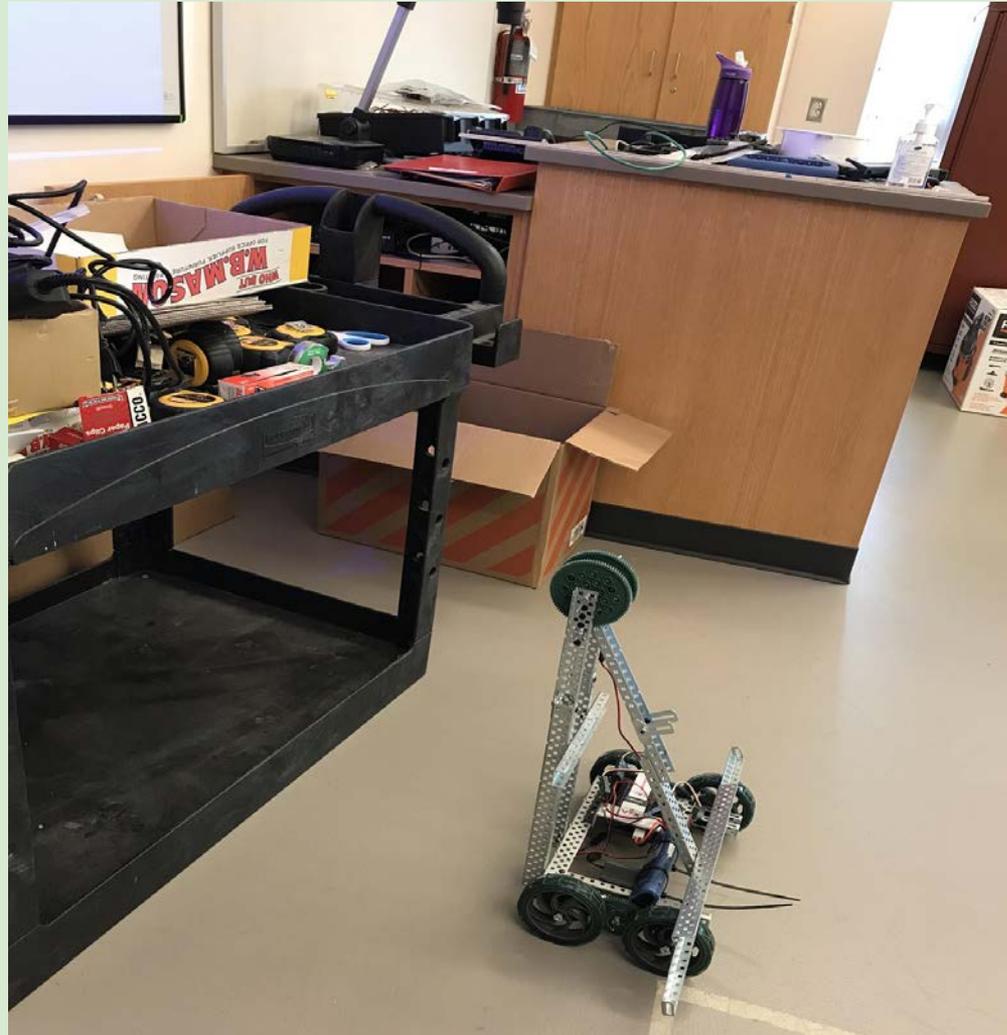
*Sixth grade will implement all new standards*

*Seventh and eighth grade will implement some new standards, while maintaining others. - On track to implement*

## 2018-2019: Full implementation of 2016 standards

*All grades will implement all new standards.*

# High School



# Exploring reactivity using enzymes-Freshman Biology

## MA Science Standard:

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 (which speed up chemical reactions), structural proteins (which provide structure and enable movement), and hormones and receptors (which send and receive signals)

## Science and Engineering Practices:

Planning and carrying out investigations

Analyzing and interpreting data.



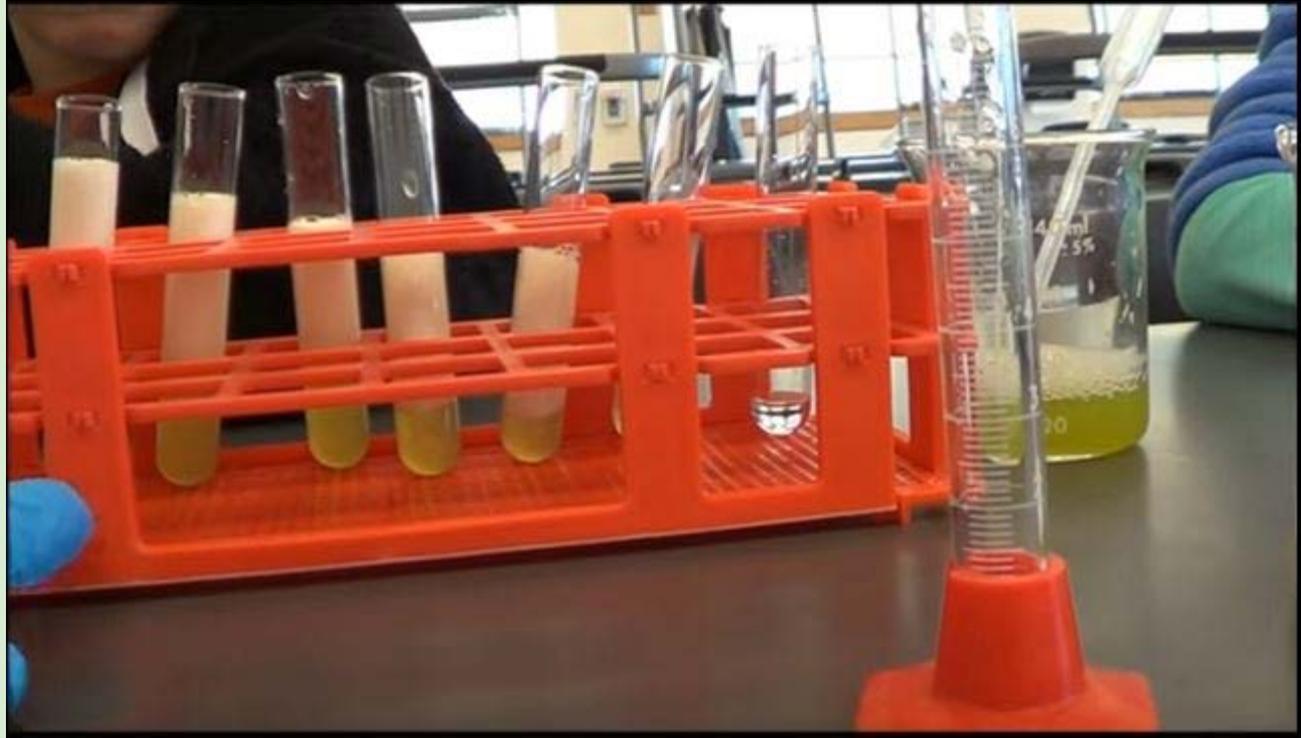
# Exploring reactivity using enzymes

Guiding Question: Why are enzymes essential for life?

Day One: How does reactivity change with amount of enzyme?

Picture of the experiment.

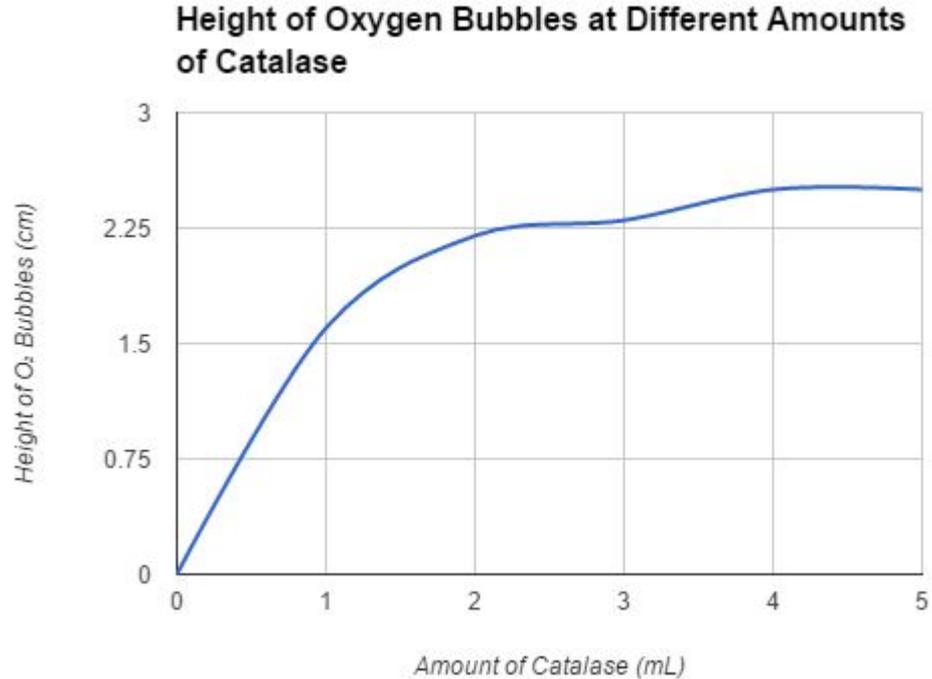
\*Note the slowly declining level of bubbles with the last test tube containing no bubbles at all



# Exploring reactivity using enzymes

Graph created by a student from experimental data.

\*This one happened to almost perfectly match what the teacher expected would be the result.



# Exploring reactivity using enzymes

## Analysis by the same student:

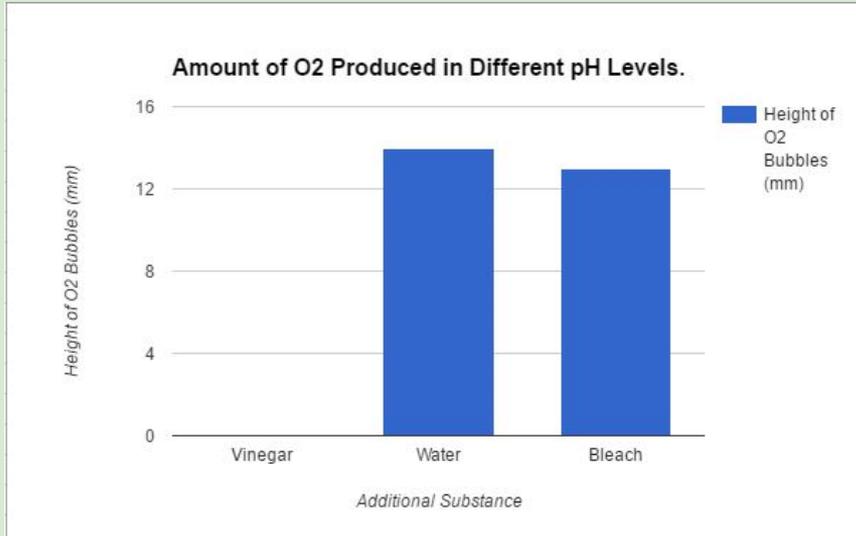
### Graph Analysis

The graph demonstrates the increase in height of oxygen bubbles when more catalase is added to the  $\frac{1}{2}$  mL of hydrogen peroxide. We learned that as the amount of catalase increased, the height of the oxygen bubbles also increased, until it reached its maximum height of 2.5 cm and stayed the same, even when more catalase was added. This likely happened because at first, there was not enough of the enzyme for all of the substrates to bind to with. Then, as more of the enzyme was added, more and more of the substrates were able to bind until they had all been catalyzed, resulting in the flat part of the graph at 2.5 cm. Even when more catalase was added, more oxygen bubbles were not produced because all of the substrates were already bound and could therefore not react any faster.

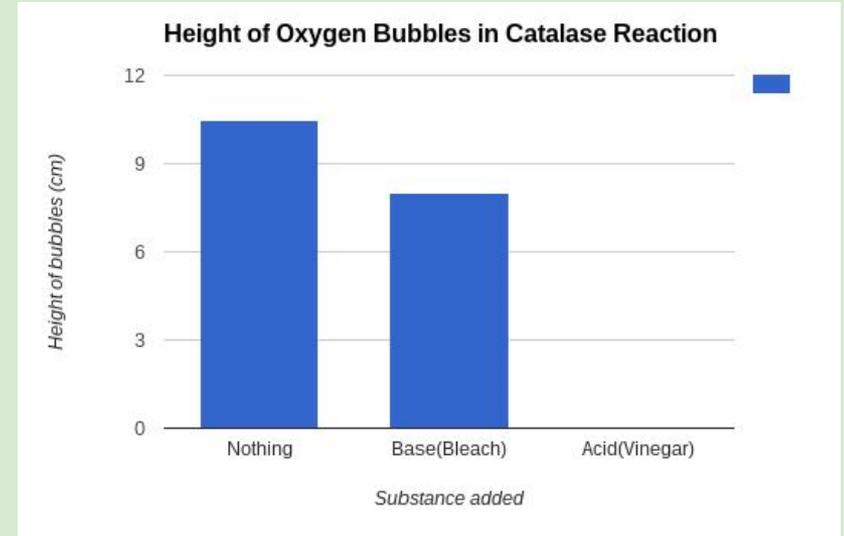
# Exploring reactivity using enzymes

Day Two: Students design and carry out their own experiment, analysis and conclusion

*These groups chose to study how pH affects enzyme reactivity.*



An example of really nice data and proper graphing technique. Note the accurate title!



Good data; poor graphing technique. Not in order of increasing pH; Title is less than ideal.

# Using Data to Inform Design: Cardboard Chair Project

## MA Science Standard:

Standard: HS-ETS1-6(MA). Document and present solutions that include specifications, performance results, successes and remaining issues, and limitations.

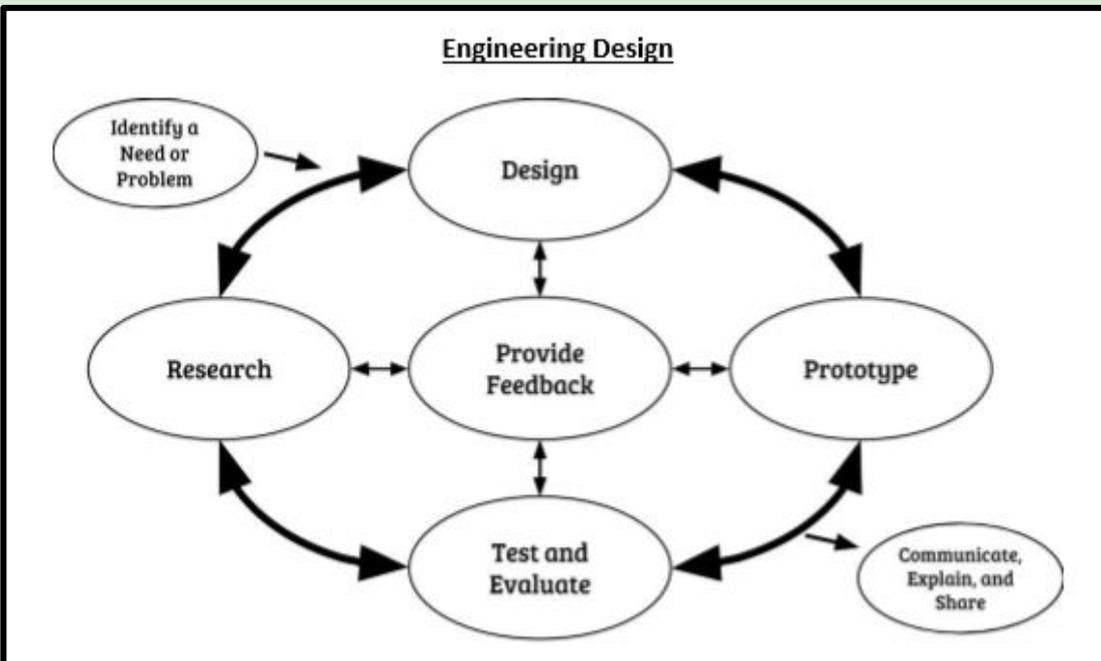
## Science and Engineering Practices:

Planning and carrying out investigations  
Analyzing and interpreting data.

## Guiding Questions:

How can I use structure to compensate for the limited strength of a material?

How can I incorporate aesthetic and functional characteristics into a complete design?



# Using Data to Inform Design: Cardboard Chair Project

Max Rosen and Will Conley



# High School

## 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

2016-2017: Evolution unit piloted - **Happening right now!**

*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

# High School

## 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 - **Piloted Kitchen Chemistry and Environmental Chemistry units**

*A focus on a transition to more authentic experiences for students*

2017-2018: Full transition to the new standards

*Units enacted from last year evaluated and improved*

# High School

## Three Year Implementation Plan: Physics

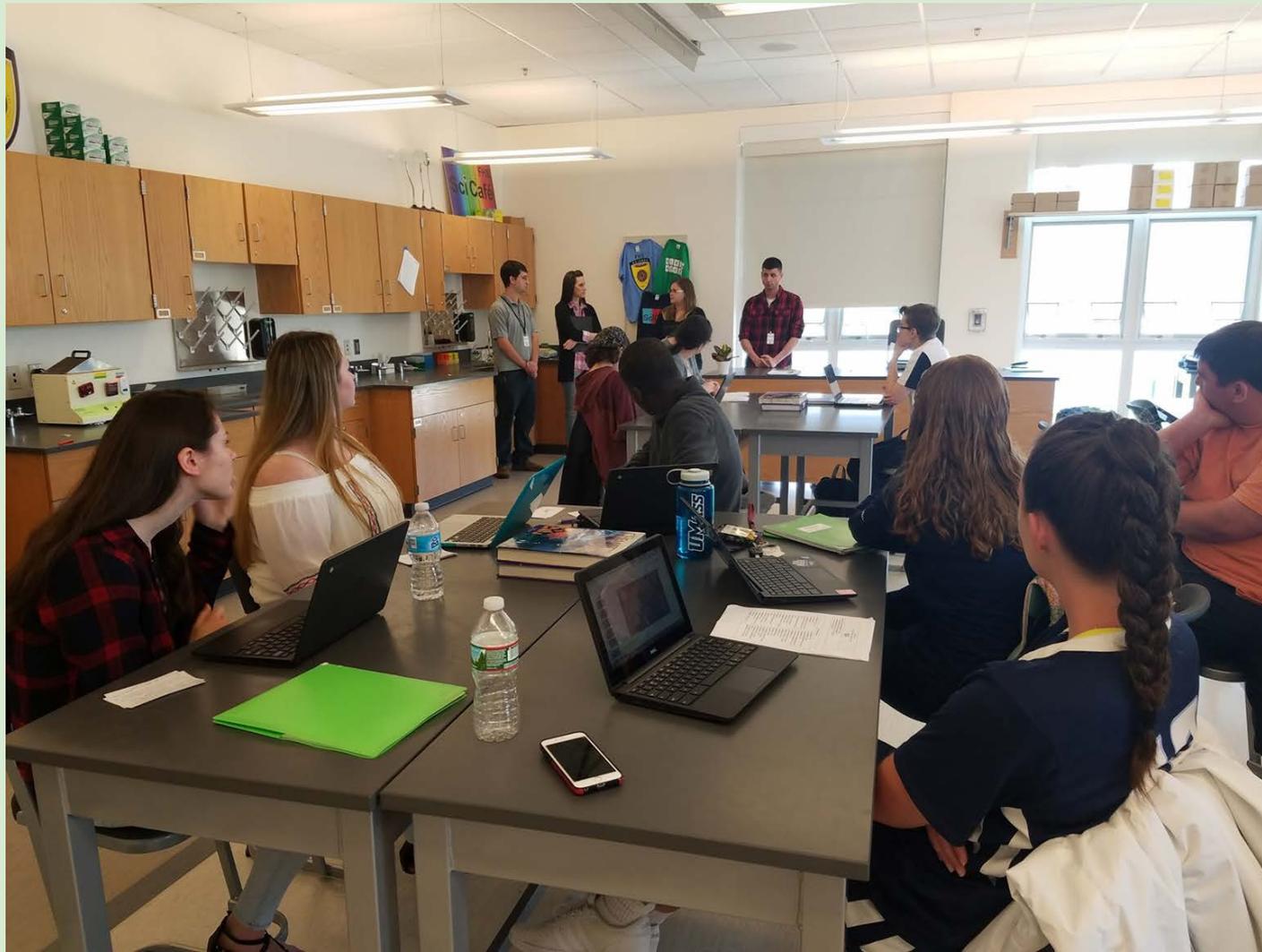
- Here again, students don't take the MCAS, so we are not beholden to the state's timeline.

2015-2016: Initial implementation- **Completed**

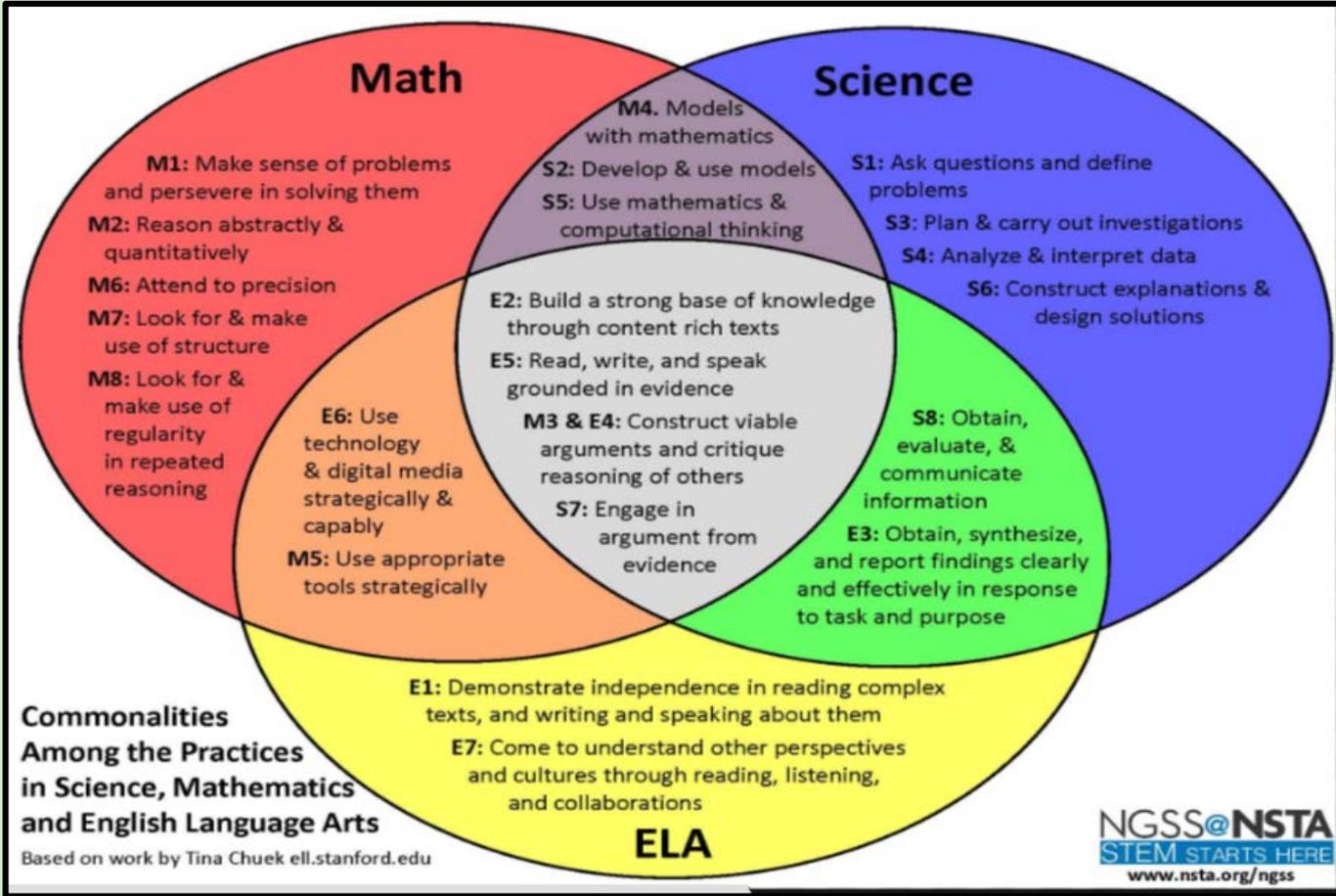
*Inquiry-based labs built into just about all units.*

2016-2017: Full transition to the new standards- **In Progress**  
**and going well!**

Zepto Metrix  
engineers come to  
FHS to support  
Bioengineering  
research done by  
our students



# Next Steps



# Resources

[MA Science and Technology Curriculum Framework](#)

[StemScopes](#)

[Vernier Probes](#)

Questions?

**Science Committee Members**  
**Committee Chair: Joyce Edwards**

Jolene Cronin

Elizabeth Phillips

Michael Procacini

Kristin Eickmann

Christina Renaud

James Schlieffe

Ann Fitzgerald

Victoria Saldana

Bill Bobrowsky

Anna Grinley

Sheriann Scuzzarella

Administrators:

Leah Kolodny

Jo-Anne Stanton

Linda Ashley

Jennifer McIntyre

Patricia Tobin

Danielle Champagne

Kathleen Merten

Sarah Wilmarth

Amy Souls

Meaghan O'Neil

Jean Wolf

Evemarie McNeil

# Digital Learning Committee

School Committee Presentation

May 9, 2017



# Agenda

Introduce Committee Members

District Improvement Plan

Current Status

Video

Scope and Sequence

# 2016-2017 District Improvement Plan

## **Strategic Objective:**

To ensure that all students are supported and challenged to reach their full potential, the Franklin Public Schools will align curriculum, best instructional practices, and varied assessment opportunities to personalize learning and meet individual needs.

## **Action Item #2:**

- Continue development and implementation of alignment and instructional changes of new standards in:
  - Science
  - Digital Learning/Technology

# Current Status:

Work from previous years was updated; some has been finalized

Re-aligned the scope and sequence when the 2016 (final) MA Digital Learning Standards were released (Had been working from the draft to get a head start)

Scope and sequence has been enhanced with current examples of digital learning from our classrooms

# Current Status:

Finalized rights and responsibilities for students and staff

Updated frequently asked questions (FAQ) for families

Working on communication and professional development plans

# Digital Learning in Action

You will see:

Students from all grade levels demonstrating the seven Digital Literacy Computer Science (DLCS) practices across several content areas: Connecting, Creating, Abstracting, Analyzing, Communicating, Collaborating, & Research

- Students effectively using technology to solve problems and build 21st century skills, e.g.:

~ online comparative anatomy museum  
composition

~ music

~ graphical analysis of math functions

~ digital peer editing

~ oral presentations w/supporting slideshow

~ digital portfolio

# Technology In Our Schools

The following video was edited by the Remington Tech Titans under the guidance of Emily Ambrose and Brian Wildeman.



CREATED WITH  
**wevideo**  
EDUCATION TRIAL

**ECDC - Building a  
gingerbread man**

# Scope and Sequence

Unpacked/translated [new standards](#) to everyday language

Categorized standards by content area in which it is likely being addressed

Gathered exemplars for specific digital standards from content areas

# Scope & Sequence: Middle School Exemplar

pink= computers

red=social studies

green=science/tech ed

blue=math

yellow= health/PE

white=ELA/any content

	<b>DTC.a.1</b>	Identify and explain the strengths, weaknesses, and capabilities of a variety of digital tools.
	<b>DTC.a.2</b>	Identify the kinds of content associated with different file types and why different file types exist (e.g., formats for word processing, images, music, three-dimensional (3-D) drawings, etc.).
	<b>DTC.a.3</b>	Integrate information from multiple file formats into a single artifact.
	<b>DTC.a.4</b>	Individually and collaboratively use advanced tools to design and create online content (e.g., webpage, blog, digital portfolio, multimedia).

<b>Digital Tools and Collaboration</b> 	<b>DTC.b.1</b>	Communicate and publish key ideas and details individually and collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources.
	<b>DTC.b.2</b>	Collaborate synchronously and asynchronously through online digital tools.
	<b>DTC.b.3</b>	Demonstrate ability to communicate appropriately through various online tools (e.g., e-mail, social media, texting, or blog comments).
	<b>DTC.c.1</b>	Perform advanced searches to locate information using a variety of digital sources (e.g., Boolean Operators, limiters like reading level, subject, media type). (Boolean Operators-"AND" "OR" "-" use of quotation marks, Google Advanced Search, computer and document search filters)

# Rights & Responsibilities: Middle School Exemplar

<u>Level</u>	<u>Rights</u>	<u>Responsibilities-Students</u>	<u>Responsibilities- Faculty &amp; Staff</u>
<b>Middle School</b>	<p>I have the right to ...</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Responsible access</li> <li>• Own my work</li> </ul>	<p>I will ...</p> <ul style="list-style-type: none"> <li>• uphold school core values online (12)</li> <li>• return parent permission form (AUP) for video, photo, and other technology access (12)</li> <li>• Use school technology and accounts as directed by a teacher (2, 6)</li> <li>• protect my personal information and that of others (1, 3, 4, 6)</li> <li>• make responsible choices (9, 12, 14, 16)</li> <li>• only represent myself honestly online (ex: false profiling) (2, 5, 6)</li> </ul>	<p>We will ...</p> <ul style="list-style-type: none"> <li>• ensure parent permission to video, photograph, or use technology (12)</li> <li>• monitor students' use of technology (all)</li> <li>• reinforce proper use including digital etiquette (all) and safe handling of devices (5)</li> <li>• provide resources to parents/families/students about safe internet use (all)</li> </ul>

# Sample of FAQs for Families

## **Honesty-**

What are some examples of information you can use freely from online sources?

Advanced Google search (Only yields results that give permission to use)

Any other site that gives explicit permission to use

## **Monitoring-**

How much monitoring does my child require when using the internet?

It depends on the age of your child. However, it is critical that every child be monitored to ensure safety. Parent supervision is necessary and key at all ages.

## **Digital Etiquette-**

What is digital etiquette?

Digital etiquette refers to using proper manners while online- be polite, stay positive and keep personal information private.

# Possible Ways to Share Rights & Responsibilities

- Staff

- Faculty meeting presentation
- Professional development ½ day training

- Students

- Use rights and responsibilities language to create tech expectations
- Introduce when reviewing classroom expectations and rules
- Model each “I will” statement

# Next Steps: Preschool-12

- Develop a communication plan for staff, students, and families
- Plan and implement professional development for staff
- Identify gaps and overlaps of digital learning standards within content areas

# Next Steps: Preschool-12

- Create elementary launching units to introduce students to proper digital etiquette and citizenship
- Reinforce digital etiquette and citizenship at the middle and high school levels
- Create enhanced access to resources for teachers, including sharing of best practices

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