

CONTOOCOOK VALLEY SCHOOL DISTRICT
Office of the Superintendent of Schools
106 Hancock Road, Peterborough, NH 03458-1197

EDUCATION COMMITTEE

April 15, 2019
SAU Boardroom
5:30 PM

Agenda

Committee Members:

Jerry Wilson (Chair), Richard Dunning, Crista Salamy, Bernd Foecking, Linda Quintanilha, Kristen Reilly

5:30 Approval of March 18, 2019 Minutes

5:35 Universal Preschool Definition (Cari Coates & Ben Moenter)

Related to School Board Goal: By June 2019, report out on the implications of universal preschool; through research related to effectiveness, cost, implementation, resources needed, and current programming to determine whether or not it is the most effective preschool model for the school district.

5:55 Comparison of High School Graduation Requirements for Math

Policy IKF High School Graduation

Related to School Board Goal: Review and report out on the allocation of resources across the Math and Science departments at CVHS by June 30, 2019. (English and Social Studies to be considered for examination in 2019-2020).

6:25 Proposed change to the School Board's Equity Smart Goal

For consideration: Review and report out on the allocation of resources across the Math and Science departments at CVHS by June 30, 2019.

6:30 Policy IHBH Extended Learning Opportunities

Policy IMBC Alternative Credit Options

Related to further revisions/information requested by Policy Committee.

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6:45 Other

Next meeting: Monday, May 20, 2019 at 5:30pm in the SAU Boardroom

Scheduled Agenda Topics:

School Counseling Program Review & Recommendations

Related to Curriculum Renewal Cycle

Universal Preschool

Related to School Board Goal: By June 2019, report out on the implications of universal preschool; through research related to effectiveness, cost, implementation, resources needed, and current programming to determine whether or not it is the most effective preschool model for the school district.

Multiage

Related to SP Action Step 3.1.2: Determine whether to pursue multi-grade/multi-age as District practice.

Policy (if needed)

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EDUCATION COMMITTEE

March 18, 2019
SAU Boardroom
5:30 PM

Minutes

Committee Members:

Richard Dunning, Bernd Foecking, Janine Lesser, Niki McGettigan, Linda Quintanilha, Crista Salamy (Chair)

Present: Janine Lesser, Niki McGettigan, Linda Quintanilha, Crista Salamy, Myron Steere, Dr. Ann Forrest

Linda Quintanilha called the meeting to order at 5:30 p.m.

5:30 Approval of February 18, 2019 Minutes

Niki McGettigan moved to approve the minutes of February 18, 2019. Linda Quintanilha second. Crista Salamy and Janine Lesser abstained. Motion carried.

5:35 Digital Citizenship & Media Literacy Curriculum Recommendation

Related to Strategic Plan Action Step 4.16.3 The School District will develop digital citizenship and media literacy curriculum to appropriately deliver content at each grade level.

Dr. Ann Forrest referenced a document titled "Our K-12 Digital Citizenship Curriculum".

Ann noted that the scope and sequence to *Common Sense Media* is outlined, by grade span, in this document.

By the Strategic Plan, ConVal would be further ahead than we are, but we need grade level teachers vertically and horizontally aligned. To date, tech integrators, library media specialists, and tech savvy classroom teachers have owned this. Summer work will allow this to move forward.

The recommendation is to use *Common Sense Media* as the main resource and to use time during the summer to identify where in the curriculum we will integrate pieces as well as who is responsible for teaching it. This is a free resource.

Niki McGettigan recommended that any one of these sections should be shared and reviewed at staff meetings; it empowers everyone to do it.

Every lesson, or every part of every lesson, is not needed to be gone through; the non-negotiables need to be determined in terms of which units will be taught.

5:45 Update on integrating ISTE Standards for Students into core curriculum areas.

Related to Strategic Plan Action Step Action Step 4.13.3 The School District will incorporate competencies into existing curriculum.

Dr. Forrest distributed a copy of the ISTE Standards/Students. On our curriculum maps, the standards are listed. Identifying the key standards is important. We want to integrate the ISTE Standards into science units and math units and where it is appropriate. Teaching the standards intentionally will take place.

ISTE Standard 5, Digital Citizenship, grades K-12 will be a focus next year. In addition, ISTE Standard 3, Research and information fluency, will be a focus grades 6-12 next year. Teachers can create their own maps of things that they are covering and assessing in their classroom.

5:55 Investigating/Comparing High School Graduation Requirements for Math

Review the attached draft list of information to collect, compile, and compare.

Dr. Forrest reported that she was tasked with going back to the high school and having the math department and administration compare our math requirements for graduation with other schools. Information is included in tonight's packet with the agenda i.e. "Investigating/Comparing High School Graduation Requirements for Math". Niki McGettigan suggested surveying on how many schools use VLACS and if there are limits or criteria for it i.e. how many math courses can one take on VLACS?

How many schools will be surveyed? Undetermined as of yet. Districts of all sizes, not just similar to ConVal, will be surveyed.

Linda Quintanilha shared concern with tracking of math classes. Tracks were supposed to be eliminated. They do not exist in other subjects. Lengthy discussion took place. Ann Forrest said that the high school administration is well aware of the board's concern.

Ann said that requirements need to be reviewed. Teacher assignments, student placement and progression, how are students assigned to classes, and looking at the schedules of our students.

Linda Quintanilha asked how many students start a math course and drop out. Crista Salamy asked how many students are failing a math course.

Changing the graduation requirements helps facilitate all of this happening.

This discussion will continue at Education Committee in April.

6:05 Policies IHBH and IMBC

Complete the review of Policy IHBH and Policy IMBC so proposed revisions can be sent to the Policy Committee for consideration (see attached draft revisions to date).

Policies IHBH (Extended Learning Opportunities) and IMBC (Alternative Credit Options) were reviewed.

With regard to Policy IHBH, NHSBA's version includes sections on the Application Process, Evaluation Criteria, and Appeal Process. It needs to be included in our policy as well.

Ann Forrest outlined some of the requirements that would be included. Ann will add language about the application process and evaluation criteria. Should this information be included in the student handbook and/or website? Parents receive the information beforehand.

Policy IMBC (Alternative Credits) – Ann referenced the list of items that fall under the statement that “The Board will direct the Superintendent or his/her designee to establish regulations and procedures for implementing this policy.”

Extended Learning is different in the way that most get alternative credit. Some are not credit related. It is often used for students with transition plans.

The implementation of this policy needs to be insured. This will go back to Policy Committee.

6:20 Other

None.

Crista Salamy motioned to adjourn at 6:30 p.m. Janine Lesser second. Unanimous.

Respectfully submitted,

Brenda Marschok



Our K-12 Digital Citizenship Curriculum

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Kids and teens today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, and yet they face potential pitfalls, too. Meanwhile, schools are dealing with the associated ramifications — like cyberbullying, digital cheating, and safety and security concerns. These issues underscore the need for students to learn — and for teachers to teach — digital literacy and citizenship skills.

Common Sense Education's **FREE Digital Citizenship Curriculum** empowers students to think critically, behave safely, and participate responsibly in our digital world. These 21st-century skills are essential for students to harness the full potential of technology for learning. Taught by classroom teachers, librarians, technology specialists, health educators, and guidance counselors around the world, our K-12 curriculum:

- Introduces reliable, research-based information to students about digital media and their impact
- Offers a comprehensive yet balanced approach in addressing safety and security concerns, including ethics and behavior issues, as well as digital literacy skills
- Includes research-based lessons based on the work of Howard Gardner and the GoodPlay Project at the Harvard Graduate School of Education
- Provides student-centered, media-rich lesson materials that emphasize skill building, critical thinking, ethical discussion, media creation, and decision making to students of all ages
- Addresses the whole community by providing materials to educate parents and families about digital citizenship
- Satisfies criteria for CIPA E-rate compliance
- Aligns to the Common Core State Standards, the International Society for Technology in Education's National Education Technology Standards (ISTE's NET•S), and the American Association of School Librarians (AASL) Standards
- Includes rich professional development resources such as tutorials, videos, and webinars

There are 80 lessons in the full K-12 curriculum, with supporting materials such as student handouts, assessments, educational videos, family tip sheets, and professional development resources. We suggest starting with our Scope & Sequence to determine which approach is right for your students.

Our Scope & Sequence consists of three units for grade bands K-2, 3-5, and 6-8 and four units for Grades 9-12. Each unit is comprised of five lessons, which spiral to address a cross-curricular approach. The units build on each other by reinforcing developmentally appropriate topics. You can use the units either sequentially by grade or at any grade level within this band.

Our curriculum is made available to educators and schools FREE thanks to the generous support of our funders. Browse our educator site to find a plethora of curricular materials. Our education program brings students, families, and educators together to create world-class digital citizens for the 21st-century.

Cross-Curricular Framework



Privacy & Security

Students learn strategies for managing their online information and keeping it secure from online risks such as identity thieves and phishing. They learn how to create strong passwords, how to avoid scams and schemes, and how to analyze privacy policies.



Digital Footprint & Reputation

Students learn to protect their own privacy and respect others' privacy. Our digital world is permanent, and with each post, students are building a digital footprint. By encouraging students to self-reflect before they self-reveal, they will consider how what they share online can impact themselves and others.



Self-Image & Identity

These lessons are designed to help students explore their own digital lives, focusing on their online versus their offline identity. Students learn the benefits and risks of presenting themselves through different personas and the effects on their sense of self, their reputation, and their relationships.



Creative Credit & Copyright

Living in a "copy/paste" culture, students need to reflect on their responsibilities and rights as creators in the online spaces where they consume, create, and share information. From addressing plagiarism to piracy, students learn about copyright and fair use.



Relationships & Communication

Students reflect on how they can use intra-personal and interpersonal skills to build and strengthen positive online communication and communities. They delve into the concept of digital citizenship and digital ethics, and they reflect on their online interactions.



Information Literacy

Information literacy includes the ability to identify, find, evaluate, and use information effectively. From effective search strategies to evaluation techniques, students learn how to evaluate the quality, credibility, and validity of websites, and give proper credit.



Cyberbullying & Digital Drama

Students learn what to do if they are involved in a cyberbullying situation. They explore the roles people play and how individual actions — both negative and positive — can impact their friends and broader communities. Students are encouraged to take the active role of upstander and build positive, supportive online communities.



Internet Safety

Students explore how the Internet offers an amazing way to collaborate with others worldwide, while staying safe through employing strategies such as distinguishing between inappropriate contact and positive connections. These foundational skills are just the beginning!

GRADES K-2


Scope & Sequence Digital Citizenship Curriculum

Our Scope & Sequence consists of three units for grade bands K-2, 3-5, and 6-8 and four units for grades 9-12. Each unit is composed of five lessons, which spiral to address a cross-curricular approach. The units build on each other by reinforcing developmentally appropriate topics. You can use the units either sequentially by grade or at any grade level within a grade band. **Our cross-curricular approach covers:**

 Internet Safety

 Digital Footprint & Reputation

 Privacy & Security

 Self-image & Identity

 Relationships & Communication

 Information Literacy

 Cyberbullying & Digital Drama

 Creative Credit & Copyright

> **GET TRAINED:** Use our *Digital Citizenship Tutorial* and professional development resources to learn best practices for teaching digital citizenship to your students.

> TEACH LESSONS: UNIT 1

Completed

1 - **GOING PLACES SAFELY** How do you go places safely on the computer?

 ☐

2 - **A-B-C SEARCHING** How can you use the alphabet to find things online?

 ☐

3 - **KEEP IT PRIVATE** What kinds of information should you keep to yourself when you use the Internet?

 ☐

4 - **MY CREATIVE WORK** How can you give credit to your own creative work?

 ☐

5 - **SENDING EMAIL** How do you connect with others through email?

 ☐

> **GIVE ASSESSMENT***

> TEACH LESSONS: UNIT 2

1 - **STAYING SAFE ONLINE** How do you stay safe when you visit a website?

 ☐

2 - **FOLLOW THE DIGITAL TRAIL** What information is OK to have in your digital footprint?

 ☐

3 - **SCREEN OUT THE MEAN** What can you do when someone is mean to you online?

 ☐

4 - **USING KEYWORDS** Which keywords will give you the best search results?

 ☐

5 - **SITES I LIKE** What makes a website the right site for you?

 ☐

> **GIVE ASSESSMENT***

> TEACH LESSONS: UNIT 3

1 - **POWERFUL PASSWORDS** How do you create a secure password?

 ☐

2 - **MY ONLINE COMMUNITY** How does the Internet connect you to others?

 ☐

3 - **THINGS FOR SALE** How do some websites try to get you to buy things?

 ☐

4 - **SHOW RESPECT ONLINE** How can you make sure your emails are clear and respectful?

 ☐

5 - **WRITING GOOD EMAILS** How is writing an email similar to or different from writing a letter?

 ☐

> ***GIVE ASSESSMENT:** Assess your students' learning of lesson objectives and gauge their understanding and attitudes through *Interactive Unit-Level Assessments*.

> **ENGAGE FAMILIES:** Invite parents into the conversation with our *Connecting Families* program and resources.

GRADES 3-5

Scope & Sequence Digital Citizenship Curriculum

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Internet Safety



Privacy & Security



Relationships & Communication



Cyberbullying & Digital Drama



Digital Footprint & Reputation



Self-image & Identity



Information Literacy



Creative Credit & Copyright

- > **GET TRAINED:** Use our *Digital Citizenship Tutorial* and professional development resources to learn best practices for teaching digital citizenship to your students.
- > **ONBOARD STUDENTS:** Introduce students to *Digital Passport*, our award-winning suite of games that help onboard students to the foundational skills of digital citizenship and internet safety.

> TEACH LESSONS: UNIT 1

Completed

1 - **RINGS OF RESPONSIBILITY:** What kinds of responsibilities does a good digital citizen have?



2 - **PRIVATE AND PERSONAL INFORMATION:** How can you protect yourself from online identity theft?



3 - **THE POWER OF WORDS:** What should you do when someone uses mean or scary language on the Internet?



4 - **THE KEY TO KEYWORDS:** Which keywords will give you the best search results?



5 - **WHOSE IS IT, ANYWAY?:** How can you show respect for other people's work?



> GIVE ASSESMENT*

> TEACH LESSONS: UNIT 2

1 - **STRONG PASSWORDS:** How can a secure password help you protect your private information?



2 - **DIGITAL CITIZENSHIP PLEDGE:** How do you create a positive online community?



3 - **YOU'VE WON A PRIZE!:** What is spam, and what can you do about it?



4 - **HOW TO CITE A SITE:** How do you cite different types of online sources?



5 - **PICTURE PERFECT:** How can photos be changed on the computer, and how can that affect your feelings about the way you look?



> GIVE ASSESMENT*

> TEACH LESSONS: UNIT 3

1 - **TALKING SAFELY ONLINE:** What's the difference between Internet friends and in-person friends?



2 - **SUPER DIGITAL CITIZEN:** How can people help others be good digital citizens?



3 - **PRIVACY RULES:** How do you know if a website protects your private information?



4 - **WHAT'S CYBERBULLYING?:** What is cyberbullying, and how do you deal with it?



5 - **SELLING STEREOTYPES:** How do we learn stereotypes of boys and girls from media messages?



- > ***GIVE ASSESSMENT:** Assess your students' learning of lesson objectives and gauge their understanding and attitudes through *Interactive Unit-Level Assessments*.
- > **ENGAGE FAMILIES:** Invite parents into the conversation with our *Connecting Families* program and resources.

GRADES 6 - 8


Scope & Sequence Digital Citizenship Curriculum

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 Internet Safety

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 Privacy & Security

 Self-image & Identity

 Relationships & Communication

 Information Literacy






 Cyberbullying & Digital Drama

 Creative Credit & Copyright






- > **GET TRAINED:** Use our *Digital Citizenship Tutorial* and professional development resources to learn best practices for teaching digital citizenship to your students.
- > **ONBOARD STUDENTS:** Introduce students to *Digital Compass*, our award-winning suite of games that help onboard students to the foundational skills of digital citizenship and internet safety.

> TEACH LESSONS: UNIT 1






Completed

- | | | |
|---|---|--------------------------|
| 1 - DIGITAL LIFE 101: What is the place of digital media in our lives? |  | <input type="checkbox"/> |
| 2 - STRATEGIC SEARCHING: What steps can help you find what you're looking for when you search online? |  | <input type="checkbox"/> |
| 3 - SCAMS AND SCHEMES: What is identity theft, and how can protect yourself from it? |  | <input type="checkbox"/> |
| 4 - CYBERBULLYING: BE UPSTANDING: How do you judge the intentions and impact of people's words and actions online? |  | <input type="checkbox"/> |
| 5 - A CREATOR'S RIGHTS: What rights do you have as a creator? |  | <input type="checkbox"/> |
- > **GIVE ASSESMENT***

> TEACH LESSONS: UNIT 2

- | | | |
|---|---|--------------------------|
| 1 - MY MEDIA: What are your personal media habits, and how much time do you spend with different forms of media? |  | <input type="checkbox"/> |
| 2 - A CREATOR'S RESPONSIBILITIES: What responsibilities do you have to respect others' creative work? |  | <input type="checkbox"/> |
| 3 - SAFE ONLINE TALK: How should you handle inappropriate online talk? |  | <input type="checkbox"/> |
| 4 - WHICH ME SHOULD I BE?: What are the outcomes of presenting yourself in different ways online? |  | <input type="checkbox"/> |
| 5 - GENDER STEREOTYPES ONLINE: What are gender stereotypes, and can they shape our experiences online? |  | <input type="checkbox"/> |
- > **GIVE ASSESMENT***

> TEACH LESSONS: UNIT 3

- | | | |
|---|---|--------------------------|
| 1 - TRILLION-DOLLAR FOOTPRINT: What is a digital footprint, and what does yours convey? |  | <input type="checkbox"/> |
| 2 - IDENTIFYING HIGH-QUALITY SITES: When can you trust what you find on the Internet? |  | <input type="checkbox"/> |
| 3 - THE REALITY OF DIGITAL DRAMA: Does the way we think about digital drama have anything to do with gender? |  | <input type="checkbox"/> |
| 4 - CYBERBULLYING: CROSSING THE LINE: When does inappropriate online behavior cross the line into cyberbullying, and what can you do about it? |  | <input type="checkbox"/> |
| 5 - REWORK, REUSE, REMIX: What rights do you have as a creator? |  | <input type="checkbox"/> |

- > **EXTEND LEARNING:** Challenge teens to take a real-world look at digital citizenship through student-directed, media-rich activities in *Digital Bytes*.
- > ***GIVE ASSESSMENT:** Assess your students' learning of lesson objectives and gauge their understanding and attitudes through *Interactive Unit-Level Assessments*.
- > **ENGAGE FAMILIES:** Invite parents into the conversation with our *Connecting Families* program and resources.


GRADES 9-12

Scope & Sequence Digital Citizenship Curriculum

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 Internet Safety

 Privacy & Security

 Relationships & Communication

 Cyberbullying & Digital Drama

 Digital Footprint & Reputation

 Self-image & Identity

 Information Literacy

 Creative Credit & Copyright

> **GET TRAINED:** Use our *Digital Citizenship Tutorial* and professional development resources to learn best practices for teaching digital citizenship to your students.

> **ONBOARD STUDENTS:** Invite students to explore digital dilemmas and practice decision-making — all without risking their real-world reputations — in the stories and mini-games of award winning *Digital Compass*.

> TEACH LESSONS: UNIT 1

Completed

1 - **DIGITAL LIFE 102:** What is the place of digital media in our lives?



2 - **OOPS! I BROADCAST IT ON THE INTERNET:** What are the consequences of oversharing online?



3 - **COPYRIGHTS AND WRONGS:** How can I make responsible choices when I use other people's creative work?



4 - **FEELING ON DISPLAY:** Are girls and guys judged differently when they post photos online?



5 - **TURN DOWN THE DIAL ON CYBERBULLYING AND ONLINE CRUELTY:** Which factors intensify cyberbullying and online cruelty, and what can you do to lessen them?



> GIVE ASSESMENT*

> TEACH LESSONS: UNIT 2

1 - **MY ONLINE CODE:** What does it mean to do the right thing online?



2 - **WHO ARE YOU ONLINE?:** How do you present yourself to the world online and offline?



3 - **BUILDING COMMUNITY ONLINE:** How can websites foster community online?



4 - **OVEREXPOSED: SEXTING AND RELATIONSHIPS:** What are the risks and responsibilities when you share online in a relationship?



5 - **RISKY ONLINE RELATIONSHIPS:** How can you tell when an online relationship is risky?



> GIVE ASSESMENT*

> TEACH LESSONS: UNIT 3

1 - **RIGHTS, REMIXES, AND RESPECT:** What should you consider when you use other people's creative work?



2 - **TAKING PERSPECTIVES ON CYBERBULLYING:** How does online cruelty affect the people involved?



3 - **WHAT'S THE BIG DEAL ABOUT INTERNET PRIVACY?:** How do websites collect your personal information, and what can you do about it?



4 - **BECOMING A WEB CELEB:** What does it mean to become an Internet celebrity?



5 - **COLLEGE BOUND:** How can information you post on the Internet affect your future opportunities?








> GIVE ASSESMENT*

Continued >

GRADES 9 - 12

Scope & Sequence Digital Citizenship Curriculum

> TEACH LESSONS: UNIT 4

1 - PRIVATE TODAY, PUBLIC TOMORROW: How can you respect the privacy of others online?		<input type="checkbox"/>
2 - DOES IT MATTER WHO HAS YOUR DATA?: What are the upsides and downsides of companies collecting your data online?		<input type="checkbox"/>
3 - BREAKING DOWN HATE SPEECH: How can you create a community culture in which hate speech is unacceptable, both online and offline?		<input type="checkbox"/>
4 - RETOUCHING REALITY: What are the creative and ethical aspects of digital-photo manipulation?		<input type="checkbox"/>
5 - COLLECTIVE INTELLIGENCE: What are the benefits and drawbacks of people working together to create information online?		<input type="checkbox"/>

> GIVE ASSESMENT*

- > **EXTEND LEARNING:** Challenge teens to take a real-world look at digital citizenship through student-directed, media-rich activities in *Digital Bytes*.
- > **GIVE ASSESMENT:** Assess your students' learning of lesson objectives and gauge their understanding and attitudes through *Interactive Unit-Level Assessments*.
- > **ENGAGE FAMILIES:** Invite parents into the conversation with our *Connecting Families* program and resources.

ISTE Standards Students

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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