

Standards Based Reporting Implementation Team (SBRIT)

Minutes for **February 9th, 2009**

WELCOME/INTRODUCTION

Attendees: Linda Aronson, Pamela Bruno MacDonald, Dylan Sirois, Sara Frauten, Greg Henderson, Don Ferrara, Steve LaVoie, Gary Chapin, Mark Kostin, Betsy Sweet, Pam Longfellow

Linda Aronson is the new teacher representative replacing John Stivers on SBRIT.

MINUTES

Minutes reviewed and approved with changes for the January 26th meeting.

ADMINISTRATIVE UPDATE

George Woods will join group as the new Farmingdale parent representative.

Steve is soliciting input from students on progress reports, etc. 'Transcript B' was shared with staff and feedback from breakout groups is being compiled. Steve will share with SBRIT once the comments have been transcribed.

UPDATES FROM GARY and DCLT

Gary attended meeting of the DOE Stakeholders group regarding graduation requirements. Some issues around foreign language, PE, and arts requirements were voiced. Generally, it looks good and in line with our proposed policy.

The Poland High School principal shared their SBR faculty handbook – still a work in progress. Gary will email to the team. The principal is willing to come and talk to our group. Will schedule that at today's meeting.

Feedback from one person from DCLT on the honors policy and counting the 3s as 4s because advanced classes are developmentally appropriate for that student and should be measured at that level.

Board has asked for two more combined DCLT, SBRIT, and Board meetings in March and May. These meetings will be scheduled and the dates shared soon.

Mark Kostin helped facilitate a teacher workshop with middle and high school teachers. On the whole, good feedback from teachers on the implementation process. Still some discussion about defining the '4' and the transcript, which some faculty noted is not 'standards-based.' The SBR Café today was about the transcript, but no one attended.

TRANSCRIPT

A draft 'compromise' SB transcript was presented to the team. The proposed draft includes more details around the individual standards. It would be 9 pages – with a summary cover sheet and supplemental pages. Average standards of the class and then cumulative grades are reported for GPA.

Suggestion within the team to share several possible transcripts with parents and solicit input. Alternate suggestion to share the draft transcripts with faculty first and then provide a solid proposed transcript for parent review. The draft could be presented to parents with pros and cons and then request their feedback.

Discussion about how to move forward with the 'new' information and integrate what we have learned into past decisions. We have more information that should be incorporated in all of our decisions. How do we ensure progress is reflected in our products?

SBR POLICIES

Revised policies with public comments are available. A sub-committee will be formed to review and provide feedback prior to the next Board Policy and Personnel Committee meeting in March. Gary will see if DCLT members would be interested in participating in the sub-committee or reviewing within DCLT.

BREAKOUT GROUPS for PRIORITY IMPLEMENTATION STEPS

1. Communication – plan for parents, students, faculty, etc.
2. Interventions – to address how those students who are ‘not meeting the standard’ will to get to ‘meeting the standard’

Note: The focus for today is on interventions to ‘meet the standard.’ Clarification on the use of the term ‘intervention’ vs. ‘enrichment’ vs. ‘extension’ vs. ‘advanced connections plan.’ The issue of 3 to 4 is critical. It has been the fear of the ‘loss’ of focus in this SB system. Faculty is looking to get to the 4 for every single student. Three is not the end of the road.

Report out from ‘Interventions’

Progress to date in the MS: There are now weekend/Saturday schools, vacation schools, and assigned learning labs from 2:30-3:40 4 days/week with 2 people staffing.

Need to make the interventions content specific. Discussed linking interventions to progress reports.

Examples on interventions from Gardiner and Searsport were shared - Gardiner has a freshman academy, Searsport has a Trimester academy. In Searsport, if students are not meeting the standards towards the end of the trimester, they are required to attend interventions for one week after school. This requires extra time and resources for faculty. Once there is a plan here, funding could be requested to implement the necessary interventions.

Progress to date in the HS: There are currently 30-minute ‘silent study periods’ as interventions. Student and staff have this as a common time. They also use ‘note share.’ Need to work on a tiered approach. The flow chart used for Searsport interventions was reviewed.

Considered ways to schedule academies one week at the end of the trimester and possibly one week at progress report time. Suggestion to use peer tutors and helpers.

Report out from ‘Communications’

Six issues were put forward and ideas on how to address them were shared. Goals/Purposes and Activity/Vehicles were discussed.

Immediate communications priorities were listed: (1) Hold homeroom presentations in the MS to get students up-to-date on implementation. Provide talking points and possibly a PowerPoint. (2) Develop a SBR newsletter to share talking points with faculty (any interested parties). The newsletter will keep faculty up-to-date actions are based on the most current implementation decisions. (3) Develop a FAQs page for the school website.

Suggestion to structure a time for HS teachers to talk with incoming 9th graders and their parents to review expectations, grading, interventions, etc. prior to or at the very beginning of the school year.

NEXT MEETING: February 23rd, 5:30 -7:00

Please Review Upcoming Dates:

March 2nd 5:30-7, March 16th 3:30-5, April 6th 5:30-7, April 27th 3:30-5