

Victor Central School District

MINUTES

Curriculum Council

January 11, 2018
 ECS Conference Room A
 3:30 - 5:00 pm

Roles:

Facilitator: Jill Pollack
 Time Keeper: Eric Pasho

Minutes: Heidi Robb
 Refreshments: Bring your own

Members: ~~Gina Braun~~, Mary Anne Buckley, Jen Check, ~~Luciana Cursino-Parent~~, Jessica Fronczak, Brian Gee, Geoff Gerbasi, Robin Halladay, Allison Heltz, Kevin Holtz, Melanie McGuire, Mike Myers, ~~Jessica Newby~~, Eric Pasho, Jill Pollack, Carol Prescott, ~~Heidi Robb~~, ~~Joanna Schoff~~, Lisa Shaw, Kristin Swann, Bethanie Swartz

#	Topic/Subject	Person Responsible (if not all)	Time Allotted	Purpose/ Proposed Action				
				For Info	Work Session	Make Recommendation	Assign Task	Make a Decision
Opening								
1	Welcome	Facilitator	1 min					
2	Approve Minutes of 11/9/17	Facilitator	3 min	Approval of Minutes -Beth Swartz motioned, Jessica Fronczak seconded, approved				
3	Review Agenda	Facilitator	1 min					
Guest Presentation								
4	Weighted GPA's	Mary Banaszak	15 min	"To Rank or not to Rank" College Admissions Decisions: What counts? <ol style="list-style-type: none"> 1. Strength of program/courses taken 2. Grades earned 3. Standardized test scores (SAT or ACT) 				

				<ol style="list-style-type: none"> 4. Personal Statements and Essay 5. Letters of Recommendation-2 teachers and 1 counselor 6. Extracurricular Activities- important/meaningful to student, not laundry list 7. Interviews 8. <i>Class Rank??</i> <ol style="list-style-type: none"> a. <i>List of students ranked by GPA</i> b. <i>Has declined in significance in the college application process</i> <ol style="list-style-type: none"> i. <i>Many private schools don't rank because school is small</i> <p>What is the value of Victor ranking?- grades here are unweighted</p> <ol style="list-style-type: none"> 1. Weighted grades-more rigorous courses are given more value on the transcript; survey of high schools in the WFL region and districts across NYS have found that when weighting isn't impose, there is no standardized value system used by high schools 2. Un-weighted grades-all courses carry same weight <ol style="list-style-type: none"> a. Regional Discussions-educators in our region are collaborating on this issue b. VCSD does not weight due to: <ol style="list-style-type: none"> ii. Creates confusion due to variety of systems iii. Colleges need to un-weight to compare them on a specific scale used by each college/university <p>Is an unweighted class rank meaningful?</p> <ol style="list-style-type: none"> 1. Does it accurately reflect the class standing of our students? 2. Is it a disservice to provide a rank for those students who have chosen the most rigorous courses? <ol style="list-style-type: none"> a. Selective College Counselor Breakfast/Exploring College Options
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				<ul style="list-style-type: none"> i. Over half the high schools in the country do NOT rank ii. Recommended we SHOULD NOT rank if unweighted iii. If we do not weight, we SHOULD provide a grade distribution chart in our school profile <p>b. College survey sent</p> <ul style="list-style-type: none"> iv. How would a decision to no longer rank positively or negatively impact admissions/scholarships? <ul style="list-style-type: none"> 1. All 17 colleges and universities that responded indicated that eliminating class rank will have NO impact on how our students are viewed 2. Results shared with SH, District Council, BOE <p>c. CC appreciates the work and perspectives/input available; discussion surrounding how teachers teaching rigorous courses deal with unweighted grades (work within course for weighting system, AP and IB courses are curved), Conversation surrounding how colleges look at grades as well as what skills/talents will round out community (unique parts of extracurricular activities etc.), <i>“We don’t accept a freshman class, we build a freshman class”</i>, scholarships not tied to a specific college will take on a holistic look at student work, VCSD has students receiving merit scholarships</p>
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5	CC Goal #4: Social, Emotional & Physical Well Being Work	Kristin	15 min	<p>Kristin reviewed history/background of this initiative-student achievement is easier to define; worked to establish a narrative surrounding social-emotional and physical well-being</p> <ol style="list-style-type: none"> 1. Academics, Behaviors, Peers/social development are important 2. Civility, respect and kindness: our strategic plan- achievement, social emotional goals addressed within this plan 3. Work to develop a narrative for social-emotional goal <ol style="list-style-type: none"> a. “We believe the well-being and success of every student can be realized through the collective efforts of parents, students, school and our community”-VCS Values <ol style="list-style-type: none"> i. “In our community, our student social emotional and physical well-being is as important as academic success. We believe that students reflecting on their experiences will foster the growth necessary to become responsible decision makers. As a community of students, parent, and educators, we work to foster a safe and acceptive environment where students experience a sense of belonging and self-worth, treating others with civility, respect and kindness.” <p>What type of environment are we creating for our students? What does it mean to feel safe and accepted? What does civility, respect and kindness look like?</p> <ol style="list-style-type: none"> 4. All aspects of what we do should go back to these two narratives 5. It takes a village-Examples across campus (shared with BOE)
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				<ul style="list-style-type: none"> a. ECS-Creating a classroom community, Parents as partners, Celebrating individual strengths, opportunities for skill development, personal responsibility, building a classroom community, creating a school wide community, building relationships across campus, sharing the work of children's social/emotional growth with parents, giving back to the community, fostering leadership, b. PRIMARY- building relationships and connections (classroom-whole-school-campus-wide), Responsive Classroom-morning meeting with whole school community in Primary School, Mentoring, Counseling Services, in the moment reflection, service opportunities, field trips, c. VIS-VIS respects, Community Read, Growth Mindset, Buddy Network, Mentor and Me, d. VJH- leadership pathway to citizenship and kindness, VJH Respects, Young Women's and Young Men's Leadership clubs, Book Studies for staff, Behavior reflection tasks, R3 Committee and tasks in the future, Grassroots clubs by students e. VSH-Renewed focus on welcoming supporting and respecting all members of our community, purposeful messaging-pushing into classrooms, class meetings, positive posters, Link Crew, Sportsmanship Council, Partnering with Parents
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New Business

6	TIG Presentation	Kristin	10 min	<ul style="list-style-type: none"> 1. Response to Crisis in School District 2. School Based training to crisis teams in school, school districts can offer support to
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				<p>each other with same training when necessary</p> <ol style="list-style-type: none"> 3. Practice for Crisis just like practice for a fire drill (to be proactive, mediates risk, opportunity for life learning), identify stages of grief/loss and reality of experience is that it's not linear through these stages 4. Tasks for Crisis Teams -accept reality of loss, experience pain or emotional aspects, adjust the environment, relocate/memorialize the deceased 5. Key points <ol style="list-style-type: none"> a. Children grieve sporadically b. Each child's experience is individual 6. TIG training looks at how to confront fears, what schools can provide, addressing needs of grieving children, accomodations in school (reduction in assignments, encouraging group work, alternatives to sensitive assignments, allow calls home or visit to nurse) 7. Grieving over time-grief is reprocessed over time at different developmental levels and milestones 8. Vision for TIG-District Level Team & SH Staff→JH Staff & INT staff→Primary & ECS Staff <ol style="list-style-type: none"> a. District wide support b. Trained Teams c. K-12 Crisis Plan d. Adaptable Communication Templates e. Commemoration Guidelines 9. Not just in response to loss, but also to trauma and impact on students-continue to tie to social emotional well-being and district initiatives
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Closing

7	Review Assigned Tasks	Minute Taker	2 min	
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8	Set Agenda & Roles For Next Mtg.	Facilitator	2 min					
9	Parking Lot Attendant	Facilitator	2 min	<ol style="list-style-type: none"> 1. Special Education Review - February 2. ESL Plan - February 3. Technology Integration Update - February 4. Building Council Subcommittee Invitation - April. Primary School building council update on keyboarding goal 5. Standard Based Report Card Update - April 6. Professional Development Plan - April, May and June 7. Curriculum Writing Framework - April 				
10	Round Table	All	4 min					

Future Meeting Dates: 2/8, 4/12, 5/10, 6/14