

MINUTES

VIS Building Council

Date: December 12, 2016

Identify Conference Room or Location of Meeting: Main Office Conference Room

Time: 7:45 AM

Roles:

Facilitator: Gisela Armbruster

Minutes: Lauren Forget

Time Keeper: Kim Bavis

Refreshments: Rachel Simmons

Members: Gisela Armbruster, Kim Bavis, Lauren Forget, Patty Hall, Rachel Lowe, Michele Maloney, Necia Marchetti, Carol Prescott, Lisa Shaw, Kevin Swartz

		Minutes
#	Topic/Subject	
Opening		
1	Welcome	
2	Approve minutes of 10/17/16	All Approve
3	Review Agenda	Initiatives to support ELL learners, review homework policy
Guest Presentation		
4		
Old Business		
5	Update on Initiatives/Events to Support ELL Learners	<ul style="list-style-type: none">● ESOL Thanksgiving Dinner- well attended<ul style="list-style-type: none">● Turkey Trot● spread out and making new connections (versus usually just being together in their small cohort)<ul style="list-style-type: none">● 9:00-9:20 meet as a group to connect● Melanie- numbers have tripled

- share positivity with community regarding the ELL population
- Reading Buddies- read books that they may have never heard (i.e. Goldilocks)
- opportunity for ELL learners to come back as a mentor in younger grades

New Business

6

Sharing of Homework Survey Results. What can we take away from this data? To what degree is it aligned to BOE Policy?

-Impactful vs. Non-Impactful (Haitte)

Do we agree/disagree that:

-Some students do not have the ability, support, or environment to successfully complete HW.

-HW can be a stressor/anxiety inducer for some students & families.

-Assigning HW in a traditional sense has minimal impact on learning.

Next Steps/Considerations:

1.) Should HW be

- Survey summary: some inconsistencies with purpose, duration of homework, feedback given from homework; positive- we are using standard based grading versus homework-completion grades
 - learning about homework research
- Haitte's Effect on Learning: homework is bottom 20% of what impacts learning
- try to connect homework with what DOES affect learning: student self-assessment, formative evaluation, differentiated choice, due dates over time
 - parents that are available/do want to support sometimes don't know how to problem-solve (particularly in math) and don't know how to approach teachers about help
 - Morning support is going really well (Heidi took time with aides to teach some math strategies)
- Weekly assignments- helpful for parents/families, helps with anxiety, get time in WIN with teacher/peer support, Thursday-Thursday, not feeling rushed (i.e. finishing on the bus) and can take time and be more thoughtful in their independent work
- Punitive? kids need recess, more a conversation about accountability and responsibility, the students who continuously don't have homework done goes back to not getting support at home → get morning support
 - independent reading at home should be a focus for ELA
 - primary & JH both looking at homework policy as well
- send message to 3rd grade teachers that they don't need to send lots of homework in preparation for 4th grade
 - reading logs- can become busy work, but teaches accountability
 - differentiation in assignment

Next steps:

What statements/beliefs should we share out with our faculty in our next staff meeting?

	<p>punitive?</p> <p>2.) Should HW be daily or should we strive for weekly assignments whenever possible?</p> <p>3.) Should independent reading be factored in as HW?</p> <p>4.) What do we need to do as a building to make HW more impactful & less stressful?</p> <p>5.) What does HW look like at Primary and JH?</p> <p>6.) Formation of subcommittee of teachers to address questions 1-4.</p>	
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Closing

7	Review Assigned Tasks	Minute Taker	2 min	
8	Set Agenda & Rolls For Next Mtg.	Facilitator	2 min	Notetaker- Gisela Armbruster Time Keeper- Lauren Forget Facilitator- Lisa Shaw Refreshments- Kevin Swartz
9	Parking Lot Attendant	Facilitator	2 min	1. Spelling 2.

				3.
10	Round Table	All	4 min	

Future Meeting Dates: List the dates of all meetings left to occur