

Victor Primary School

VPS Building Council Minutes

January 12, 2017

Primary Conference Room 101

3:30 p.m.

Facilitator: Danny Dehm

Notetaker: Jen Check

Members: Mary Anne Buckley, Wendy Chiasson, Kelly Danks, Danny Dehm, Josh Doyle, ~~Chris Gerace~~, Linda Holly, Nicole Kirsch, Julia Reeder, ~~Chris Space~~, Jenny Twardokus

Guests: Dawn Santiago-Marullo

Minutes

#	Topic/Subject			
Opening				
1	Welcome	Facilitator	1 min	
2	Approve minutes of December 16, 2016	Facilitator	3 min	Minutes were approved as written.
3	Review agenda	Facilitator	1 min	
Guest Presentation			0 min	None
4				
Old Business			40 min	None
New Business			15 min	
5	Subcommittee Updates and Work			<p><u>WIN Time</u></p> <p>Council members continued to discuss WIN time, including the following topics:</p> <p><u>Objective of Our Work</u></p> <p>The objective of the WIN time subcommittee was reviewed.: review the rationale, the benefits, and the challenges of WIN Time and determine recommendations to maximize this portion of the school day.</p> <p><u>Purpose of WIN Time</u></p> <p>Time is finite. Sometimes there is flexibility and often times there is not flexibility in what we are trying to do in a day for children. The day starts and ends at a particular time. The children have lunch and special area classes within each day.</p> <p>The purpose of WIN Time is to create a set-aside time each day for services so all of the children in a class receive most, if not all, ELA, math, and theme instruction as a whole class</p>

during the remaining time of the day. Primary first instruction is valuable for children to create foundational understandings and reduce the amount of learning gaps children have. In our current WIN time model, teachers can be confident that all children are receiving primary first instruction.

WIN Time also embraces the concept that every child needs something and reduces a potential stigma when children leave the classroom.

Utopia

Ideally, any child who was receiving some sort of service, providers would push into the classroom at a meaningful time so the child would not need to transition and there could be consistency and collaboration between the classroom teacher and service provider.

Some children who receive special education services receive service in this manner. Speech services have changed for children who need articulation support so they get less service more often closer to the classroom to reduce transition. In a few cases, math AIS instruction is provided within the classroom when schedules allow.

Positive Aspects of WIN Time, Continued

Many children do not realize what they are missing in the classroom and are very enthused about going to and what took place during their service time.

While we recognize services can interrupt a child's work in the classroom and some children receive a lot of service, we also recognize the importance of early intervention that can benefit a child for the rest of his or her life.

Difficult Aspects of WIN Time, Continued

Some teachers may be concerned about identifying what is okay for children to miss when they are at services during WIN time.

When children are transitioning frequently, there could be a loss of instructional focus and time for a child given the time it takes to move to and from, and then settle in and be ready for learning when they arrive at a service and then return to the classroom.

Depending on how children are placed and AIS teachers scheduled, there may be higher levels of children in a given hour block and may end up being in a larger group.

Continued Considerations

			<p>Perhaps we look at individual children and research how many children get 1 service, 2, services, 3 services, etc. to have a better understanding of how much time children are spending in services. Depending on the data, we may want to consider providing related services in a different way.</p> <p>Consider looking at what the research recommends about push-in as opposed to pull-out service support.</p> <p>There was conversation about how to best support children's needs, including heterogeneous and homogenous grouping. The most recent research about balanced, heterogeneous classrooms is strong because children all learn something different from each other.</p> <p>Recently, the speech and language department made a shift in how they provide service to children who are working on articulation goals. Perhaps there are elements we could consider related to timing and proximity of providers to the classrooms of children to whom they provide service.</p> <p>Is there room in any other service to do something a little closer to speedy speech. They used to have 10 minute math outside the door.</p> <p>We know time is finite. This year, we eliminated morning announcements to allow an additional few minutes of classroom instruction. We have been creative about finding time, and there is a need to continue to be creative in how we look at time.</p> <p>When a recommendation is made for children who receive many services to reduce service in a particular area, parents may be concerned about reducing contact time because they are concerned about the child's future development in this area.</p> <p>There was discussion about children transferring skills they learn in a service to their classroom work. Teachers can talk with children about their work with the provider to be able to reinforce in the classroom. In the Reading Recovery model, the service providers pushed into classrooms on a regular basis to reinforce transference of skills. Perhaps we can look for ways to have regular opportunities for this, looking at ways to be flexible to allow providers time and opportunity for push-in support. There was also conversation about how, as we think flexibly, student contact time needs to be preserved in some areas.</p> <p><u>Next Steps</u></p> <p>We will collect data about how many children in each classroom receive 1, 2, 3, 4, 5, or 6 services. We will include information about the frequency and duration of these services.</p>
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				<p>We will get feedback from staff regarding their input on WIN time. A Google Form will be created where staff can include what they consider positive aspects of WIN time, as well as ideas to consider.</p> <p><u>Subcommittee Update:</u></p> <p>Professional Development and Enrichment Subcommittees - 1 person has volunteered to work on each of these subcommittees together with Danny and Jen. Updates will be given at our next meeting from these two groups.</p>
6				
7				
8				
Closing			5 min	
9	Review assigned tasks	Minute Taker	1 min	
10	Set agenda and roles for next mtg.	Facilitator	2 min	<p>Agenda: Subcommittee Updates, Continue WIN goal work</p> <p>Roles: Facilitator - Danny; Minute Keeper - Jen; TimeKeeper - Wendy</p>
11	Parking Lot Attendant	Facilitator	2 min	
12	Roundtable	All	4 min	

Future Meeting Dates in VPS Room #101:

- Friday, March 10: 7:45 a.m.
- Thursday, March 30: 3:30 p.m.
- Friday, April 28: 7:45 a.m.
- Thursday, May 11: 3:30 p.m.
- Friday, June 2: 7:45 a.m.