

# Victor Primary School

## VPS Building Council Minutes

December 16, 2016

Primary Conference Room 101

7:45 a.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:**

### Minutes

#	Topic/Subject			
<b>Opening</b>				
1	Welcome	Facilitator	1 min	
2	Approve minutes of November 17, 2016	Facilitator	3 min	Minutes were approved as written.
3	Review agenda	Facilitator	1 min	
<b>Guest Presentation</b>			<b>0 min</b>	None
4				
<b>Old Business</b>			<b>40 min</b>	None
<b>New Business</b>			<b>15 min</b>	
5	Subcommittee Updates and Work			<p>WIN Time Subcommittee - The following topics were discussed:</p> <p><u>Historical Perspective:</u></p> <p>In the past, all teachers would set their classroom schedules, and then all the pull-outs were then layered over the classroom schedule and children could be pulled for services all throughout the day.</p> <p><u>Rationale for WIN Time :</u></p> <p>It is intended to be a positive time for children and teachers that maximizes primary first instruction and minimizes interruption. Right now children come out of the classroom for AIS reading, AIS math, speech, occupational therapy, physical therapy, music therapy, counseling, Primary Project, string lessons, and enrichment discovery quests.</p> <p><u>Other Information:</u></p> <p>The master schedule is created to reflect the special education support and English-Language Learner support needed in the building each year. The spirit behind WIN</p>

			<p>time is to create a ribbon of time (1 hour) for each classroom and so children are not missing primary first instruction. Ribbons of time are the same for teachers within a Professional Learning Community to allow for flexibility in student grouping if teachers choose. Some services run on A-D schedules and some run on Monday through Friday schedules.</p> <p>When the teacher aide schedules are created, time is given to each classroom teacher for classroom support. During this time, teacher aides are to be working directly with children. Classroom support has been given both inside and outside of WIN time. When possible, teacher aides have been assigned to classrooms for multiple roles (classroom support, dining room support, etc.) to create an element of continuity for everyone.</p> <p><u>Positive Aspects of WIN Time:</u></p> <p>Children are not coming out of the classroom all throughout the day.</p> <p>There can be a stigma when a child has to leave the room. During a block of time when many children are coming and going, this stigma may be reduced. Children appear to feel safe and comfortable in our school.</p> <p><u>Difficult Aspects of WIN Time:</u></p> <p>Children who are fully scheduled during WIN Time may not have opportunities to participate in discovery quests. There have been circumstances where flexible schedules have been given for particular children to give them this opportunity. This could be something to be considered within the alternatives for enrichment opportunities.</p> <p>We have grappled with the philosophical question about whether more service is really better. For some children, decisions have been made to prioritize service when they receive a lot. Some children vocalize when they feel like it is too much and teams can be responsive to this feedback.</p> <p>From a classroom teacher perspective, planning for what children do in the classroom who are left at any given moment in that hour can be difficult. There is a lot of planning involved. For some kids, it may become a glorified study hall because it is difficult to plan for everyone. Having parent volunteers in the classroom during this time has been helpful and having classroom aide support during this time is also helpful to break into smaller group instruction. One classroom participated in Readers' Theater. Other things teachers engage in are spelling, cursive (when there are only a few children out) because it is easier to catch them up with those areas. The difference between classrooms from year</p>
--	--	--	--

				<p>to year make it challenging to create a universal plan.</p> <p>A 6 hour day for instruction may feel reduced with the instructional limitations for some classes during WIN time. This can also make the rest of the day feel very full.</p> <p><u>Ideas to Consider:</u></p> <p>Perhaps we could poll classroom teachers and ask: “In the course of a week, how many children leave your classroom during WIN time?” “To what degree is your hour affected?” “What do you think is optimal?” This might help us better understand if the numbers are always tipped for particular classes and if there is something we can do for them.</p> <p>Perhaps teachers in a PLC group could try to share kids. The PLC meeting could be used for that purpose.</p> <p>If more hands are needed in a classroom during WIN time, perhaps we can ask for parent volunteers in the monthly newsletter.</p> <p><u>Aide Support and WIN Time:</u></p> <p>There are different perspectives from classroom teachers about when teacher aide support is best provided. For some classrooms, the children who might benefit most from teacher aide support are not in the room when the teacher aide is and they would prefer aide support during primary first instruction outside of WIN Time. For other classrooms, the aide support is appreciated during WIN time to help differentiate instruction and manage multiple instructional activities.</p> <p>Possible suggestions include surveying staff to capture the whole spirit of the school (what is the time of day you would most prefer a teacher aide?), having teachers indicate their preference in the spring before the next school year and attempting to honor the requests when building the teacher aide schedule, creating a “swap meet” a few weeks into the new school year where teachers can talk about possible swaps in teacher aide time with others who come to the meeting (teachers may give up some continuity with teacher aides in this scenario).</p>
6				
7				
8				
<b>Closing</b>			<b>5 min</b>	
9	Review assigned tasks	Minute Taker	1 min	

10	Set agenda and roles for next mtg.	Facilitator	2 min	<b>Agenda:</b> Subcommittee Updates, Continue WIN goal work <b>Roles:</b> Facilitator - Danny; Minute Keeper - Jen; TimeKeeper - Wendy
11	Parking Lot Attendant	Facilitator	2 min	
12	Roundtable	All	4 min	

**Future Meeting Dates in VPS Room #101:**

- **Thursday, January 12: 3:30 p.m.**
- **Friday, January 27: 7:45 a.m.**
- **Thursday, February 16: 3:30 p.m.**
- **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.**