



THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
NOTICE OF MEETING

ACADEMIC COMMITTEE
AGENDA

Date: Monday, May 13, 2019
Time: 5:30 p.m.
Location: AH 119 - South Campus

1. Call to Order
2. Citizen's Comments
3. Secretary's Report – Minutes of April 8, 2019
4. Consider Student Request to Attend Running Start Program
5. Select New Student Representatives
6. Homework Philosophy
7. June PD Update
8. Summer Camp Update
9. Other
10. Citizen's Comments
11. Adjournment

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

MINUTES OF THE MEETING
THE WOODSTOCK ACADEMY
BOARD OF TRUSTEES
ACADEMIC COMMITTEE
April 8, 2019



These minutes are for informational purposes only.

PRESENT: Child, Barbara; Paquette, Philippa; Young, Scott; Harten, Michael; May, Val; Musko, Jason; Sandford, Chris; Walley, David; Eaton, Mackenzie;

ABSENT WITH NOTIFICATION: Musumeci, Joseph; Singleton, Holly; Chen, Yilin (alternate); Pan, Jingy

1. Call to order

The meeting was called to order by Chairman Paquette at 5:30 p.m.

2. Citizen's Comments – None.

3. Secretary's Report—Minutes of March 18, 2019

MOTION: (Child/Musko) To approve the minutes of March 18, 2019.

Unanimous

4. UCONN ECE Update

Dr. Harten reported The Academy is 9th in the state for the number of students taking ECE classes, which calculates to almost \$700,000 in tuition savings for families. In Steven Tyler's ECE Calculus class, 80% of the students earned college credit. Sara Dziejcz was named an outstanding educator and received an ECE grant to fund her recent Human Rights Conference. Mr. Walley outlined improvements to UCONN's enrollment process. A press release sharing some of The Academy's ECE highlights is expected to go out soon.

5. SAT School Day Update

Dr. Harten said SAT test day is planned for Tuesday, April 9, 2019 and all juniors will be tested. Significant planning preparation goes into this opportunity for students.

6. Liaoyuan High School Partnership

Dr. Harten met with teachers from each discipline on his recent visit. He spoke to administrators about aligning curriculum to make sure graduation requirements will be met. Students are anxious to meet with college counselors. Dr. Harten was pleased with the progress so far and thinks this program will be a good fit for The Academy. He noted the Biology curriculum will need to be looked at, and students are quite interested in elective courses in addition to academic offerings.

7. Human Rights Presentations

Mackenzie Eaton described the recent presentations about the opioid crisis facing our community. Her peers said it was a very powerful experience. Val May took her class to the session held during the school day, and said it led to a great deal of conversation. There was some initial concern that the presentation might paint a glamorous picture of drug use, but that wasn't the case. Mrs. May said the students were attentive and asked good questions.

The Human Rights Conference was extremely worthwhile, and feedback was very positive. The speakers were all excellent and it was good to gather with students from other schools. It was helpful to have South campus which provided ample space. Discussion included a desire to add similar programs.

8. Other – None.

9. Citizen's Comments – None.

10. Adjournment

MOTION: (Child/Harten) To adjourn the meeting at 6:34 p.m.

Unanimous

Respectfully submitted,

David Walley

David Walley

Director of Counseling

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

Homework

The Woodstock Academy Leadership Team believes that homework can be an effective component of the educational process when it is 1) meaningfully connected to daily learning, 2) judiciously assigned, and 3) carefully contextualized in the classroom experience. We further believe that the most effective policies are those designed and implemented at the department level. Finally, we believe that the following best practices should govern the design and implementation of department-level policies:

Faculty assigning homework should recognize that:

- all homework should link directly to classroom instruction, discourse, discrete skills, and/or assessment.
- all homework must be disseminated in a timely way and with clear expectations.
- to derive the full benefit of homework, students must understand why they are completing it and how it applies directly to their learning.
- individual student needs vary, and homework may need to be individualized on a case by case basis to facilitate both completion and learning.
- students have many commitments outside of school, and that institutionally we encourage well-roundedness; thus, judiciousness is important when determining the volume of homework assigned.
- students may require more time to complete assigned homework than is anticipated by the teacher; thus, a periodic survey of required student completion time is important and should inform the design of subsequent assignments.
- student feedback regarding clarity of assignments, both in purpose and expectations, is essential.
- both traditional and nontraditional assignments can be equally valuable.
- a higher volume of work does not equate to a higher level of rigor.

(Approved by WALT on 5-8-19)