

**BENNINGTON PUBLIC SCHOOLS
DOUGLAS COUNTY SCHOOL DISTRICT NO. 59
Board of Education Regular Meeting
Monday, April 6, 2015
BENNINGTON DISTRICT BOARD ROOM**

Attendance Taken at 7:00 PM. Mark Byars: Present, Valerie Calderon: Present, Doug Laaker: Present, Brad Renter: Present, Darren Siekman: Present, Matt Wickham: Present.

- I. Public Forum**
- II. Call meeting to Order**
- III. Consent Agenda (Note: Items on the consent agenda are considered routine and will be enacted under one motion. There will be no separate discussion of these items at the meeting unless a Board Member requests an item removed from the agenda for separate action.)**
- III.A. Approval of Agenda**
- III.B. Approval of Minutes of the Monday, March 2, 2015, Regular Meeting, the Minutes of the Monday, March 9, 2015, Special Meeting, the Minutes of the Monday, March 16, 2015, Special Meeting, and the Minutes of the Monday, April 1, 2015, Special Meeting.**
*
- III.C. Presentation of Bills for Approval and Payment**
- III.D. Consider Automatic Open Enrollment Hardship Application ***
- IV. Items Removed From the Consent Agenda for Separate Action ***
- V. Reports**
- V.A. Administrative Reports**
- V.B. Committee Report(s)**
- V.C. Lobbyist Report**
- V.D. LCCC Report**
- V.E. Strategic Planning**
- VI. Unfinished Business**
- VI.A. Curriculum and Personnel Proposals ***
- VII. New Business**
- VII.A. Approval of Series 2011B Bond Refinance - Ameritas ***
- VII.B. Set 2015-2016 Hot Lunch and Breakfast Prices ***
- VII.C. Summer Open Gym Proposal ***
- VII.D. Summer Band Program ***
- VII.E. Summer Vocal Music Program ***
- VII.F. Certified Staff Report ***
- VII.G. Personnel ***
- VII.G.1. Resignations ***
- VII.G.2. Hiring of Personnel ***
- VII.G.2.1. Hiring**
- VII.G.2.2. Reassignment of Personnel ***
- VII.H. Executive Session to Discuss Potential Land Acquisition ***

VII.I. Possible Action from Executive Session *

VIII. Time and Date of Next Regular Meeting May 4, 2015, at 7:00 p.m. at the Bennington District Board Room

IX. Adjournment *

Strategic Plan Goal #2 Personalized Learning

ATTACHMENT III.E.3

A survey was developed by the Personalized Learning Committee and responses were collected from teachers across the district between January 17th and 28th, 2015.

Staff Survey Results:

Please describe how you personalize learning, for even one student, through Student Learning Styles and/or Strengths.

K-2: leveled worksheets, rocket math, reading materials that are connected to student interests, movement, verbal and visual cues, 1-1 assistance, peer/buddy work, individualized spelling lists, read-alouds (use pictures to predict/retell story) , hands on activities, songs, videos.

3-5: leveled worksheets, guided reading/math, read for interest, rocket math, hands on activities, display visual copy using document camera and provide student own copy of assignment, make copies of notes for students, video, acting things out, movement

6-8: recorded lectures, students given opportunity to answer questions orally, dictated or recorded, using a word processor v. writing responses, working alone on labs v. groups, genius hour

9-12: small groups, grouping students by ability, choice on projects, use document cameras for visual learners, 1-1 lessons help to learn how a student learns, flipped classroom.

Please describe how you personalize learning for even one student, through Environment and/or Location.

K-2: Allow students to work in different spaces around the room, stand instead of sit, kinesthetic activities, buddies/whole group, a variety of materials are in and around the room for students to learn (hands on, speaking, etc.), modified seating, proximity to teacher and positive peer, hallway for extra practice, small groups, go to the student instead of student coming to teacher, guided reading with other classrooms, wiggle seats, quiet work area

3-5: Desks are grouped into larger pods for group discussions, other individual tables around the room for students who need to work independently to reduce distraction, preferential seating, allow students to move throughout the classroom during work time, stay at desks, go to reading corner, work in groups, proximity to board, teacher and positive peer, work in hall, back table or resource room, sit on yoga balls, poste daily schedule with student friend objectives, color coding learning targets.

6-8: Moodle to give assignments when students are not at school, use stations and group work, small groups, charts are displayed and notebooks used to assist with recall and understanding, field trips, allow students to work at desk, table, counter, floor, corner, etc.

9-12: Students sit closer to board in lecture classes, adjust seating arrangements, individual work tables for kids who are easily distracted, move students closer to the board that visual and hearing impairments, instruments and ensembles are placed in groups for what sounds best, put students in environment that we are studying (ex: outside for ecology unit), change location for tests/quizzes, proximity to teacher and positive peer, partner/small group work, allow students to take test in study hall, put covers over florescent lights to lessen distraction

Strategic Plan Goal #2 Personalized Learning

ATTACHMENT III.E.3

Please describe how you personalize learning, for even one student, through Pacing and/or Time Frame.

K-2: Retaking assessments, sad timers, wait time, rocket math, guided reading, fix and returns, redoing assessments, countdowns form time remaining, some small groups receive more time for small group than others, provide activities for those groups/students that finish faster, shortened assignments, extended time, guided math to slow down instruction, concepts continuously reviews until mastered, give sections of a test as different times instead of all at once, read tests, follow IEP

3-5: Pull small groups to work with students and provide interventions for those that are struggling, pull students individually to on mastering previously taught concepts at their pace, eliminate number of problems assigned, add an extra minute to a timed test, unlimited time, extended time, re-teaching done in small groups so that all students are ready to move forward with concepts in whole group instruction, tell parents to set a timer for 30 minutes for homework-after 30 minutes expires the student is done with homework for the night, flipped learning model, modified assignments, assist students taking notes/problem solving, students use organizers, uses daily assessments to determine pacing for students

6-8: provide a set amount of time, if students finish early they can work on other things from class we are working on such as online tutorials or study guides, use work stations which gives opportunity to pull students 1-1 regardless of time, more time or make-up days/indoor recess, varied lengths of lessons, chapters, units, provide help before and after school, , calendars and study time to customize their work time, students reflect and communicate on progress through written/oral communication

9-12: Give extra time if needed, break down large projects into small daily tasks, print off notes for students so they can keep up with the rest of the class, vary number of repetitions and frequency of technique based on needs of the learner, passages are learned at various tempos, changing work time for students, allow unlimited time for tests, modified flipped classroom, offering 2 levels of geometry and advanced algebra, adjust homework assignments, number of repetitions for level of skill (ex: beginning lifters do fewer reps)

Please describe how you personalize learning, for even one student, through Delivery of Instruction.

K-2: vary my lesson styles, 1-1, volunteer in the classroom, seating, small group work, using running records to modify instruction, proximity to off more individualized instruction, add visual, kinesthetic, audio, hands on activities, songs, videos, pictures, have students re-explain directions, IEPs, media integration, songs, drama, hands on presentation, projects, whole group, black markers for visually impaired student, mimio and projector, make it fun, movement, teach all learners

3-5: varying instruction by using textbook as well as online video lessons, provided additional/alternate problems to engage and challenge, hands on teaching, modeling guided practice and implementing into every lesson, small groups for more intense instruction, use document camera, proximity, teach from back of the room, flipped math instruction allows for face to face mini lessons as well as online videos and activities, paper copy of a weekly test, some students do test on computer while others do paper pencil, test are read to student, slower pace, 1-1 and guided instruction, audio, visual, kinesthetic, artistic

Strategic Plan Goal #2 Personalized Learning

ATTACHMENT III.E.3

6-8: give notes to students, online tutorials for students that deliver instruction in a different way, math station, 1-1 instruction, break down into steps, making larger copies of notes for vision impaired, technology and person to person instruction, auditory instruction, visual power points, songs, group work with manipulatives, teacher/student models, act out concepts, students who need more autonomy or more support are given more responsibility or more instruction

9-12: Provide recorded lectures, giving copies of lecture notes, using large print books, braille, books on CD, use peer/student tutor, power points, sitting students by proficient student so they can work together after lesson, use of descriptive language, similes, examples, guided instruction, question/answer, provide different styles of presentation, use examples from modern life, hands on activities, investigations, self-notes, change methods of instruction and ways to practice, Google in the classroom, students can hear instruction while seeing examples of instruction and then they can apply the lesson through hands on learning, being available before or after school to help students

Please describe how you personalize learning, for even one student, through the Interests of the Learner.

K-2: Choose book topics, book choices, show and tell, go to music room and play piano, use skills in the gym, giving student choices (ex: how to practice their sight words), teachable moments-adjusting my lesson on the spot to touch on student interests, variety of themes to reach all learners, using centers know their likes and dislikes, use technology, various centers, apps for iPad, activities and games with varying interests for students to choose from, bring in everyday life experiences,

3-5: Offer students 'independent study' that we work together once a week on a project they have picked, change words in story problems to connect with students, offer choices as rewards, choice in projects, incorporate student interests in all lessons, choice is key, personalize learning according to students' life experiences and commonalities, students pick their own book in lit circles, surveying students at the beginning of the year.

6-8: use student interests as examples during class, if students show interest-go deeper with instruction than what is assessed on the test, stations that include computer, hands on, and time with teacher, allow students to choose aspects of projects, golf projects in algebra allow students to develop their own course, use information that students can relate to, research opportunities based on their own interests on the subjects matter, free write in journals

9-12: students choose their own topic for reports, find ways to teach a lesson that will be an interest to most students, selection of literature, use different ways to introduce units (video, lab, etc.), modern day examples, use cooperative learning, students get to review SCOTUS cases to review APUSH, ask students how they can apply the lesson in the future, choice for weight lifting and training

Strategic Plan Goal #2 Personalized Learning

ATTACHMENT III.E.3

Please describe how you personalize learning, for even one student, based on Age and Development of the Learner.

K-2: Excelling or slowing down material, lit groups and differentiation, combining first grade/K students together based on development, grouped by ability level and work with students who are similar in level, guided reading/math groups, modified assignments, hands on experiences, singing songs

3-5: Make sure it is age appropriate, spiraling math skills so that learning is taking place, consider the amount of homework that's assigned, teach students how to be responsible for their learning process by helping them learn and keep track of short term v. long term assignments, differentiate in all subjects-age is not a factor, teaching to the developmental level of student though age may be higher, intervention groups with math and reading, variety in types of groups

6-8: Make accommodations in labs for low learners and challenge higher learners, all art curriculum is broken down by ability, motivational talks and videos for 7th homeroom, include social interactions that they can use in real life, lessons based on creativity using arts and crafts, choice in writing topics, some assignments are tiered, growth is measured by each individual student, challenge is apparent in a dynamic classroom-balancing, IEP driven

9-12: Reducing difficulty of assignments, reducing reading level, make all assignments age appropriate, adjusting materials (larger pencils, modified brush handles, etc.), consider maturity of group before lessons are introduced, difficulty of literature, freedom to pursue other topics in project applied math looks at several career opportunities based off interests and develops a budget plan, age cohorts, advanced projects, lessons that apply to their current life, adding weights and reps when lifting-moving from fundamentals and basics to increased time and weight-each lift can be completing different work due to change in the amount of work due to the weight and reps used for each.