

**NATICK PUBLIC SCHOOLS**  
**School Committee Meeting**  
**May 22, 2017**  
**6:45 PM**  
**School Committee Room, 3rd Floor Town Hall**  
**Executive Session - 6:45 p.m. - Regular Meeting 7:15 p.m.**

**Posted In Accordance with Provisions of M.G.L. Chapter 30A, Sections 18-25**

- Roll Call
- Pledge of Allegiance
- Moment of Silence

<b>PUBLIC SPEAK</b>
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A period not exceeding 15 minutes during which time any individual may voice an opinion or concern on any school-related issue that is not on the agenda. During public speak there will not be an opportunity for debate of issues raised.

<b>ACTION ITEMS</b>
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1. Approval of Donation

**Teaching and Learning**

**Chairman's Report**

- Subcommittee/Liaison Updates
- Report on warrants signed
  1. Warrant Review - 05-22-17

**Superintendent's Report**

1. Elementary Principals Professional Practice Goal - Literacy Presentation  
**[Click Here for Presentation](#)**
2. Update from Memorial & Johnson School Principals on their Entry Plans
3. Homework Procedures K-12
4. Natick High School Therapy Dog
5. Kennedy Middle School Building Project Update

**Correspondence/Information:**

**Members Concerns**

- School Committee
- Teacher Representative

- Student Representative

<b>EXECUTIVE SESSION</b>
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1. Executive Session to discuss strategy in respect to collective bargaining (EAN) in accordance with the provisions of Chapter 30A, Section 21(a) of the Massachusetts General Laws.

<b>FUTURE MEETING DATES/AGENDA ITEMS</b>
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**June 5** - Innovation Team Report, Approval of 2017-2018 School Committee Meeting Schedule, Master Teachers, Policies: Staff & Student Responsible Use, Public Gifts to the Schools, Acceptance and Use of Gifts, Grants and Donations

**June 19** - Fine & Performing Arts Audit Report, RTI Goal Update, Quarterly Staffing Report, FY'17 Budget Update

*Agenda items will be addressed in an order determined by the chair.*

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**ITEM TITLE:**       Approval of Donation  
**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Approval of Donation - May 22	May_2017_Donations.docx	Cover Memo



**Natick Public Schools**

**Central Office**

Dr. Peter Sanchioni, Superintendent

Dr. Anna Nolin, Assistant Superintendent for Teaching, Learning & Innovation

Timothy Luff, Assistant Superintendent for Student Services

To: Peter Sanchioni, Superintendent  
From: Peter Gray, Director of Finance  
Date: May 8, 2017  
Re: Acceptance of Donations

Please request School Committee to accept the following donation:

<u>Source/Donation</u>	<u>Amount/Value</u>	<u>Purpose</u>
Natick Area Interfaith Clergy Association	\$509.00	Friends of Natick METCO

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**ITEM TITLE:**       Warrant Review - 05-22-17

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Warrant Review - 5-22-17	Warrant_Review_-_05-22-17.pdf	Cover Memo

# ***Natick Public Schools***

13 East Central Street  
Natick, Massachusetts 01760  
FAX (508) 647-6506



*Building the Future, One Child at a Time*

**Peter H. Gray**  
*Director of Finance*

May 22, 2017

FROM: Peter H. Gray  
Director of Finance

TO: Natick School Committee

SUBJECT: Warrant Review – May 22, 2017

In accordance with School Committee Procedures, the Chairperson reviewed and signed the following warrants:

<u>Warrant Type</u>	<u>Warrant Number</u>	<u>Date Signed</u>	<u>Amount</u>
Accounts Payable	2017-46S	05/8/2017	\$ 470,652.64
Accounts Payable	2017-47S	05/8/2017	\$ 530,127.74

If you wish to review the details regarding any of these warrants please feel to contact me.

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**ITEM TITLE:** Elementary Principals Professional Practice Goal - Literacy Presentation

**ITEM SUMMARY:** [Click Here for Presentation](#)

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**ITEM TITLE:** Update from Memorial & Johnson School Principals on their Entry Plans

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
Jordan Hoffman Entry Plan Update	Hoffman_Entry_Plan.pdf	Cover Memo
Susan Balboni Entry Plan Update	Balboni_- _End_of_Yr_1_Reflection.pdf	Cover Memo



# JOHNSON ELEMENTARY SCHOOL

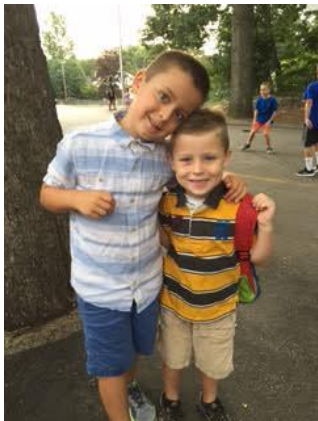


## PRINCIPAL ENTRY PLAN 2016-2017

JORDAN HOFFMAN, PRINCIPAL



# INTRODUCTION AND PURPOSE





# ENTRY PLAN GOALS

- **Establish strong working relationships with staff, students, and families in the Johnson School community to provide a foundation for collaboration that will ensure the best educational opportunities for all students.**
- **Build a foundation for continuous improvement by identifying strengths and opportunities for growth as identified by instructional data, student achievement data, the Johnson School staff and the community.**
- **Develop an understanding of and identify ways to support and honor the culture, values, and history of Johnson School.**



# ACTION STEPS

- **Conducted Interviews & Focus Groups**
- **Surveyed Families**
- **Analyzed Data**
- **Reviewed Documents**





# KEY FINDINGS - STRENGTHS

## According to Staff:

- Decisions rooted in what is best for students
- Dedicated staff with a team approach
- Described as supportive, welcoming and inclusive learning environment
- It is a “whatever it takes” school
- Strong home/school connection
- Staff members are looking for a leader with strong listening and communication skills who puts students first and honors the traditions and history of Johnson School.





## KEY FINDINGS - STRENGTHS

### According to families:

- Strong sense of community & traditions
- Students can “be kids” and build confidence in a smaller school setting.
- Neighborhood school where everyone knows everyone
- Staff members are committed to high standards and meeting all students’ needs.
- Supportive learning environment with clear core values





# KEY FINDINGS - AREAS FOR GROWTH

## According to staff:

- Consistent communication
- Clarity around the three tiers of RTI
- Data Team meetings occur too frequently, lack new/current data, and lack action plans
- Need for training for newer Title I staff

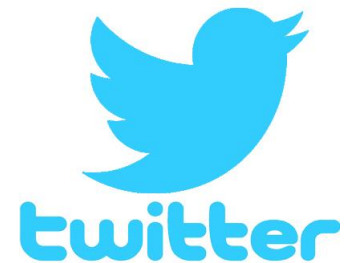




# KEY FINDINGS - AREAS FOR GROWTH

## According to families:

- More parent education opportunities
- Communication using multiple methods
- Student safety at drop-off and pick-up
- More unstructured play time in all grades





# SCHOOL IMPROVEMENT PLAN GOALS

1. By May 2017, elementary principals will develop procedures for K-4 homework and grading expectations.
2. By the end of the 2016-2017 school year, we will decrease the percentage of students at risk by 20% as measured by the AIMSweb literacy measures.
3. Elementary principals will design and deploy a Family-School Relationship Survey to K-4 families to determine community priorities of the future.
4. During the 2016-2017 school year, Johnson School teachers will explore Deeper Learning and develop a common understanding of and student-friendly language around each of the six competencies.



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# DEEPER LEARNING AT JOHNSON SCHOOL

4. During the 2016-2017 school year, Johnson School teachers will explore Deeper Learning and develop a common understanding of and student-friendly language around each of the six competencies.

- Habits of a great learner
- 3-4 phrases
- “Great learners....”
- Posters hanging in each of our learning spaces





# LOOKING AHEAD TO 2017-2018

- Continue to add structure to and define the tiers of our RTI process, while growing our repertoire of interventions.
- Examine the structure and content at Curriculum Night to ensure we are using this night most effectively.
- Continue to build consistency and rigor with our literacy instruction through our work with Teachers 4 Teachers
- Continue with PBIS
- Continue to honor the traditions and history of Johnson School



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# NATICK PUBLIC SCHOOLS

**YEAR ONE IN REVIEW**

**SUSAN BALBONI**

May 22, 2017





## ENTRY PLAN GOALS

- Build relationships with staff, students, and families to ensure respectful and collaborative partnerships for all members of the community in order to support the academic and social partnerships of every child at Memorial
- Identify the instructional strengths at Memorial as well as determine areas for growth
- Develop and understanding of the values, goals, and traditions of the Memorial community



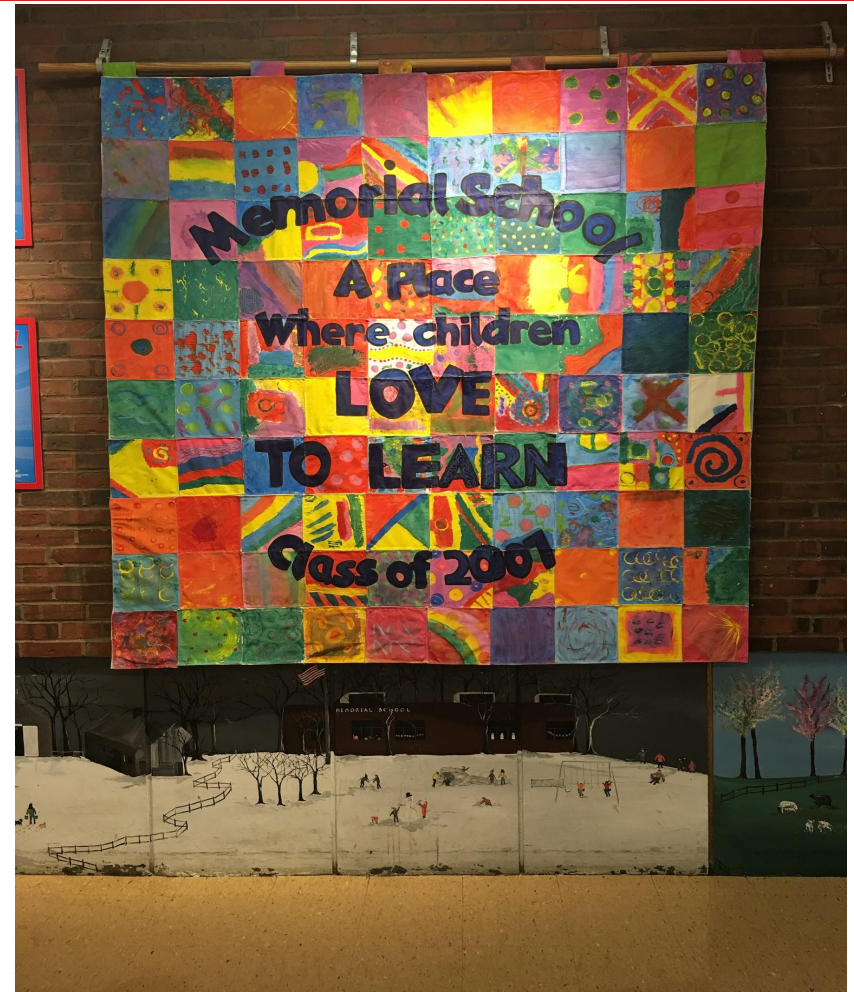
## BUILDING RELATIONSHIPS - STAFF

- Approachable
  - Open door policy
  - Staff can express concerns
  - Celebrate positive experiences in the classroom
- Provide guidance and ideas for staff as they worked to meet the needs of students
- Encouraged staff to try new things and take risks in the classroom as well as provided opportunities for professional development
- Participated in all data meetings and provided suggestions for intervention based on data
- Proven myself to be a team player by helping in the clinic, the front office, covering classes, etc.
- Train staff in Safety Care so they can effectively work with more challenging students



# BUILDING RELATIONSHIPS - STUDENTS

- Greet students every morning as they enter the building
- Created a safe place in my office for students to come in and talk or take a break
- Approachable by students to talk about ideas and or concerns they have
- Talk to students in a respectful manner about behaviors and support students in setting goals for themselves
- Safety Care trainer to support students in crisis in a respectful manner





# BUILDING RELATIONSHIPS - FAMILIES

- Meet with the PTO regularly to support the initiatives that support our building
- Attend events where I am able to meet parents and develop relationships such as Playground Clean-Up, Ice Cream Social, and the Auction
- Available to meet with parents at any time to address concerns and answer questions
- Maintain communication via eBlasts, Twitter, Facebook, website and Blackboard Connect





## ACTIONS FOR ADDRESSING AREAS FOR GROWTH

- Ongoing support as we shift to a more balanced literacy model:
  - Participated in every PD session with our literacy consultants and teachers
  - Worked in collaboration to write a grant to expand and improve the efficiency of our book room
- Improve clarity around the RTI model
  - Provided an overview to the entire staff around the RTI model and its purpose
  - Led RTI meetings and supported the interventions and data collection to make decisions around student need and referrals for Special Education evaluation



## ACTIONS CONTINUED

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- **Morale**
  - Maintained the current staff and building traditions
  - Modeled positive and respectful interactions to support the building climate
  - Added Spirit Days
  - “Thank you for supporting your teachers and establishing a positive school culture” - staff feedback
  - “Sue has created an environment in which all staff feel valued and are treated fairly.” -staff feedback
- **Class size**
  - Advocated for an additional grade 2 teacher to bring class size down
  - Carefully and thoughtfully communicated with families throughout the process
  - Successfully transitioned students to the new class bringing sizes down to a more effective size for student learning



# GOALS MOVING FORWARD

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Our primary goal is to ensure that every student is successful, safe and engaged in the learning process!

How do we do this?

PBIS- Positive Behavioral Interventions and Support  
Instructional Rounds - supporting teacher practice  
Project-Based Learning  
Deeper Learning and 21st Century Competencies

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**ITEM TITLE:** Homework Procedures K-12

**ITEM SUMMARY:**

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**ATTACHMENTS:**

<b>Description</b>	<b>File Name</b>	<b>Type</b>
NHS Homework Presentation	NHS_[May_2017]_SC_Presentation_HW.pdf	Cover Memo
NHS - How do we reduce student stress Presentation	NHS_[May_22__2017]_School_Committee_Presentation.pdf	Cover Memo
Homework Presentation - Middle Schools	Middle_School_Homework_Presentation_Spring_2017_(1).pdf	Cover Memo



# NATICK PUBLIC SCHOOLS

## NATICK HIGH SCHOOL VALUE AND EFFICIENCY OF HOMEWORK 2016-2017

Brian Harrigan  
NHS Principal  
May 22, 2017



# NATICK TARTUFFE & ROBO NATICK





# NATICK VALUE AND EFFICIENCY OF HW

## Essential Question - how do we improve the value and efficiency of homework at Natick High School?

- Review of literature
- Review of neighboring high schools
- Student focus groups and student survey
- Discussions of value, root cause, proposed guidelines and next steps from perspective of students, teachers, parents and School Council



Home > Instruction > Homework > What research says about the value of homework: Research review

### What research says about the value of homework: Research review

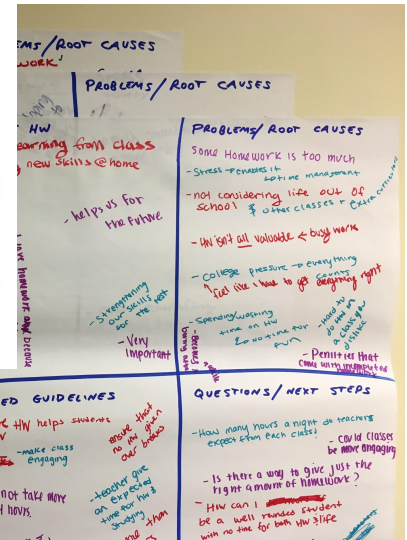
- History of the homework debate.
- Does homework affect student learning?
- Does homework have other effects?
- Does the effect of homework vary with students age?
- How do different groups of students react to homework?
- What types of homework assignments are effective?
- How much time should students spend on homework?
- What the research means for school districts

Does homework help or hinder student learning—and which students, under what conditions, does it help or hinder? School board members have long struggled with this question as they strive to implement policies that will support student learning. Parents worry that their children have too little homework or too much—and teachers get criticized for both.

In recent years, the issue has received increased attention in the popular press and has become a topic of controversy. Unfortunately, research and commentary offer conflicting conclusions on homework.

During the past decade, according to Gill and Schlossman (1996), "leading educational spokespersons have celebrated homework as essential to raise educational standards, foster high academic achievement, upgrade the quality of the labor force, and link family and school in a common teaching mission" (27).

Perspectives vary, however. According to the *School Library Journal* (2005), students are receiving higher grades with less outside preparation, while the *Washington Post* (2006) reports that the increase in the amount of student homework has increased arguments against it. Alfie Kohn, a critic of homework, recently wrote, "There was no consistent linear or curvilinear relation between the amount of time spent on homework and the child's level of academic achievement" (2006, 15).





# VALUE AND EFFICIENCY OF HW

## Faculty Engagement

- Leadership Team review
- Professional Development
- Department and PLC review, discussion and action

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## Homework As An *Informative* Assessment

Tracey Calo  
Assistant Superintendent  
Grafton Public Schools

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## Essential Question

How can teachers  
create homework tasks  
that are effective  
assessments for  
learning?



Design homework tasks that  
inform instruction and  
advance student learning

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**Pre-learn**



**Check to  
Understand  
learning**

**Practice  
learning**

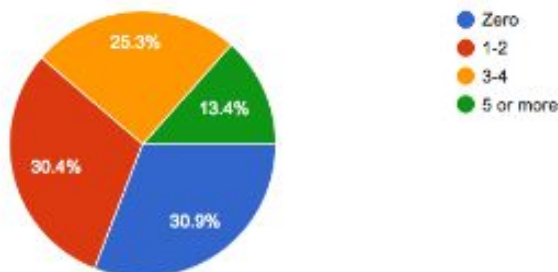
**Process  
learning**



# HOMESCHOOL - STUDENT RESPONSES

Are you taking any AP and/or Honors classes? If so, how many do you have on your current schedule?

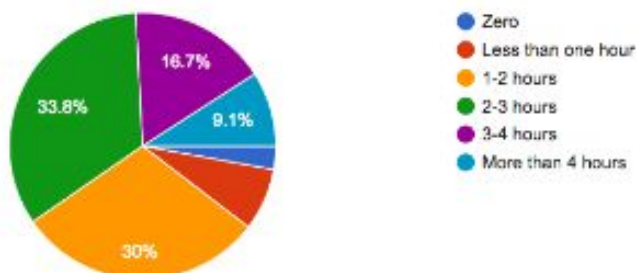
(1231 responses)



Zero = 30.9%  
1-2 = 30.4%  
3-4 = 25.3%  
5 or more = 13.4%

On average, how much time each day do you spend outside of class completing homework? Include only the time that you spend working productively. Do not include distractions or breaks. Please include time that you spend during CDS or Study Halls completing work.

(1231 responses)



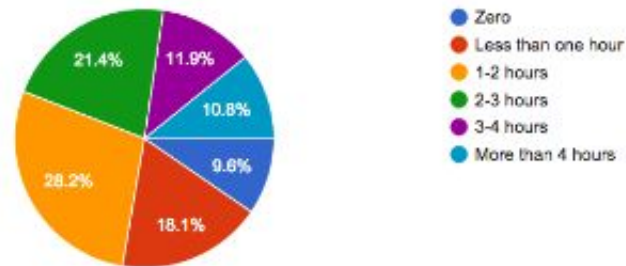
Zero = 2.8%  
Less than one hour = 7.6%  
1-2 hours = 30%  
2-3 hours = 33.8%  
3-4 hours = 16.7%  
More than four hours = 9.1%



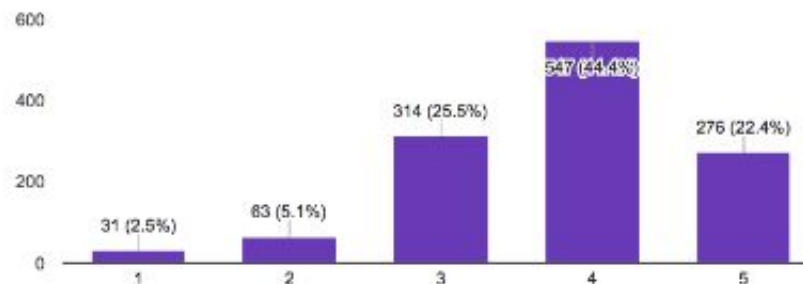
# NATICK HOMEWORK - STUDENT RESPONSES

On average, how much time do you spend over breaks (Winter, February, April) completing homework? Include only the time that you spend working productively.

(1231 responses)



Do you use your CDS and Study Hall time productively? (1231 responses)

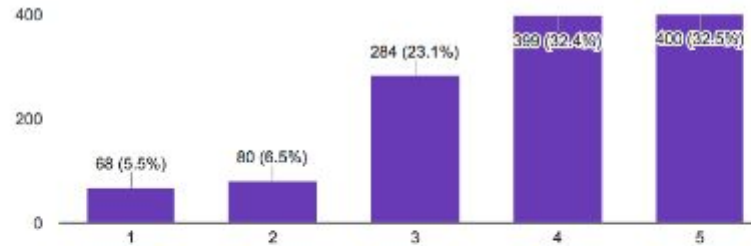


Scale: 1 = not at all; 5 = completely

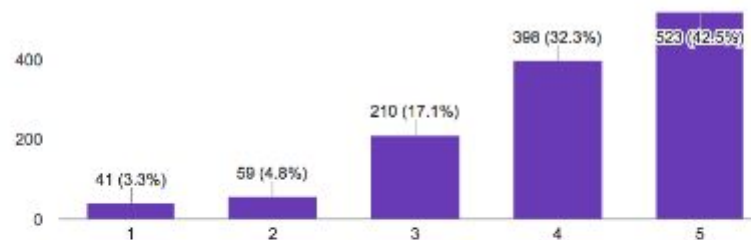


# CDS/STUDY HALLS - STUDENT RESPONSES

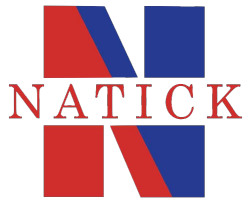
Is your CDS block a quiet and productive space? If you wanted to work productively the entire time, is your CDS conducive to completing work?  
(1231 responses)



Is your Study Hall a quiet and productive space? If you wanted to work productively the entire time, is your Study Hall conducive to completing work?  
(1231 responses)



Scale: 1 = not at all; 5 = completely



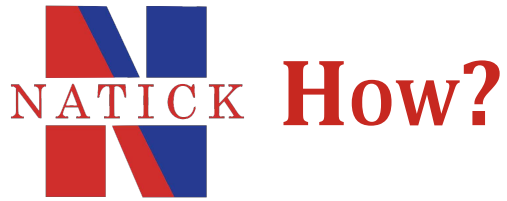
# ENHANCING THE VALUE & EFFICIENCY OF HW

## Goals

- to maximize the value of homework
- to reduce the stress that students experience with HW
- to reduce the total time that students spend outside of school on HW

## How?

- Strictly limit students to no more than seven classes
- Promote balance between honors/APs/extracurriculars
- Discourage students from overriding recommendations
- Promote greater productivity in CDS, Study Halls and classes with a substitute



- Homework-free Rosh Hashanna (September 20-22, 2017)
  - Thursday, September 21 - Schools closed for holiday
  - Friday, September 22 - Schools open
    - No homework, deadlines or assessments due on September 22
    - Assignments may be due Wednesday, Sep 20 and Monday, Sep 25
- Homework-free Winter Break with AP exception
- Encourage homework-free Thanksgiving, February and April breaks
- Teachers to evaluate HW for value and efficiency
- Teachers to articulate the learning objective of each HW assignment and its role in the next class
- All HW assignments posted on teacher websites
- Help students develop more effective self-advocacy skills

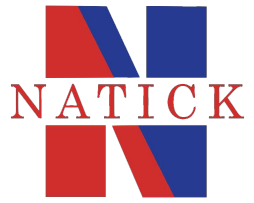


# PEER ADVOCATES & SERVICE TRIPS



# **Natick High School School Committee Presentation May 22, 2017**



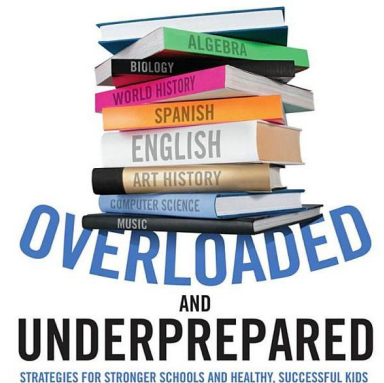


# How Do We Reduce Student Stress?

- Organized and ran a stress table at the Wellness Fair
- Read *Overloaded and Underprepared* and discussed in class
- Read a variety of articles on homework and student stress
- Led focus groups with students
- Survey of students (NHS and MetroWest)



DENISE POPE, MAUREEN BROWN, AND SARAH MILES



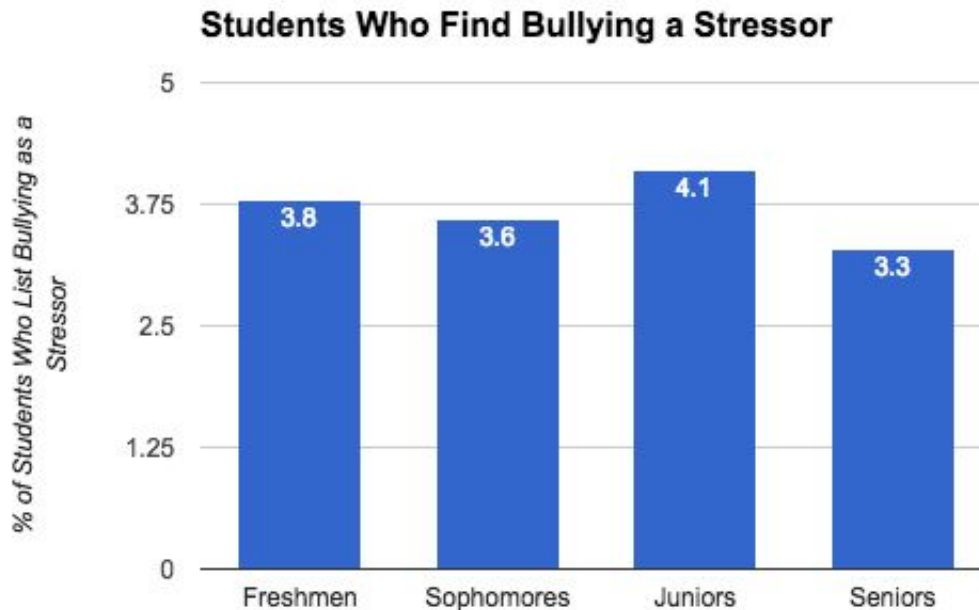
## Sources of stress

- Social Stress
  - Bullying
  - Social Media
  - Transitions
- Outside Stress
  - Extracurricular Activities
  - Standardized Testing
  - College Process
- Assessments
  - Grades
  - Projects and Tests
  - Academic Integrity
- Homework
  - Volume of HW
  - Value of HW
  - Time Management

- Bullying
- Social Media
- Transitions from grade to grade

# NATICK BULLYING

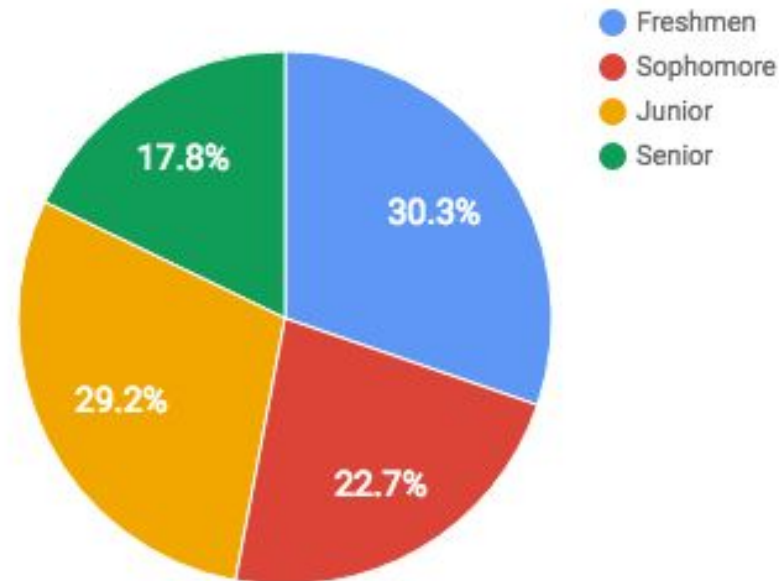
- Has decreased overall in the school
- Not very prominent
  - The numbers are small, but the impact is huge



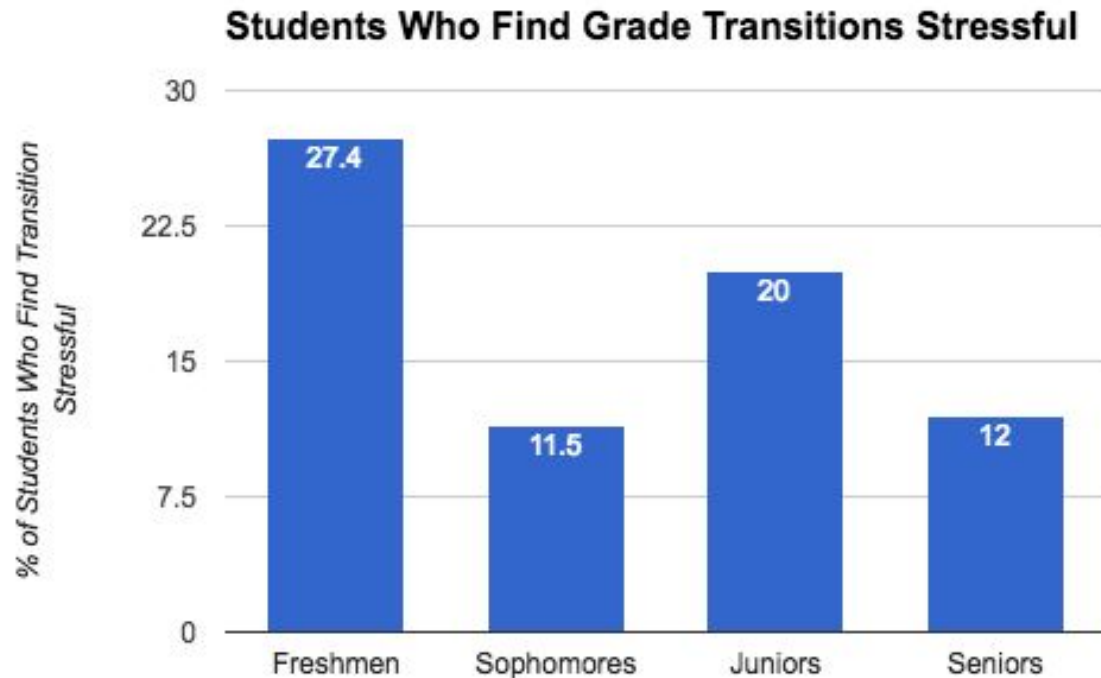
# NATICK SOCIAL MEDIA

- 29% spend over 3 hours a day on social media (Metrowest)
- Doesn't happen often, but when it does it's an all consuming stress

Students Who Are Stressed From Social Media



- Very stressful to enter high school
- The transition into junior year was also found to be stressful



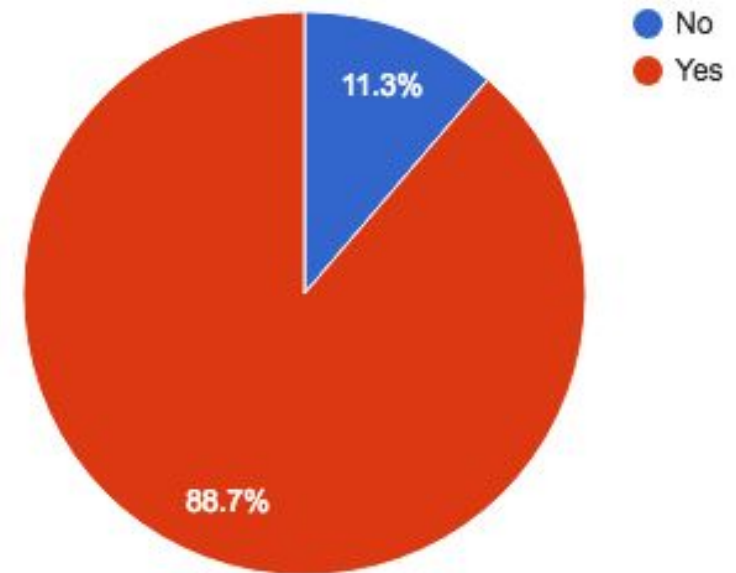
- Extracurricular Activities
- Standardized Testing
- College Process



# EXTRACURRICULAR ACTIVITIES

- The time commitment for students involved in sports and involved in theatre (tech week)
- Level of understanding from coaches and advisors
- Balancing extracurricular activities with staying on top of homework and studying for tests

Participation in Extracurriculars



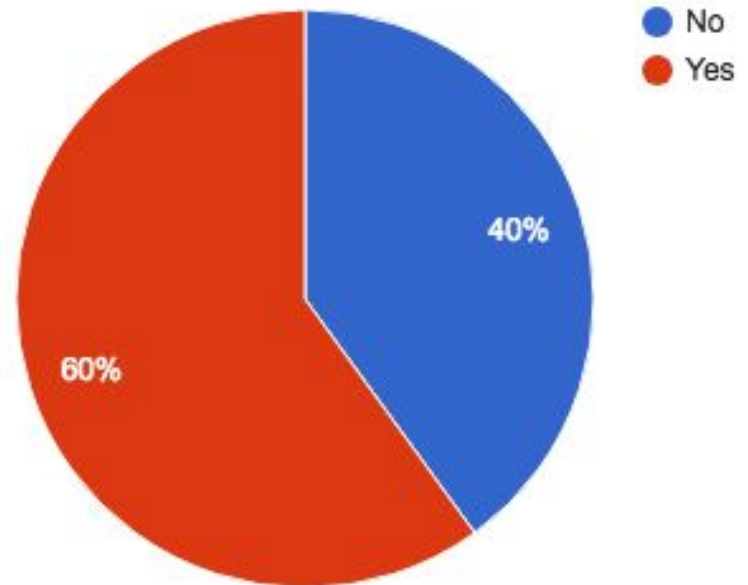
NHS Student Survey



# STANDARDIZED TESTING

- Stress around standardized testing is centered around the SAT and ACT
  - The pressure to do well on these tests in order to get into the college of their dreams
- Many students feel like their standardized test scores will dictate their future

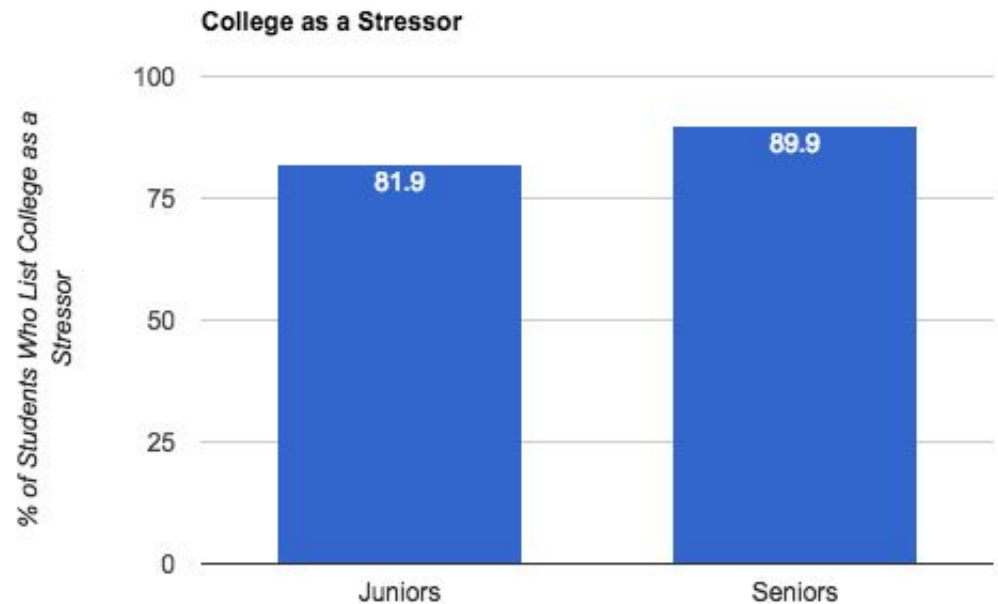
Standardized Testing as a Stressor



NHS Student Survey

# NATICK COLLEGE PROCESS

- Admissions process in general and the pressure from oneself, family and peers
  - College essay and supplemental essays
- Applying for Scholarships
- Financial Aid
  - Hard for students to understand
- Chatter on where you are going



NHS Student Survey



# NATICK ASSESSMENTS AND GRADES

- Grades
- Projects/Tests
- Academic Integrity

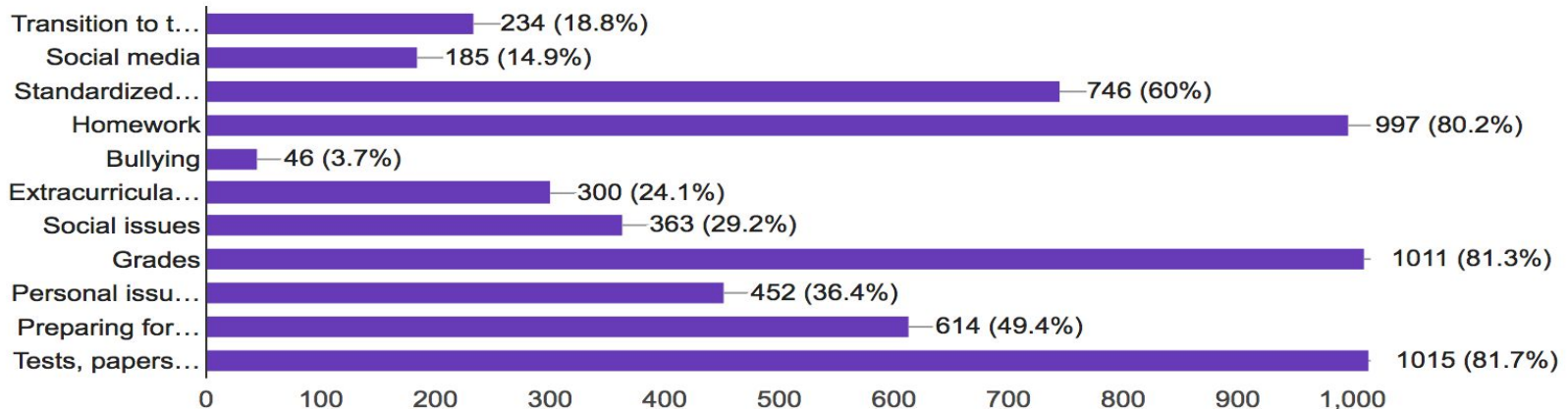
## Main Causes:

- College
- Family
- Peer/Self Pressure
  - (A+)

## iPass pros and cons

### Loss of points if late:

- Need to hand in on time
- Easier than asking for extension





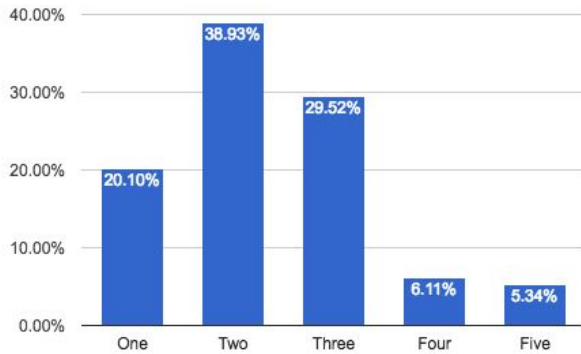
# NATICK PROJECTS/TESTS

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- Work peaking before and after breaks
  - Thanksgiving
  - Winter
- Some assessments are more stressful than others
  - Projects tend to be lower stress
  - Group projects can also be stressful for some students
- Study guides and guidance from teachers is helpful
- Midterms and Finals
  - Tend to be less stressful with no work the week before
  - Study guides stress reliever
  - Stressful week mentally

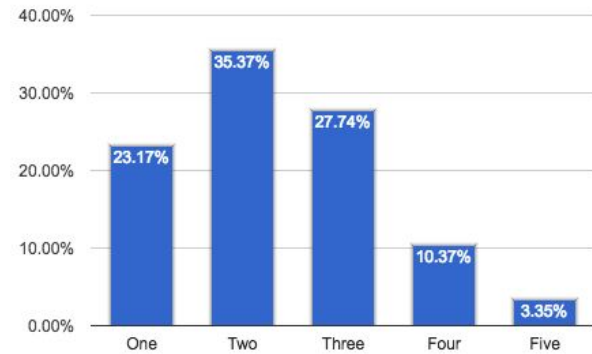
# NATICK ACADEMIC INTEGRITY

**Outlook on Academic Integrity (9th Grade)**



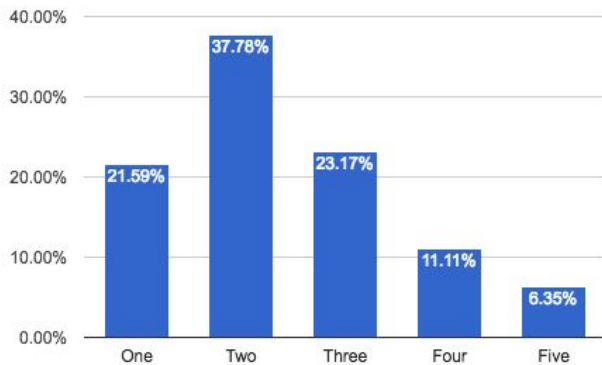
*Rating (1 = not a problem, 5 = huge problem)*

**Outlook on Academic Integrity (10th Grade)**



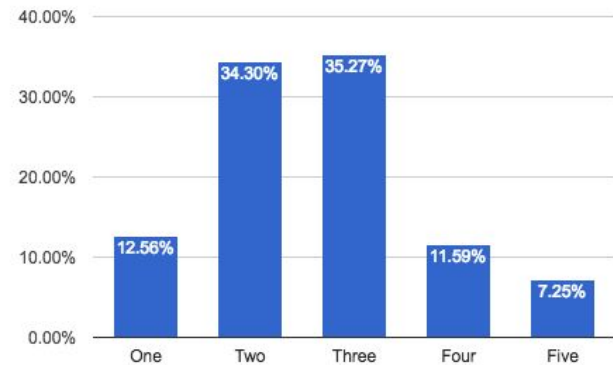
*Rating (1 = no problem, 5 = huge problem)*

**Outlook on Academic Integrity (11th)**



*Rating (1 = no problem, 5 = huge problem)*

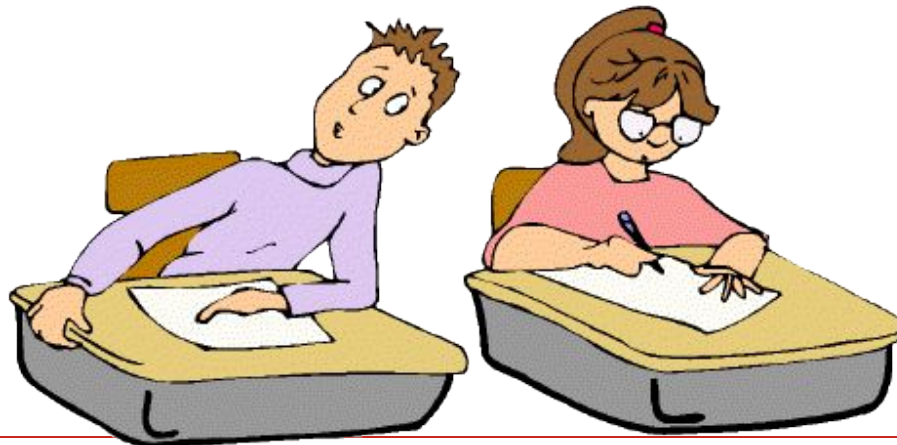
**Outlook on Academic Integrity (12th Grade)**



*Rating (1 = no problem, 5 = huge problem)*

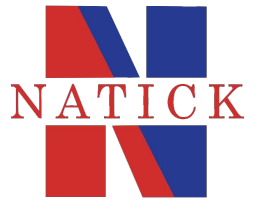
## Why do students cheat?

- Pressure for grades
- Study/Time management skills
- Cheat on HW when they see it as less valuable
- More on HW than on projects because of humiliation





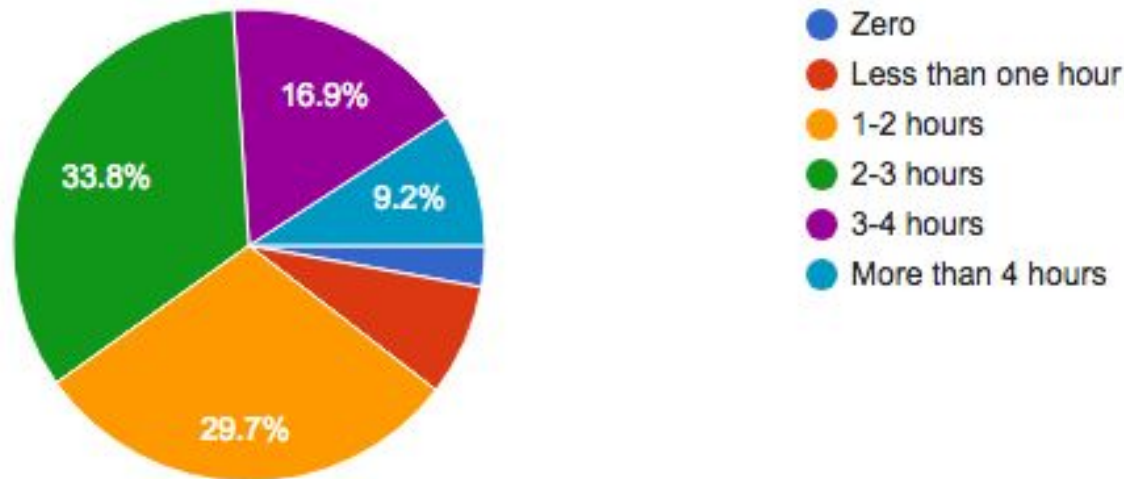
- Volume of Homework
- Value of Homework
- Time Management



# VOLUME OF HOMEWORK

- Students are doing a lot of work outside of class

Graph is of how many hours per day a student spends on work outside of class (it includes CDS and Study halls).





# AMOUNT OF HW BROKEN DOWN BY AP/HONORS AND CLASS

	0 AP/Honors	1-2 AP/Honors	3-4 AP/Honors	5 AP/Honors
More than 3 hours	18%	22%	38%	26%
More than 2 hours	52%	59%	66%	59%
	9th Grade	10th Grade	11th Grade	12th Grade
More than 3 hours	15%	19%	<b>42%</b>	27%
More than 2 hours	59%	57%	<b>72%</b>	59%



## VALUE OF HOMEWORK

- Some students experience assignments as less valuable intended
- While a teacher may have a grand intent for it, the student could receive it as “busy work”
- Studies have shown that when a student does not understand the value of an assignment, they will get less from it
- If at the end of class, teachers took a few minutes to emphasize the value of each assignment, students would enjoy the work more and gain more from it

- Students tend to have poor time management skills which leads to homework related stress
  - Beyond school, they have work, sports, family, and many other things that could be going on in the student's life
- It's hard for a student to foresee how their schedule could affect their lives, and many of them overload their schedules
  - Some utilize CDS/Cafe Studies/ Study halls, but not all do



# NATICK RECOMMENDATIONS

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- Academic Support
  - Workshops
  - CDS, Study hall, Caf study
  - Quieter workspaces
  - Emphasis on HW value
  - Time management calculator
- Self-Advocacy
  - Introduction in 9th grade
- Transitions
  - Music in hallway transitions
  - Freshman orientation
- Social Support
  - Therapy dog
  - Trusted adults
  - Raise student participation

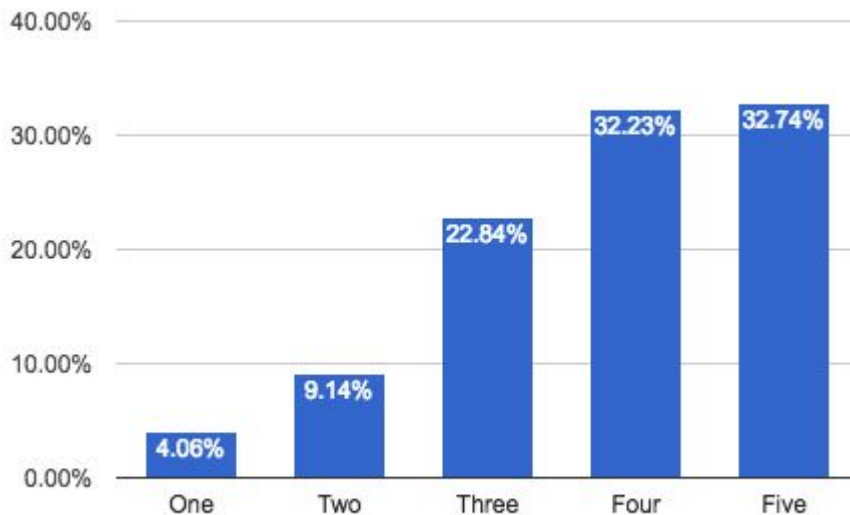
# NATICK ACADEMIC SUPPORT

- Workshops
  - Math
  - Science
  - English
  - Organizational Skills
- CDS, Study Hall, Cafe Study
- Quieter work spaces at NHS
- Emphasis of value on homework
- Time Management calculator



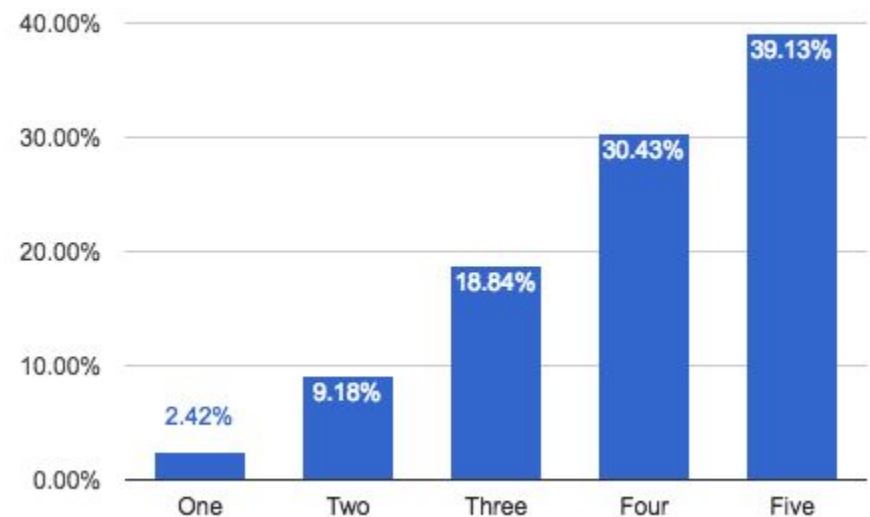
- Teaching students how to self advocate in a positive and effective way
- Self advocacy is a solution to all types of stress

**Comfort in Self-Advocating (9th Grade)**



*Comfort Level (1 = not at all, 5 = definitely)*

**Comfort in Self-Advocating (12th Grade)**



- Hallway transitions: play music
- Freshman transitions: freshman orientation
  - Using senior leaders for a student perspective



# NATICK SOCIAL SUPPORT

- Therapy dog: gift from the senior class
- Help students find a trusted adult
- Additional ways for students to get involved!
  - Clubs and sports





Thank you



**NATICK PUBLIC SCHOOLS**

**MIDDLE SCHOOLS  
HOMEWORK REVIEW AND  
GUIDELINES  
2016-2017**

Teresa Carney & Andy Zitoli  
MS Principals  
May 22, 2017



## REVIEW OF LITERATURE (CONT.)

### **“Working on Homework” (A White Paper on Homework by Sharon Public Schools, November 2016)**

- Moderate correlation between amount of homework and academic achievement in middle schools
- Impact of homework is negative when it exceeds over 90 minutes
- Homework and grades are the leading source of student stress

**Goal: Develop common procedures and guidelines for homework and reviewing latest research, examining best practices and seeking input from all stakeholders**

- Review of literature
- Review of neighboring middle schools
- Parent Survey/Staff Input
- Discussions of value, proposed guidelines and next steps from perspective of teachers, parents and School Council



## **REVIEW OF LITERATURE (CONT.)**

- **“Is Homework Helpful?” by Brian Sztabnik, Edutopia 2014**
  - Homework is effective when classroom learning is transferred beyond the school walls.
  - Make the learning applicable to everyday life, and it will be worth the time to complete.



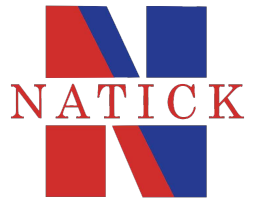
## REVIEW OF LITERATURE (CONT.)

- **“Impact of Homework on Student Learning” by Hanover Research, June 2014**
  - Homework influences students’ ability to retain course content as well as their self-efficacy and time management skills.
  - Homework should be commented on, not necessarily graded, to be effective.



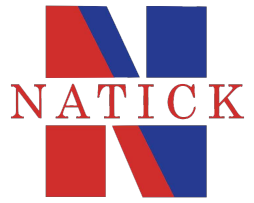
## DISTRICTS WE CONSULTED

- Holliston
- Medfield
- Ashland
- Needham
- Dover/Sherborn
- Westwood
- Framingham
- Medway
- Hopkinton



## NEIGHBORING MS DATA THEMES

- assign homework that is meaningful, reasonable and can be done independently
- encourages and works to develop and support independence and self-advocacy
- focus on preview or practice
- communicates with students and parents if pattern exists with incomplete or missing homework
- collaborates with students when struggling with assignments
- coordinates dates for assessments and projects with other teachers (team model)



# MS TIME ALLOTMENT GUIDELINES

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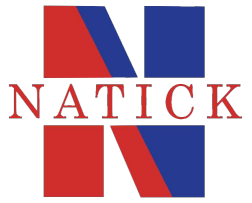
5th grade: 45-60 minutes

6th grade: 60-90 minutes

7th grade: 60-120 minutes

8th grade: 90-120 minutes

\*This was the same across most districts we consulted with.  
Some had longer time allotments.



# STAFF HOMEWORK REVIEW AND PRACTICES

## -Types of homework:

1. L&L: Membean (online vocabulary), reading/novel journals, preparing for writing tasks
2. World Language: Grammar & vocab
3. Science/SS: Vocab, finishing work, projects, studying, pre-reading/rereading documents, Previewing videos
4. Math: Skill practice (worksheets, TenMarks, textbook work)

\*It is important to be proactive with team/PLC discussions around amount of hw, long term projects, tests/quizzes

\*Consistent across grade levels

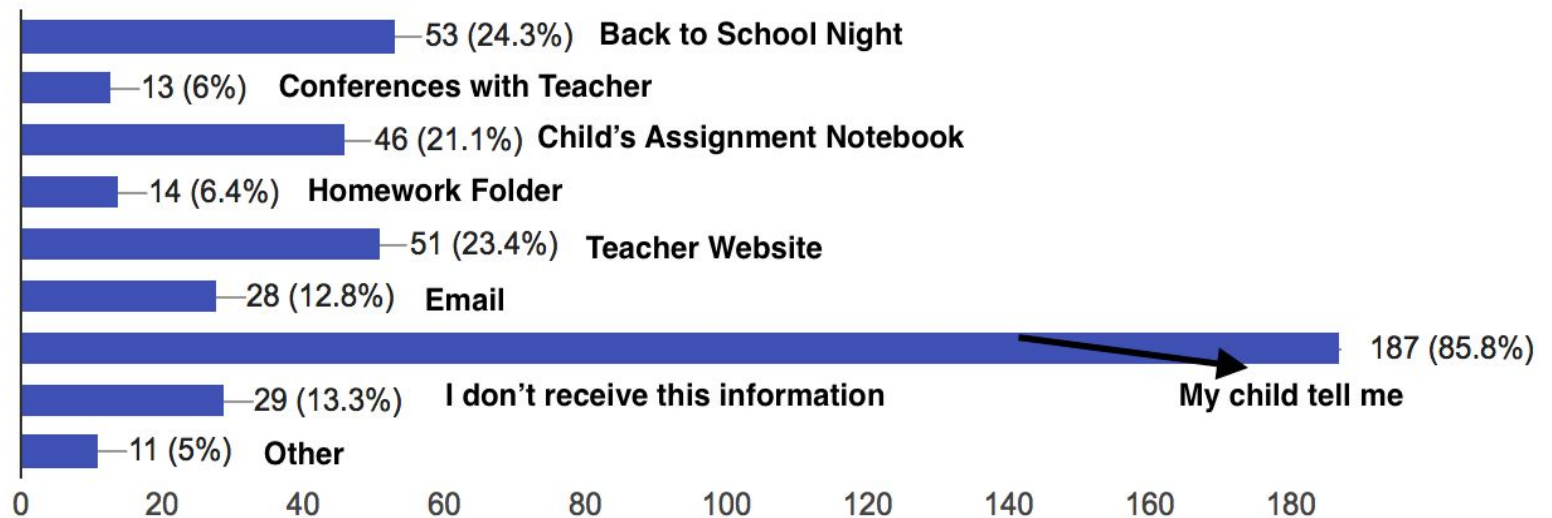


# PARENT SURVEY RESULTS

## (OVER 200 RESPONSES)

How do you get information about your child's homework? (Check all that apply.)

218 responses

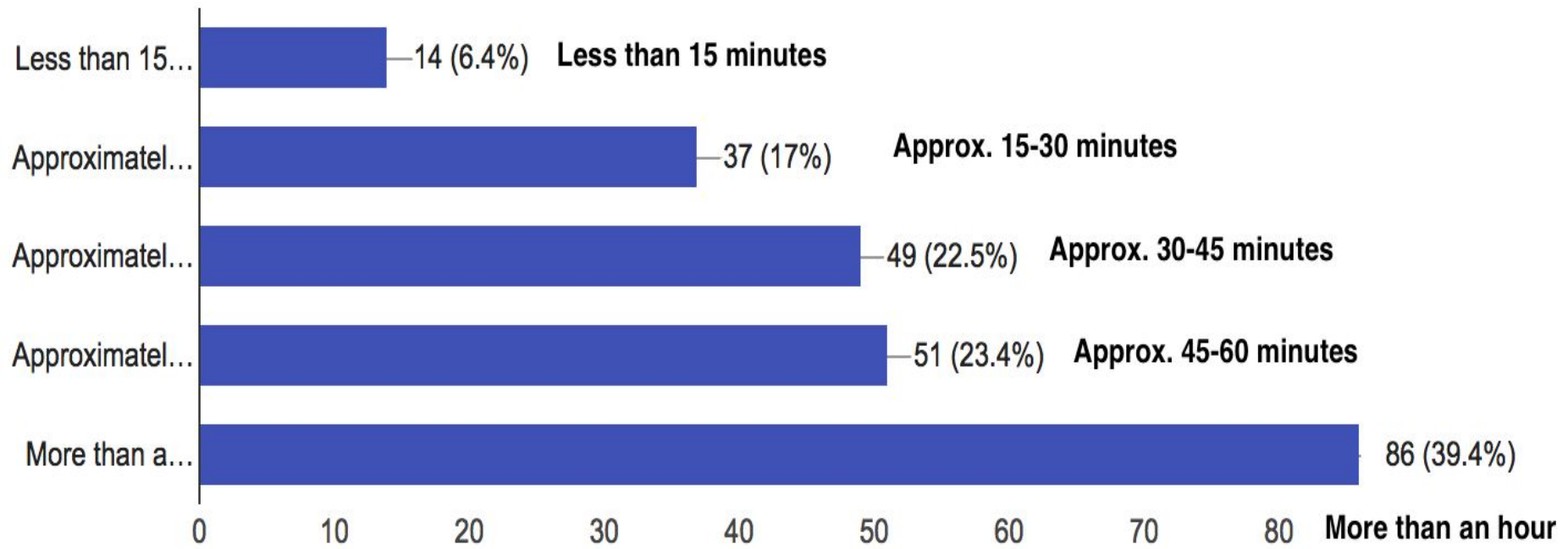




## PARENT SURVEY RESULTS (CONT.)

About how much time does your child spend on homework on a daily basis?

218 responses

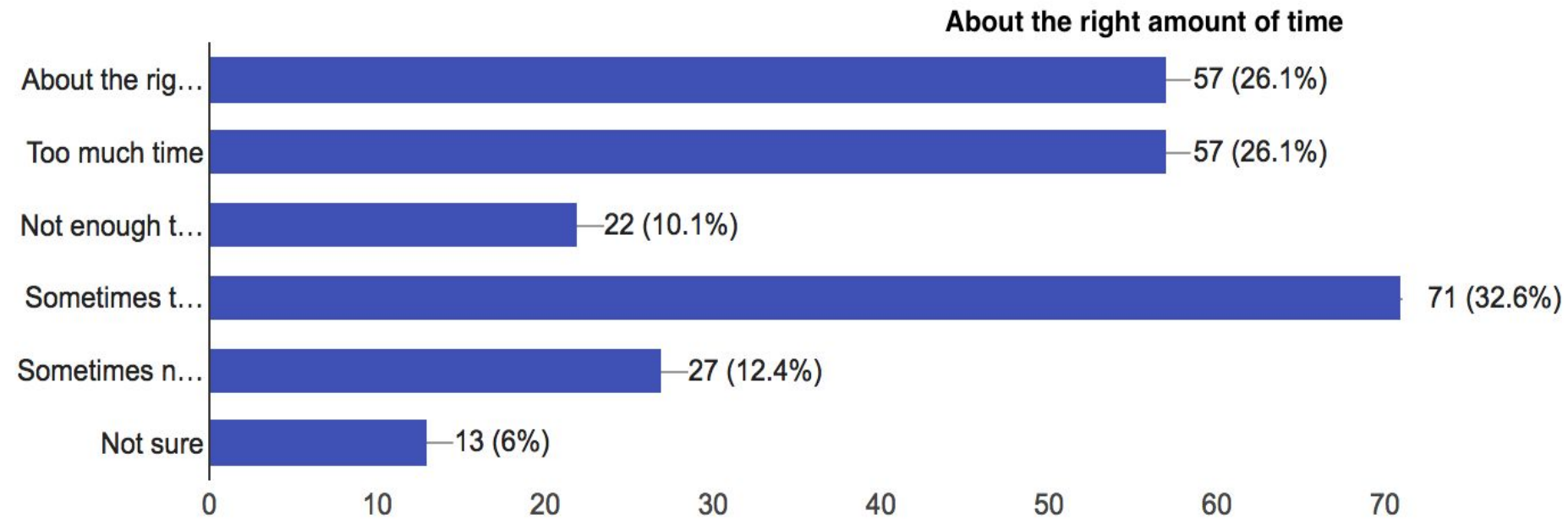




## PARENT SURVEY RESULTS (CONT.)

The amount of time my child usually spends doing homework is: (Check all that apply.)

218 responses

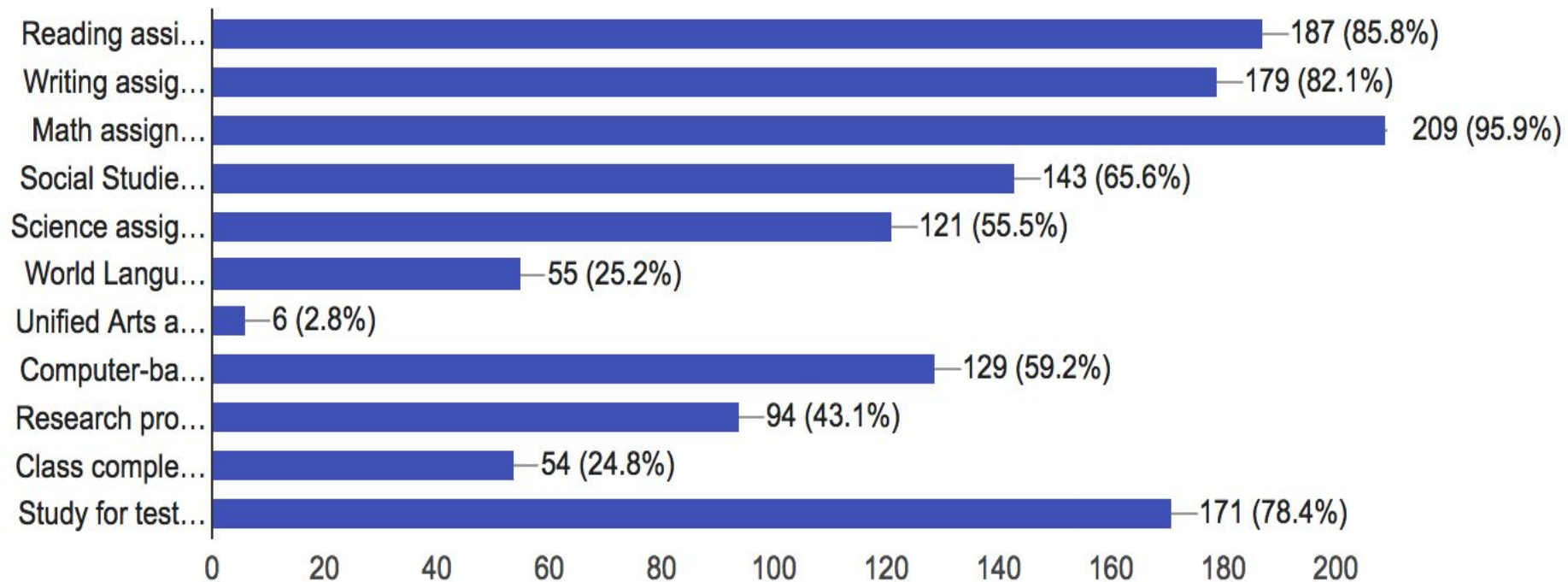




## PARENT SURVEY RESULTS (CONT.)

What type of homework assignment does your child typically receive? (Check all that apply.)

218 responses





# PARENT HOMEWORK PERCEPTION SURVEY

## Emerging Themes:

- websites hard to navigate when teachers post on different sites
- lack of balance amongst assignments within teams
- hard to manage moodle, vs. google classroom, etc. depending on teacher. Not all use the same platform
- Homework balance varies by child's extra-curricular activities
- Group work assigned for homework makes it difficult if not all members contribute equally
- Need for more differentiated homeworks (some are)
- too much time on homework and less time for play



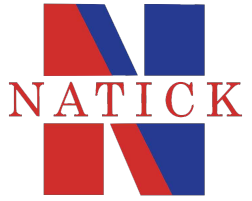
## RECOMMENDATIONS FOR PARENTS

- Provide a space that is conducive for studying and completing school work effectively
- Check assignment notebooks, teacher websites and ipass
- Communicate with teacher if student's homework time is consistently extended well beyond designated guideline limits
- Encourage parents to cut off students who are spending well beyond the designated guideline limits
- Monitor screen time, texting and other distractions during work time



## RECOMMENDATIONS & NEXT STEPS

- Ensure that teams calibrate and balance homework regularly
- Build in consistency with assignments (grade level, PLC and teams)
- Continuous discussions by PLC's grade level, and teams where merits of homework are evaluated, critiqued, and/or supported:
  - What's kinds of homework are assigned?
  - What purpose do they serve?
  - How should homework be defined for 21st century digital world and academic setting?
  - Is student choice offered for homework?
- Quantity vs. Skill Mastery



## RECOMMENDATIONS & NEXT STEPS(CONT.)

- Articulation of the purpose and connection homework has to lesson objectives
- Homework doesn't count for more than 10% of their overall grade
- No homework assigned on most weekends and all religious holidays and school vacations (except when necessary)
- After school teacher support Monday-Thursday
- Spend time discussing and teaching students the difference is between "Stress" and "Work"
- Communicate to students and families if homework completion is inconsistent or lacking



John Dewey reminded us  
that the value of what  
students do 'resides in its  
connection with a  
stimulation of greater  
thoughtfulness, not in the  
greater strain it imposes.

Alfie Kohn

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**ITEM TITLE:** Natick High School Therapy Dog  
**ITEM SUMMARY:**

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**ATTACHMENTS:**

Description	File Name	Type
NHS Therapy Dog	Therapy_Dog_Presentation- _School_Committee_May_22nd_2017.pdf	Cover Memo

# WELCOME!



*Dog's name to be voted on by Class of  
2017 from a list of five!*

Over the years, numerous research studies have been undertaken to validate the benefits of animal assisted activity and in particular the contribution of therapy dogs. Empirical evidence has shown that therapy dogs can enhance children's psychological development, improve social skills, and increase self-esteem among other benefits. Dogs can also teach responsibility, compassion, and respect for other living things. Dogs in the classroom can be used to calm fears, relieve anxiety, and teach skills. Here is a summary of potential benefits (Data adapted from the Australian Companion Animal Council)

- **Physical** – Interaction with a furry friend reduces blood pressure, provides tactile stimulation, assists with pain management, gives motivation to move, walk and stimulates the senses
- **Social** – A visit with a dog provides a positive mutual topic for discussion, promotes greater self-esteem and well-being, and focused interaction with others
- **Cognitive** – Companionship with a dog stimulates memory, problem solving and game playing
- **Emotional** – An adorable four-legged visitor improves self-esteem, acceptance from others, and lifts mood often provoking laughter
- **Environmental** – A dog in a facility decreases the feeling of a sterile environment, lifts mood and this continues after visit.

<https://www.petinsuranceeu.com/therapy-dogs-in-schools/>

- Dog will go through obedience and therapy certification training prior to beginning “job” at Natick High School
- Dog will stay with Tara during the day, travel to meetings, etc.
- Dog will have a place behind the circulation desk for it's “prep” period/down time. Students will not be allowed behind desk without seeking permission
- Gates will be available to “block off” circulation desk area for any student/staff who may be dog phobic

## Dog/ Student Safety

Preparing for  
the day to  
day life of a  
Therapy Dog  
at NHS!



- What if a student/staff is allergic to dogs?
- What if a student/staff is afraid of dogs?
- What is the dog's schedule?
- Can I bring my dog to work?
- Where does the dog go after school?

Since you  
asked:

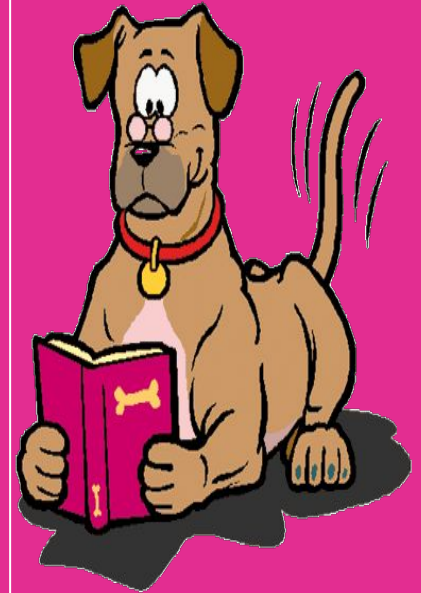


Therapy Dog Procedures

Therapy Dog Parent Letter

Therapy Dog Faculty Letter

Therapy Dog  
Documents



# Hazel and her puppies

## Thank You!



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**ITEM TITLE:** Kennedy Middle School Building Project Update  
**ITEM SUMMARY:**

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**ITEM TITLE:** Future Meetings

**ITEM SUMMARY:** **June 5** - Innovation Team Report, Approval of 2017-2018 School Committee Meeting Schedule, Master Teachers, Policies: Staff & Student Responsible Use, Public Gifts to the Schools, Acceptance and Use of Gifts, Grants and Donations

**June 19** - Fine & Performing Arts Audit Report, RTI Goal Update, Quarterly Staffing Report, FY'17 Budget Update

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