

# Kensington Town Hall Meeting

1/30/20 6:00pm Media Center

## Goals:

- Transparency in communication
- Constructive dialogue between stakeholders and school leadership
- Input and voice from the community toward schoolwide decisions

Topic	Notes (for personal use)
Celebrations	<ul style="list-style-type: none"><li>• Sensory pathways are awesome!</li><li>• Talent show was a ton of fun! Thanks to Ms. Moore for making it happen.</li><li>• Hamilton's award from the Secret Service<ul style="list-style-type: none"><li>◦ Going to be recognized by Board of Education in Feb</li></ul></li><li>• Elf on the Shelf made national news!</li><li>• 3rd grade persuasive paper was well formatted and engaging</li></ul>
<ul style="list-style-type: none"><li>• Bus 361 update</li></ul>	<ul style="list-style-type: none"><li>• In need of a driver again<ul style="list-style-type: none"><li>◦ They had a retired driver who came back to substitute, but has since gone out on medical leave.</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Testing in 3rd grade</li></ul>	<ul style="list-style-type: none"><li>• Almost every Friday<ul style="list-style-type: none"><li>◦ Teachers try to alternate between math and reading to layer in multiple points of data that contribute to the students' overall grade for the quarter.</li><li>◦ They try to be mindful not overlapping, but sometimes that unfortunately happens.</li></ul></li><li>• Assessing learning besides tests and quizzes<ul style="list-style-type: none"><li>◦ Teachers do formative assessments on a daily basis, but do not use these for grades. Instead, they use them to understand who's got it and who doesn't, so mistakes don't hurt their grade and become a teachable moment.</li></ul></li><li>• Mid-unit 1/10, end of unit 1/31<ul style="list-style-type: none"><li>◦ Is that the length of typical units?<ul style="list-style-type: none"><li>■ Yes, but they vary based on the curriculum resources provided by the county and our teachers' modifications to meet our students' needs.</li></ul></li></ul></li><li>• Is it too much for 8-9 yr olds?<ul style="list-style-type: none"><li>◦ Yes. 3rd grade is a taxing year on students because they receive the brunt</li></ul></li></ul>

	<p>of both the lower and upper elementary assessments from the state and district as well as teachers trying to do their own local assessments based on instruction.</p> <ul style="list-style-type: none"> <li>• Can teachers use flex time to help alleviate some of the overlapping of assessments? <ul style="list-style-type: none"> <li>○ This idea will be passed along for the team to consider.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Istation/iReady reports</li> </ul>	<ul style="list-style-type: none"> <li>• These are small snapshots of student abilities on a specific day. Teachers use these as a small piece of the larger picture around a student's true strengths and weaknesses. The teacher will reach out to parents, after considering all the available data, if they are concerned about the student's ability in any given area.</li> </ul>
<ul style="list-style-type: none"> <li>• Curriculum and Content</li> </ul>	<ul style="list-style-type: none"> <li>• Pacing and sequence is guided by the district <ul style="list-style-type: none"> <li>○ Teachers may adjust to meet their needs</li> <li>○ Resources become available gradually throughout the year (i.e. 4th quarter resources have not been posted yet)</li> </ul> </li> <li>• Science-based reading vs. Balanced Literacy <ul style="list-style-type: none"> <li>○ More and more of our staff are being trained on the research behind the science-based approach to reading</li> <li>○ There is a heated debate in the education world that started when supporters of the science-based approach (heavy phonics and decoding of words) challenged the validity of Balanced Literacy (whole word, Readers workshop)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• What is the plan to handle the amount of kids going from 3rd to 4th? How many teachers will there be next year and how many kids per class?</li> </ul>	<ul style="list-style-type: none"> <li>• Classes are similar in size now and are actually identical in number (157) when you subtract the students in Mandarin for each grade.</li> <li>• Things impacting the number of classrooms in 4th and 5th grade <ul style="list-style-type: none"> <li>○ State requirements for class size in K-3</li> <li>○ No requirements for grades 4+</li> <li>○ No State Budget <ul style="list-style-type: none"> <li>■ Absorbing Costs</li> </ul> </li> <li>○ Audit Findings</li> <li>○ Link to <a href="#">January 28 Finance Committee Meeting</a> – (scroll to 16:58 for Budget Update)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Link to <a href="#">Audit Report from January 9 Board of Education Meeting</a> – (scroll to 52:56)</li> </ul>
<ul style="list-style-type: none"> <li>● There has been talk about 5th grade teachers discussing departmentalizing again. Is this true?</li> </ul>	<ul style="list-style-type: none"> <li>● We didn't really get to this conversation at the town hall, but here are the general thoughts <ul style="list-style-type: none"> <li>○ Teachers are interested in exploring it <ul style="list-style-type: none"> <li>■ I have asked them to look at the research around it as well as successful and unsuccessful models in the district.</li> <li>■ We will have a discussion and see if it would be beneficial to students</li> </ul> </li> <li>○ Would not go about it like what was done a few years ago.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Why aren't 3rd graders assessed in science and social studies?</li> </ul>	<ul style="list-style-type: none"> <li>● They are, PBL (3-ish grades per unit) <ul style="list-style-type: none"> <li>○ However, in 4th grade our students move to content-based quizzes and tests and it is a big adjustment for them.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Fundraising</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Super Bowl of Caring <ul style="list-style-type: none"> <li>○ How do we do a quick simple fundraiser? <ul style="list-style-type: none"> <li>■ Single dress-up day?</li> </ul> </li> <li>○ Trying not to collide with Boosterthon</li> </ul> </li> <li>● Boosterthon is coming up in February and info will be in the Feb. Principal's Post e-mail</li> <li>● Other Fundraising <ul style="list-style-type: none"> <li>○ Something useable for Fall fundraiser <ul style="list-style-type: none"> <li>■ Greeting cards</li> <li>■ Garbage bags</li> <li>■ Light bulbs</li> <li>■ Any other suggestions? You can e-mail me at <a href="mailto:terry.vaughn@ucps.k12.nc.us">terry.vaughn@ucps.k12.nc.us</a></li> </ul> </li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Homework conversation next month</li> </ul>	<ul style="list-style-type: none"> <li>● Let's invite staff, students, and parents.</li> </ul>
<ul style="list-style-type: none"> <li>● Future Meetings</li> </ul>	<ul style="list-style-type: none"> <li>● Day Change for future months <ul style="list-style-type: none"> <li>○ Third Wednesdays of February <ul style="list-style-type: none"> <li>■ Wednesday, 2/19 @ 6:00pm</li> </ul> </li> </ul> </li> <li>● Would a morning meeting be beneficial? <ul style="list-style-type: none"> <li>○ Eh...</li> </ul> </li> </ul>