



TOWN OF NORTON
NORTON MIDDLE SCHOOL SITE COUNCIL MINUTES

(Committee)

Date: October 19, 2017 Time: 3:45 PM
Location: NMS ADMINISTRATIVE CONFERENCE ROOM

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Members & Staff Present: Eileen Sejkora, Vincent Hayward, Ronnie Goldstein, Jill Berkovitch, Blake Mary Murray, Erin Shea, Jen McPartland

Members Not Present: None

The meeting was called to order at: 3:45 PM

Minutes from the September 20, 2017 Meetings were reviewed and approved unanimously, with no adjustments.

Meeting Motions / Actions and Summary of Discussions:

School Report: Mr. Hayward and Mr. Goldstein

- o Halloween: October 27 Halloween Activity night. Mr. Goldstein described activities, Funds, etc.
- o MassCue: 41 Staff members attending.
- o Parent Teacher Conferences

School Improvement Plan:

No discussion

Topics:

- a. Mr. Hayward discussed school climate and need to promote positive school climate. Possible Idea- daily shirt raffle.
- b. Handout of *Character Trait sheet* to use for reference for "Citizens of the Month/Trimester"
- c. Handout of "*Likert-Type Scale Response Anchors*" and "*NMS Parent Survey*"
- d. Handout of "*Homework Survey*" to get a better perspective of how parents view homework.
- e. Move toward uniform weighting of homework in each discipline.
** The three handouts are part of the "Parent Homework Survey" that Mr. Hayward is working on.

Member Concerns:

List of Documents and Other Exhibits used at Meeting:

See "handouts" under the "Topics" heading.

Meeting was adjourned at 4:50 PM until the next meeting TBA at the Norton Middle School Administrative Conference Room.

Respectfully submitted,

Minutes Approved by Committee on: 11/16/17
(Date)

Signatures:

Vincent Hayward
(Name & Title)

Principal

Chairman, [Signature]
(committee)



The VIA Classification of 24 Character Strengths

ViaCharacter.org

WISDOM	<ul style="list-style-type: none"> • Originality • Adaptive • Ingenuity 	<ul style="list-style-type: none"> • Interest • Novelty-Seeking • Exploration • Openness 	<ul style="list-style-type: none"> • Critical Thinking • Thinking Things Through • Open-mindedness 	<ul style="list-style-type: none"> • Mastering New Skills & Topics • Systematically Adding to Knowledge 	RESPECTIVE <ul style="list-style-type: none"> • Wisdom • Providing Wise Counsel • Taking the Big Picture View
COURAGE	<ul style="list-style-type: none"> • Valor • Not Shrinking from Fear • Speaking Up for What's Right 	<ul style="list-style-type: none"> • Persistence • Industry • Finishing What One Starts 	<ul style="list-style-type: none"> • Authenticity • Integrity 	<ul style="list-style-type: none"> • Vitality • Enthusiasm • Vigor • Energy • Feeling Alive 	
HUMANITY	<ul style="list-style-type: none"> • Both Loving and Being Loved • Valuing Close Relations with Others 	<ul style="list-style-type: none"> • Generosity • Nurturance • Care & Compassion • Altruism • "Niceness" 			SOCIAL INTELLIGENCE <ul style="list-style-type: none"> • Aware of the Motives/Feelings of Self/Others • Knowing what Makes Other People Tick
JUSTICE	<ul style="list-style-type: none"> • Citizenship • Social Responsibility • Loyalty 			<ul style="list-style-type: none"> • Just • Not Letting Feelings Bias Decisions About Others 	LEADERSHIP <ul style="list-style-type: none"> • Organizing Group Activities • Encouraging a Group to Get Things Done
TEMPERANCE		<ul style="list-style-type: none"> • Mercy • Accepting Others' Shortcomings • Giving People a Second Chance 	<ul style="list-style-type: none"> • Modesty • Letting One's Accomplishments Speak for Themselves 	<ul style="list-style-type: none"> • Careful • Cautious • Not Taking Undue Risks 	SELF-REGULATION <ul style="list-style-type: none"> • Self-Control • Disciplined • Managing Impulses & Emotions
TRANSCENDENCE	<ul style="list-style-type: none"> • Awe • Wonder • Elevation 	<ul style="list-style-type: none"> • Thankful for the Good • Expressing Thanks • Feeling Blessed 	<ul style="list-style-type: none"> • Optimism • Future-Mindedness • Future Orientation 	<ul style="list-style-type: none"> • Playfulness • Bringing Smiles to Others • Lighthearted 	SPIRITUALITY <ul style="list-style-type: none"> • Religiousness • Faith • Purpose • Meaning

Likert-Type Scale Response Anchors

Citation:

Vagias, Wade M. (2006). *Likert-type scale response anchors*. Clemson International Institute for Tourism & Research Development, Department of Parks, Recreation and Tourism Management. Clemson University.

Level of Acceptability

- 1 – Totally unacceptable
- 2 – Unacceptable
- 3 – Slightly unacceptable
- 4 – Neutral
- 5 – Slightly acceptable
- 6 – Acceptable
- 7 – Perfectly Acceptable

Level of Appropriateness

- 1 – Absolutely inappropriate
- 2 – Inappropriate
- 3 – Slightly inappropriate
- 4 – Neutral
- 5 – Slightly appropriate
- 6 – Appropriate
- 7 – Absolutely appropriate

Level of Importance

- 1 – Not at all important
- 2 – Low importance
- 3 – Slightly important
- 4 – Neutral
- 5 – Moderately important
- 6 – Very important
- 7 – Extremely important

Level of Agreement

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Somewhat disagree
- 4 – Neither agree or disagree
- 5 – Somewhat agree
- 6 – Agree
- 7 – Strongly agree

Knowledge of Action

- 1 – Never true
- 2 – Rarely true
- 3 – Sometimes but infrequently true
- 4 – Neutral
- 5 – Sometimes true
- 6 – Usually true
- 7 – Always true

Reflect Me?

- 1 – Very untrue of me
- 2 – Untrue of me
- 3 – Somewhat untrue of me
- 4 – Neutral
- 5 – Somewhat true of me
- 6 – True of me
- 7 – Very true of me

My beliefs

- 1 – Very untrue of what I believe
- 2 – Untrue of what I believe
- 3 – Somewhat untrue of what I believe
- 4 – Neutral
- 5 – Somewhat true of what I believe
- 6 – True of what I believe
- 7 – Very true of what I believe

Priority:

- 1 – Not a priority
- 2 – Low priority
- 3 – Somewhat priority
- 4 – Neutral
- 5 – Moderate Priority
- 6 – High priority
- 7 – Essential priority

Level of Concern

- 1 – not at all concerned
- 2 – Slightly concerned
- 3 – Somewhat concerned
- 4 – Moderately concerned
- 5 – Extremely concerned

Priority Level

- 1 – Not a priority
- 2 – Low priority
- 3 – Medium priority
- 4 – High priority
- 5 – Essential

Level of Problem

- 1 – Not at all a problem
- 2 – Minor problem
- 3 – Moderate problem
- 4 – Serious problem

Affect on X

- 1 – No affect
- 2 – Minor affect
- 3 – Neutral
- 4 – Moderate affect
- 5 – Major affect

Level of Consideration

- 1 – Would not consider
- 2 – Might or might not consider
- 3 – Definitely consider

Level of Support/Opposition

- 1 – Strongly oppose
- 2 – Somewhat oppose
- 3 – neutral
- 4 – Somewhat favor
- 5 – Strongly favor

Level of Probability

- 1 – Not probable
- 2 – Somewhat improbable
- 3 – Neutral
- 4 – Somewhat probable
- 5 – Very probable

Level of Agreement

- 1 – Strongly disagree
- 2 – Disagree
- 3 – Neither agree or disagree
- 4 – Agree
- 5 – Strongly agree

Level of Desirability

- 1 – Very undesirable
- 2 – Undesirable
- 3 – neutral
- 4 – Desirable
- 5 – Very desirable

Level of Participation

- 1 – No, and not considered
- 2 – No, but considered
- 3 – Yes

Frequency – 5 point

- 1 – Never
- 2 – Rarely
- 3 – Sometimes
- 4 – Often
- 5 – Always

Frequency

- 1 – Never
- 2 – Rarely
- 3 – Occasionally
- 4 – A moderate amount
- 5 – A great deal

Frequency of Use

- 1 – Never
- 2 – Almost never
- 3 – Occasionally/Sometimes
- 4 – Almost every time
- 5 – Every time

Frequency – 7 point

- 1 – Never
- 2 – Rarely, in less than 10% of the chances when I could have
- 3 – Occasionally, in about 30% of the chances when I could have
- 4 – Sometimes, in about 50% of the chances when I could have
- 5 – Frequently, in about 70% of the chances when I could have
- 6 – Usually, in about 90% of the chances I could have.
- 7 – Every time

Amount of Use

- 1 – Never use
- 2 – Almost never
- 3 – Occasionally/Sometimes
- 4 – Almost every time
- 5 – Frequently use

Level of Familiarity

- 1 – not at all familiar
- 2 – Slightly familiar
- 3 – Somewhat familiar
- 4 – Moderately familiar
- 5 – Extremely familiar

Level of Awareness

- 1 – not at all aware
- 2 – Slightly aware
- 3 – Somewhat aware
- 4 – Moderately aware
- 5 – Extremely aware

Level of Difficulty

- 1 – Very difficult
- 2 – Difficult
- 3 – Neutral
- 4 – Easy
- 5 – Very easy

Likelihood

- 1 – Extremely unlikely
- 2 – unlikely
- 3 – Neutral
- 4 – likely
- 5 – Extremely likely

Level of Detraction

- 1 – detracted very little
- 2 –
- 3 – Neutral
- 4 –
- 5 – Detracted very much

Good / Bad

- 1 – Very negative
- 2 –
- 3 – Neutral
- 4 –
- 5 – Very positive

Barriers

- 1 – Not a barrier
- 2 – Somewhat of a barrier
- 3 – Moderate barrier
- 4 – Extreme barrier

Level of Satisfaction – 5 point

- 1 – Very dissatisfied
- 2 – dissatisfied
- 3 – unsure
- 4 – satisfied
- 5 – Very satisfied

Level of Satisfaction – 5 point

- 1 – Not at all satisfied
- 2 – slightly satisfied
- 3 – moderately satisfied
- 4 – Very satisfied
- 5 – Extremely satisfied

Level of Satisfaction – 7 point

- 1 – Completely dissatisfied
- 2 – Mostly dissatisfied
- 3 – Somewhat dissatisfied
- 4 – neither satisfied or dissatisfied
- 5 – Somewhat satisfied
- 6 – Mostly satisfied
- 7 – Completely satisfied

Level of Quality – 5 point

- 1 – Poor
- 2 – Fair
- 3 – Good
- 4 – Very good
- 5 – Excellent

Comparison of Two Products

- 1 – much worse
- 2 – somewhat worse
- 3 – about the same
- 4 – somewhat better
- 5 – much better

Level of Responsibility

- 1 – Not at all responsible
- 2 – somewhat responsible
- 3 – mostly responsible
- 4 – completely responsible

Level of Influence

- 1 – not at all influential
- 2 – slightly influential
- 3 – somewhat influential
- 4 – very influential
- 5 – extremely influential

NMS Parent Survey Question Bank	
Type	
Behavior	2. Bullying is a problem at my child's school.
Behavior	3. Classroom discipline at the school is consistent.
Behavior	4. Classroom discipline at the school is fair.
Behavior	6. Discipline is enforced fairly at my child's school
Behavior	7. Drugs are a problem at this school.
Behavior	25. I understand the school rules.
Behavior	40. My child understands the school rules.
Behavior	50. My child's teacher(s) manage the classroom effectively.
Behavior	52. Order and discipline are consistently maintained at this school.
Behavior	57. Teachers or other adults address bullying issues immediately.
Behavior	66. This school helps students learn to resolve conflicts
Climate	37. My child is safe at school.
Climate	38. My child likes to go to school.
Climate	62. The school environment supports learning.
Communication	10. How often do you communicate with your child's teacher(s), whether in person, by phone, or by email, or in some other way?
Communication	11. I am aware of my child's progress or problems before progress reports are sent home.
Communication	14. I am satisfied with the response I get when I contact my child's school with questions or concerns.
Communication	18. I feel well-informed about what is going on at the school.
Communication	20. I know how my child is doing in school before I get my child's report card.
Communication	22. I regularly access School Brains
Communication	23. I talk with my child's teacher(s) about my child's schoolwork, challenges, and academic progress.
Communication	24. I talk with my child's teacher(s) about what I can do to help my child learn.
Communication	27. If I have questions or concerns, I know whom to contact.
Communication	43. My child's teacher(s) communicate grades and class performance to my child in a timely fashion.
Communication	44. My child's teacher(s) communicate with me as frequently as needed.
Communication	54. Teachers are accessible when I have a concern.
Communication	55. Teachers communicate grades and performance to their students in a timely manner.
Communication	56. Teachers communicate with parents as frequently as needed.
Communication	60. The school communicates well with me.
Extracurricular	12. I am satisfied with before-school and after-school programs and activities.
Homework	30. Homework grade is weighted
Homework	32. My child has sufficient time to complete his or her homework each night.
Homework	41. My child's school work and homework assignments are challenging.
Homework	59. The amount of homework my child receives is appropriate for his or her grade level.
Involvement	5. Collaboration and feedback are valued at this school.
Involvement	17. I feel welcome in my child's school.
Involvement	19. I have opportunities for involvement at the school.
Opinion	26. I would recommend this school to other families.
Opinion	53. Overall, I am satisfied with my child's education at this school.
Opinion	69. Please identify two areas in which the principal is performing positively.
Opinion	70. Please identify two areas in which you would like to see the principal improve.
Resources	15. I am satisfied with the technology and other instructional resources available to my child.
Resources	16. I feel that the technology available in the classroom is adequate to support my child's learning needs.
Student Supports	28. If my child has a problem, there is someone at school who can help.

Student Supports	61. The school environment is caring and supportive.
Student Supports	63. There is at least one adult at the school that my child trusts and can go to for help with a school problem.
Teaching and Learning	1. Adults at this school challenge my child to do better.
Teaching and Learning	8. Good teaching is important at this school.
Teaching and Learning	9. Homework is productive and supports learning in the classroom.
Teaching and Learning	13. I am satisfied with my child's academic progress.
Teaching and Learning	29. My child feels comfortable asking his or her teachers for help.
Teaching and Learning	31. My child has access to extra help outside the classroom when he/she needs it.
Teaching and Learning	33. My child is challenged to meet high expectations at this school.
Teaching and Learning	34. My child is learning a lot in school this year.
Teaching and Learning	35. My child is learning what he or she needs to know to succeed in later grades or after graduating from High School
Teaching and Learning	39. My child receives extra help when needed.
Teaching and Learning	42. My child's teacher(s) are sensitive to my child's individual learning style.
Teaching and Learning	45. My child's teacher(s) encourage my child to develop to his/her potential.
Teaching and Learning	46. My child's teacher(s) expect my child to go to college.
Teaching and Learning	48. My child's teacher(s) have helped my child develop effective work habits.
Teaching and Learning	49. My child's teacher(s) have helped my child learn how to manage his or her time.
Teaching and Learning	51. My child's teacher(s) motivate my child to learn.
Teaching and Learning	58. The academic class work is interesting to my child.
Teaching and Learning	64. This school has high academic expectations for its students.
Teaching and Learning	65. This school has improved my child's confidence.
Teaching and Learning	68. This school is preparing my child for college or a career.

Homework Survey for Norton Middle School Parents

The purpose of this survey is to learn more about homework practices in NMS and to find out your opinions and perceptions about homework. All surveys are anonymous. There are 18 questions. Thank you for participating in our survey.

(This survey has been adapted from the book, "RETHINKING HOMEWORK")

*** Grade level of child.**

Does your child receive special education services?

Yes

No

I don't know

Is your child enrolled in accelerated math, advanced math, advanced English and/or enriched English?

Yes

No

I don't know

On average, how much time does your child spend on homework on weekday evenings?

0-30 minutes

30-60 minutes

60-90 minutes

90 minutes or more

On average, how much time does your child spend on homework on weekends?

0-30 minutes

30-60 minutes

60-90 minutes

90 minutes or more

What do you feel is an appropriate amount of homework for your child's grade level?

0-30 minutes

30-60 minutes

60-90 minutes

90 minutes or more

How much homework do you feel is appropriate for a student to have over the weekend?

No homework at all.

0-30 minutes

30-60 minutes

60-90 minutes

90 minutes or more

How much control should parents have over the amount of homework their child has? Select all that apply.

I should be able to request a limit on the amount of homework.

I should be able to request additional homework for my child.

I should be able to excuse my child from homework when I feel it is necessary.

Other (please specify)

How often do you understand the value of the homework assignment to your child's learning?

Always understand the value.

Often understand the value.

Rarely understand the value.

Never understand the value.

How often does the homework appear to be busywork?

Always appears to be busywork.

Often appears to be busywork.

Rarely appears to be busywork.

Never appears to be busywork.

Can your child complete homework without your help or supervision?

Yes, but doesn't want to

Yes, usually

Yes, always

Not usually

Never

Other (please specify)

Does your child have special needs or special circumstances that influence the ability to complete homework? (Check all that apply to your child.)

My child takes medication for school that has worn off before homework is done.

My child needs a lot of downtime to relax after a hard day at school.

My child has many responsibilities at home that leave little time for homework.

My child is involved in many outside activities that leave little time for homework.

My child spends little time at home on weekdays because of extended day care, babysitters, or visitation with noncustodial parents.

Other (please specify)

Does your child have organizational problems related to homework? (Check all that apply to your child.)

My child doesn't realize there is a homework assignment.

My child forgets to write the assignment down.

My child forgets to bring home books or materials.

My child completes homework but forgets to turn it in or loses track of it.

Other (please specify)

What percentage do you think homework should count for in your child's overall grade?

0 – 5 %

10 – 15 %

20 %

25 %

More than 25 %

How involved are you in your child's homework? (Check all statements that apply to you.)

I don't get involved in my child's homework.

I check to see that my child's homework is done.

I have corrected my child's mistakes on homework.

I have completed homework for my child just to get it done.

I sometimes have trouble helping my child because I don't understand the directions.

I sometimes have trouble helping my child because I don't understand the material.

I'm not sure how much I should help my child with homework.

I have occasionally prohibited my child from doing homework because it interfered with sleep or family time.

Other (please specify)

**What could teachers do to make the homework process better and less stressful for your child?
(Check all that you agree with.)**

Stop giving homework altogether

Give less homework.

Make homework optional or for extra credit.

Make sure my child has written down the homework assignment.

Make sure the child understands the homework.

Provide a copy of the textbook to keep at home.

Give clear instructions to students about homework.

Set a maximum amount of time the child should work on each assignment.

Prioritize assignments in case the child does not have time to complete all homework.

Give assignments further in advance of the due date.

Give students more than one day to complete assignments.

Make assignments accessible from home by the use of a homework phone line or Web site.

Allow parents to call the teacher at home when necessary.

Let parents know how homework is graded and what percentage of the total quarter grade it accounts for.

Give parents guidance on how to help with homework and how much help to give.

Provide a cover sheet that encourages parents to communicate about homework in writing to the teacher.