



East Greenbush Central School District

ADMINISTRATION CENTER

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Lynne Pampel Ed.D.

Assistant Superintendent for Curriculum and Instruction

Education Committee Minutes

September 12, 2016

I. Attendance

Jill Barker, Assistant Principal, Goff
Michael Buono, BOE Member
David Clarke, Community Member
Sarah Hoffman, Interim Assistant Principal, CHS
Ed Kilmartin, Assistant Principal, CHS
Martin Mahar, Interim Principal Bell Top
Allison Milazzo, Guidance Counselor, CHS
Jennifer O'Brien, Community Member
Lynne Pampel, Chairperson C & I
Jeffrey Simons, Superintendent
Helen Squillace, Director of PPS
JoAnn Taylor, BOE Member.

Three curriculum and instruction projects were outlined and feedback was solicited for each project. The Committee agreed to meet in November for updates on all three project, and January for a final review of the findings and final recommendations to the Superintendent, Committee for Curriculum Studies and Board of Education.

a) Project (1): Conduct a program review of the CTE and STEM Programs at Goff and Columbia High School. Participants in the program review process and will partner with the Career and Technical Assistance Center of New York, and include faculty associated with STEM and CTE instructional delivery, Columbia High School and Goff Middle School Administrators and external industry and instructional experts and consultants.

Rationale: The STEM Programs are in their second year and an analysis should be conducted on the success of the implementation. The CTE Program has several courses that require updating to be aligned with SEDs 4+1 College and Career Readiness Initiative.

Report: The final report will be presented to the Education Committee and detail the following:

- Assessment of current situation, longitudinal enrollment in existing courses, performance history.
- CTE Technical Assistance Center findings.
- A comparison of regional CTE and STEM course offerings.
- Future goals associated with college and career alignment.
- Instructional delivery models.
- Physical plant challenges and opportunities.
- Recommendations and strategies for future development.

Participants in the review process: Questar CTE, Ted Hennessey; HVCC Computer Science Instructor and Parent, Michelle Conway; RTI Director, Professor and Chairperson, Glenn Monastersky; SED CTE Technical Assistance Center, Carol Zygo and Edward Shafer; Principals, John Sawchuk and Wayne Grignon; Assistant Principal, Sarah Hoffman; Department Chairpersons, Tom Ross, Steve Ford, CTE and STEM Teachers, Katrina Gruet, Christine Kawczak, Hugh Sarno, Richard Hill, Ronald Montesi, Dan Hurd, Scott Draina and John Cirincione.

The Committee recommended a review and analysis of the following data:

1. Similar school CTE and STEM course offerings.
2. Post-secondary outcomes with relation to college attendance and course of study-senior exit survey results and Naviance data.
3. The specific articulated agreements and a comparison with other districts.
4. Feedback from HVCC and RTI.
5. Pattern of enrollment - Gender
6. Look at regional growth in industry especially biotechnology.
7. Consider outreach to Regeneron, Albany Molecular, and Global Foundaries to learn about qualifications for entry level positions - Martin Mahar has a connection and will request a program visitation by a small number of seniors interested in the field of biotechnology.
8. Program review of current programs is the priority a long term plan for building new programs is secondary and would be a multiyear recommendation.
9. Consider the orientation of all participants and their recommendations. Different entities will make recommendations aligned with entry or advanced levels for college and career readiness.

What budgetary implications should be reported on:

1. Multi-year plan costs.

b) Project (2): Assess and prepare a report on the benefits and costs of a 9 period day schedule at Columbia High School.

Rationale: There is a desire to increase students' opportunities to take elective classes by returning to a 9 period day. Many of our students forgo a lunch period to eat lunch in classes in an effort to maximize the number of course they are able to enroll in.

Participants: Department Chairpersons, CHS Administration, and Guidance Department.

What data should we analyze:

1. A cost benefit analysis from the teachers perspective on the extension of 5 minutes in seat time with the 8 period day.
2. A comparison of the number of students enrolled in study halls in an 8 versus 9 period day.
3. Management needs of the building 8 versus 9 periods .
4. What percentage of students require or want additional electives and will utilize the 9 period day.
5. Do we believe adding another period will have an affect on discipline. Did discipline improve when we moved to an 8 period day and do we believe it was a result of reduced travel time in hallways and study hall enrollment?
6. Consider alternatives to an additional period such as additional independent studies, and increase online opportunities with EGTA.

What budgetary implications should be reported on:

1. FTE's, materials.
2. Educational benefits. This should be a student focused analysis.
3. Consider whether a 9 period day resolves the problem posed by single courses or does it increase the difficulties with scheduling.
4. Look at what other districts require for credits. Shenendehowa requires four years of science completion prior to allowing enrollment in electives, When science becomes an elective is it at a cost to students barring them from opportunities to participate in a variety of course selections
5. Consider what we push down to the middle school for elective credits. Other schools allow more students to take Regents courses in middle school and have courses that allow them to begin to earn high school credits.
6. How we compare to other schools with instructional minutes.

c) Project (3) Assess and revise course electives in the Columbia High School Program of Study to align with the SED 4 + 1 College and Career Readiness Initiative.

Rationale: Align, update or replace electives with SED 4 +1 College and Career Readiness Paths.

Participants: Department Chairpersons, CHS Administration, and Guidance Department.

What data should we analyze:

1. Connecting courses for 4 + 1 Career and College Pathways in the program of studies.
2. Consistency in format of the document. Each content area looks different.

3. Find out if there is a program option in Naviance, that we can purchase, that helps parents to view their child's outcome trajectory with a print out
4. Review how often electives are offered and why we continue with courses that only run every 2 or 3 year.
5. Work with local colleges to determine where our gaps exist - HVCC students who graduated from Columbia and do outreach with other colleges not just HVCC.

d) Project (4): Host information night for secondary parents introducing Google Apps for Education and orienting them to the EGCS D Google Site for online parent, teacher and student training.

Rationale: Students will be increasingly interacting with technology and web based applications in the classroom and will be required to apply these technology related to skills after school when completing homework. The Technology and Education Committees identified parent training as a need.

Event: The evening will last for two hours and be presented by a certified Google Trainer and teachers that developed the EGCS D web based tutorial site. Parents will be introduced to Google and the training site.

Participants: Google Certified Consultant, Donna Shepardson and Kate Ingham.

What data should we analyze:

1. What types of information do parents need regarding instructional uses of technology to assist them in supporting their children.