

April 20, 2016

HCSD Board of Education

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**HORSEHEADS CENTRAL SCHOOL DISTRICT
 BOARD OF EDUCATION**

Curriculum and Assessment Committee

April 7, 2015

4:30 – 5:30pm

Educational Support Training Room

MINUTES

Pledge of Allegiance

1. CALL TO ORDER

2. ROLL CALL OF THOSE IN ATTENDANCE

Warren Conklin

Warren Conklin, Chair, Lisa Christiansen, Jim Jacobus (absent), Brian Lynch (absent), Thomas Douglas, Karen Bracy, Anthony Gill and Kim Williams

3. PRESENTATIONS (if needed)

4. DISCUSSION ITEMS

4.1 Forensics Textbook

A. Gill, K. Donahue

- Book that was recommended and is used by other teachers in the region; including the STEM BOCES program.
- The book is written by a teacher (retired from Canandaigua Academy) who understands how textbooks are used in classrooms.
- Labs are based off this book
- Value - incorporates literacy in the content area
- The textbook supports the scope and sequence of the curriculum

4.2 Attendance Questions

A. Gill

- “An update on our goal of a less than 10% absentee rate in the elementary schools”
 - Daily attendance rates, all clearly less than a 10% absenteeism rate.
 - GR 95% attendance on average
 - RR 2013-14- 96.6%, 2014-15- 95.9%, Past five years have been at 95% or 96% for attendance
 - BF 2015-2016= 95.73% (currently), 2014-2015= 96.10%, 2013-2014= 96.52%
 - CS 95% on average
- “In the high school we allow a student to miss class up to 18 times a semester and still receive credit for the class. In essence a 20% absentee rate per semester.”
 - How many students have an absentee rate that exceeds 18 absences? 26 students
 - How many hit 18 absences exactly? None

2015-16 Curriculum & Assessment Committee Goals:

09/3/15 Revised

1. Review the 3rd-12th Grade **Student Achievement Levels** as outlined in the Strategic Planning Goals for District, Regional, and State comparisons.
 -collect and discuss various data regarding student achievement, attendance, graduation rates
2. Apply the “**Growth Mindset: Rigor, Relevance, and Student Engagement**” to positively impact implementation of **Local Curriculum and Instructional Practices**.
3. Provide applicable and responsive **Professional Development** aligned with the District’s Curriculum & Assessment Needs.

- How many are absent between 11 and 17 times? 48 students
- Note: an individual student's attendance for a class for credit at the HS is different than the entire school's daily attendance rate;
- What are our absentee rates at the intermediate and middle schools?
 - IS: 2014-15: 96.1%, 2013-14: 96.0%, 2012-13: 96.0%, 2011-12: 96.4%
 - MS: 2014 – 2015 – 94.9%, 2013- 2014 – 95.3 %, 2012 – 2013 – 95.8, 2011 – 2012 – 95.6%, 2010 – 2011 – 95.2%
- When identifying “at risk” students, attendance is only one factor
- Details of the appeal process at the HS when a student is absent more than the allowable time due to medical issues
- Conversation on attendance at school being a life-long soft skill
- Further discussion on attendance at next meeting

5. GOOD OF THE ORDER

6. EXECUTIVE SESSION

7. ADJOURNMENT

Future Meeting Dates:

May	5	June	2
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NOTE: These Committee meetings are subject to change.
 (Please call 739-5601 ext. 4263 to be sure meeting is still scheduled to take place)

Rachel Bradley

From: Anthony Gill
Sent: Wednesday, April 06, 2016 9:54 PM
To: Warren Conklin; James Jacobus; Lisa Christiansen; Brian Lynch; Kim Williams; Karen Bracy; Thomas Douglas
Cc: Karen Donahue; Anthony Gill; Rachel Bradley
Subject: C&A Attendance Data Requested & Forensics Book Info
Attachments: HS Attendance Fall 2015 data.pdf

Good Evening All,

In preparation for Thursday afternoon's meeting I wanted to share the following information.

Earlier this school year a question concerning absenteeism was raised. Because schools report this information based on attendance rates, you'll see data specified as such and not absentee rates. Karen Donahue will be joining us for this item as well as the Forensics textbook item.

- A. An update on our goal of a less than 10% absentee rate in the elementary schools.

Here are our daily attendance rates, all clearly less than a 10% absenteeism rate.

1. GR 95% on average
2. RR 2013-14- 96.6%, 2014-15- 95.9%, Past five years have been at 95% or 96% for attendance
3. BF 2015-2016= 95.73% (currently), 2014-2015= 96.10%, 2013-2014= 96.52%
4. CS 95% on average

- B. In the high school we allow a student to miss class up to 18 times a semester and still receive credit for the class. In essence a 20% absentee rate per semester.

The attached chart shows attendance data as well as some of the other mitigating factors that lead to failures. The numbers below include both excused and unexcused absences from the Fall semester at the HS:

1. How many students have an absentee rate that exceeds 18 absences? 26 students
2. How many hit 18 absences exactly? None
3. How many are absent between 11 and 17 times? 48 students

- C. What are our absentee rates at the intermediate and middle schools?

1. IS: 2014-15: 96.1%, 2013-14: 96.0%, 2012-13: 96.0%, 2011-12: 96.4%
2. MS: 2014 – 2015 – 94.9%, 2013- 2014 – 95.3 %, 2012 – 2013 – 95.8, 2011 – 2012 – 95.6%, 2010 – 2011 – 95.2%

Secondly, I will be presenting the committee with information regarding the request to purchase a forensics textbook for the course that was approved earlier this school year. Below is a statement concerning the textbook from the teacher that will be scheduled to teach the class:

I would like to inform you that I have contacted three publishers to request a high school level forensics textbook. I contacted Kendall Hunt, Pearson, and Cengage. Of these three companies, only Cengage sent me a copy of a high school level forensics textbook. Luckily for me this is the textbook that is supported by the BOCES developed STEM curriculum for the proposed forensics course that I would like to offer in the fall. I have fortunately been

approved to go to the BOCES STEM training for this class and it would be ideal if my students and I could have access to a class set of the textbook that was used to develop the classroom labs through BOCES. Therefore I find it encouraging that Cengage sent a copy of their high school forensic science textbook for my review which aligns with the curriculum that I will be trained with in the fall.

There are other texts available from publishers; however, because of the alignment with the STEM curriculum being offered, I am hesitant to recommend any other book. Here is the background of the authors of the Cengage Book as well as a link that details the book.

http://www.cengage.com/search/productOverview.do?N=16+4294893407&Ntk=P_EPI&Ntt=124613457716823419771877463727718778348&Ntx=mode%2Bmatchallpartial

Anthony J. Bertino

Mr. Anthony J. Bertino has taught biology for more than thirty-nine years, having a special interest in forensics. Since 1975, he has had a wide range of teaching and professional experiences related to science education. He taught at Canandaigua Academy (in New York) for thirty-four years before retiring in 2001. Currently a clinical supervisor responsible for supervising student teachers with the University of Albany Graduate School of Education in New York, Mr. Bertino also teaches AP Biology at College Board Summer Institutes. He has received many awards and honors. He has written articles for THE SCIENCE TEACHER and has created many activities related to crime scene investigation. Bertino teaches Forensic Science teacher preparation seminars, AP Summer Institutes, and is a frequent national and state workshop presenter. His professional affiliations have included NABT, NSTA, Director of the Outstanding Biology Teachers Award for New York State, STANYS, CTA, NYSUT, NEA, United University Professors, Rochester Alliance Promoting Science, and the New York State Regional Biology mentor network.

Patricia Bertino

Patricia Nolan Bertino received a BA in Biology Secondary Science from Oneonta State College in 1972 and a MS in Science Education from Union College in 1977. Patricia taught high school biology, health, biotechnology and forensic science and was the ski club coordinator/ advisor at Scotia-Glenville High School, Scotia, NY. After thirty four years in the classroom, Patricia and her husband Anthony (Bud) Bertino co-authored Forensic Science: Fundamentals and Investigations (2008) textbook for high school students. Patricia and her husband remain very active in teacher education through presentations at many national and state science teachers' conferences. For the past ten years, they have organized and taught the Bertino Summer Forensic Institute for Teachers. In addition to teaching high school, Patricia's experience includes: Editor AP Biology CDs (NeoSci) and Biology Review Book The Living Environment; Presenter for Howard Hughes Medical Institute from 1995-2013; Developer for curriculum on immunology and HIV for CIBT (Cornell Institute for Biology Teachers); Co-taught AP Biology summer institutes with Anthony Bertino; Subject area representative in biology for Science Teachers Association in New York State (STANYS) for the Eastern Division; Publications include articles in The Forensic Teacher and STANYS Bulletin; Professional affiliations with NABT, NSTA, STANYS, CIBT, NYSUT, NEA; Past honors and distinctions include recipient of NABT (National Association of Biology Teachers) Outstanding NABT Teacher Award for New York State and a Tandy Scholarship.

See you all tomorrow afternoon,

Tony

Anthony J. Gill
Director of Secondary Education