

CHARTER SCHOOL OF INQUIRY

Academic Committee Meeting Minutes
 Meeting Date / Time: 2:00 p.m., Friday, November 20, 2020
 Minutes Recorded By: Peter Dow

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|---|-----------------------------|----------------|----------------|
| Committee Chair: Peter Dow | | | |
| Committee Members | Name | Present | Excused |
| | Marguerite Battaglia | x | |
| | Peter Dow | x | |
| | Marie Giancarlo | x | |
| | Nichelle Gray | x | |
| | Anne Henry | x | |
| | David Hetherly | x | |
| | John Sheffield | x | |
| | Mary Jo Pfeiffer | x | |

MEETING AGENDA, MINUTES AND ACTION ITEMS

| Agenda Item | Discussion | Action Item | Responsible Party | Due Date |
|--|--|---------------------------|-----------------------|------------------|
| Committee Membership | We welcomed Nichelle Gray and Anne Henry as new members of the committee. We also noted, regretfully, that Helene Kramer has resigned from the committee. Thank you, Helene, for all your past help and innumerable contributions. | N/A | | |
| Remote Learning Progress Report | Our plans for transitioning to hybrid instruction in January may be impacted by Governor Cuomo's recent Orange | State Requirements | John Sheffield | January 1 |

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| | <p>designation of Erie County. Under Cuomo’s ruling all schools must pivot to full remote instruction and must demonstrate that they are Covid-free for five days before they can return to “bricks and mortar” teaching. This is a virtually impossible requirement for CSI because it would mean getting a testing license, employing two nurses, as well as full parental consent. Further, if Erie County becomes a Red Zone, teachers will have to work from home unless they are declared “essential workers,” and working from home will require an investment in additional equipment. We will await further guidance from the State before attempting to implement our plan for hybrid instruction on January 16th. Action: John Sheffield will adhere to State requirements and keep us informed.</p> | | | |
| Data Collection Progress Report | <p>We discussed the need to add academic progress data to the monthly dashboard report showing proficiency levels and growth towards proficiency. One possibility would be to adopt the dashboard formatting suggested by Education Board Partners; another is just to add an additional report to our existing dashboard, which already contains most of the data contained in the EBP dashboard. Action: John Sheffield will review the alternatives and implement a decision in time for the January Board Meeting. We discussed “academic goal setting” for 2020-21 as called for in the</p> | Data Development | David Hetherly | January 1 |

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| <p>Sharing Data with Parents</p> | <p>Strategic Plan, and this is under consideration by the staff and faculty. John pointed out that under the conditions of Covid-19 and remote instruction it is easier to define goals in terms of growth rather than proficiency. David Hetherly will complete his report on Early Literacy at the Board Meeting on December 1st. Action: Academic progress data will be available for Board presentation at the January meeting.</p> <p>We moved to this agenda item because Nichelle's time was limited and she was the person who raised this issue. She expressed some frustration on getting the information she felt she needed to assist her three children with their work, and she wanted to know what individual student data could appropriately be shared with parents. She reported that when her children were at School 61, more student performance data was available to her. Sharing Star test results with parents, she said, would enable parents to see where their children stood in relationship to others. Marie Giancarlo said that student data was available through the RTI teachers as well as during parent-teacher conferences, but she wanted to be sure that we did not overwhelm parents with too much information. Peter Dow suggested that this might be a good topic for a future parent meeting. Action: Nichelle will</p> | <p>Meeting with Staff</p> | <p>Nichelle Gray</p> | <p>January 1</p> |
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| <p>Professional Development Update</p> | <p>take up the question further with John Sheffield and the staff.</p> <p>BOCES continues to provide CSI with excellent support in the development of remote teaching strategies including the use of small groups as well as full class instruction. On Election Day teachers attended a workshop that examined the difference between conventional student projects and long-term investigations. They also discussed the development of “teacher portfolios” as distinct from “student portfolios.” Teachers portfolios include collecting evidence on the most engaging lessons, the use of KWL charts, and reflection on the use of student-led investigations to make the remote learning environment as engaging as possible. One example was an investigation carried out in Ms. Gore’s class that explored “how a bill becomes law.” Our Strategic Plan consultant, Adam Aberman, said was the best illustration of remote teaching that he had observed in any school. Ms. Gore’s class has also discussed the Electoral College, the two-party system, and how the 2020 election revealed democracy in action.</p> <p>Additional topics of professional</p> | <p>PD Sessions</p> | <p>Marie Giancarlo</p> | <p>Various</p> |
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| <p>Assistant Principal Search</p> | <p>development for remote instruction included “Teaching Open Court with Fidelity”, “Do the Math”, and “Delivering RTI instruction remotely.” John Sheffield reported that, in addition to academic support, BOCES has been helpful with topics like “Educating the Whole Child” and “Racism and the Black Experience.” This has led to some frank and open discussions of what is happening in the world today, and how teachers can handle these sensitive issues with children.</p> <p>No new information to report.</p> <p>The Meeting adjourned at 3:40 p.m.</p> | <p>Search Continues</p> | <p>John Sheffield</p> | <p>Unknown</p> |
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