

SECONDARY SCHOOL REVIEW COMMITTEE

Minutes and Notes of the Secondary School Review Committee Meeting held on Tuesday, May 19, 2009

The meeting of the SSRC began at 4:00 pm

Members Present:

Aditi Abrol	Alison Allerton	Lynda Carroll
Kathy Coon	Jennifer Dayton	Susan Ellis
Laura Erickson	Kim Eves	Julie Faryniarz
Jason Foster	Brenda Friedler	Caryn Furst
Stacey Gross	Laurie Heiss-Grealy	Nancy Kail
Ralph Mayo	Eliza McNitt	Hale McSharry
Jennifer Mitchell	Judy Nedell	Peter Newman
Marcia Schenker	Truxtun Southworth	Betty Sternberg
Jennifer Voccola	David Walko	Carol Walsh
Chris Winters	Martha Zornow	Jacquelyn Hay
Cole Rumbough	Denice Crettol	Susan Ellis

The SSRC discussed the compilation of concerns including Curriculum, Instruction, Time and Organizational Structures and Whole Student Development.

On May 20, 2009 the attached document, Secondary Schools Review Committee Compilation of "concerns" was created.

**Secondary Schools Review Committee**  
**Compilation of “concerns”**  
**May 20, 2009**

**Curriculum**

- Prioritize curriculum goals so that students have opportunities to develop, revise and reflect on work
  - Maximize K-12 alignment within programs
  - Emphasize depth of learning (core body of knowledge)
  - Develop significant interdisciplinary connections
- Increase programmatic options and enhance course design to maximize student engagement
  - Provide real world and/or work-related experiences
  - Establish avenues to pursue personal interests/explorations (internships, etc.)
  - Reexamine how courses are weighted to make sure that they don't limit flexibility
- Improve skills development
  - Literacy (e.g. financial, cultural, visual, informational, numeric, technological)
  - Workplace ready skills
  - Meta-cognitive skills and learning how to learn
  - Self-awareness/ goal setting skills

**Instruction**

- Identify effective instructional practices that lead to high achievement for all learners
- Develop feedback loops for current students, parents and recent graduates to give input into what's working
- Expand opportunities for sharing and reflection on work
- Expand opportunities for personalization within lessons to enable students to pursue individual interests and passions
- Ensure that homework is meaningful, relevant to class content and appropriate for every learner
- Examine effectiveness of support service models (Special Ed and ELL) to ensure appropriate and rigorous learning opportunities
- Integrate formative assessments to guide instruction for each learner

**Time and Organizational Structures**

- Create a flexible schedule – varied start times, potential for virtual classes instead of “brick and mortar” instruction (Alternative ways of earning credits)
- Explore models for remediation that allow students to develop essential skills while keeping up with their class

- Examine GHS policies and practices for a balance between freedom and responsibility (e.g. attendance policy, student center use, open/closed campus)
- Address concerns about impact of class size on student achievement
- Provide opportunities for meaningful connection(s) with staff members and/or community members (e.g. mentorship, advisor/advisee, independent study)

### **Whole Student Development**

- Examine sources of student stress and choices students make in dealing with that stress (e.g. cheating, substance abuse, absences)
- Examine de facto segregation in the buildings (by choice, by schedule, by tracking)
- Encourage responsible decision-making so that time required to complete schoolwork outside of the school day does not negatively affect participation in co-curricular activities, having a job, and overall student health
- Foster students' enjoyment of learning