

Long Range Planning Committee Minutes

June 28, 2017

Present: Deirdre d'Albertis, Diane Lyons, Laura Schulkind; Tom Burnell, Joe Phelan and Brett King.

The committee continues its fact-finding work in this preliminary stage since its formation. Members discussed the importance of holding a series of "listening sessions" with the community and with teachers early in the fall (after circulating one or more preparatory surveys this summer).

Brett King visited to talk with us about the challenges to be presented by declining enrollments at CLS. He outlined the current organization of the elementary school, future enrollment trends, and what he sees ahead for the next five years.

When he started, the school was in the process of moving down to four K classes per grade level; now it is at three. When a cohort comes in at 53 or 54, there is a natural fit with three sections. If the group is larger, however, say in the 60s or 70s, it is much more difficult to plan for that number. Currently he has 54 students moving up to 1st grade and 58 to 2nd grade. Classes entering grades 3-5 are still larger. To be clear, every time we lose a section, we reduce the elementary teaching staff by one teacher. With retirements and leaves, he has worked carefully to deploy staff in response to changing needs in the elementary school.

Even as overall numbers are trending down, Brett shared his own perception that special ed numbers are holding steady or in fact going up. He has retained special ed staff and aides to meet this emerging need. As many as a couple of families a month tour the building with him; frequently he is asked about service for high needs and special ed children. He reminded us that the process of classification is rigorous and builds in regular reassessment. The State mandates a number of decision points that make this possible. So there is no question that this is a trend that is real: the necessity of retaining skilled staff and non-instructs to support all of our students in the early school years is undeniable.

Specials (music, art, gym, etc) remain a crucial part of our students' school experience. Every time CLS reduces by a section, we still have an imperative to enrich each child's learning. This is especially true as class size goes up. No matter the class size, we will still have six grades to support. Brett has introduced "intramurals during recess," offering organized activities and instruction for children outside of regularly scheduled classes. One to two grades each day enjoy these additional opportunities during the 30 minute recess period; every student gets to do this a couple of times a week. He talked with us about the impact of bringing any of these staff members down to a .84 appointment as well as the impact of consolidating classes. He cautioned that a diminution of quality would result with a shift in these areas to less than full time appointments.

So these are the two largest challenges from Brett's perspective: steady or rising numbers of incoming students with high needs will mean we must hold on the Special Ed staff and lower enrollments may negatively impact our specials team in their high impact practices with all students. Is there such a thing as schools receiving additional aid for special ed if the percentages reach a certain level? Apparently not, although in large urban areas there are de facto magnet schools that operate in that way. For districts such as ours, there are no such options: in any case, as Tom pointed out, special ed and high needs students are increasing not only at Rhinebeck but in all school districts. This is a demographic trend. Self-contained environments (a 12 to 1 to 1 model) are promising: CLS will be working with such

a model for the rising 4th and 5th grade classes for part of the day. Integrated co-teaching environments are quite successful with elementary school students. Moving to combined grades within the general classroom, however, is difficult to do well. Brett also shared the current thinking on promotion and retention of children based on a whole host of factors; the school works with families in individual cases to determine what is best for each child in terms of his or her social, emotional, and academic development.

The committee discussed the importance of articulating a vision of our schools as inclusive and appreciative of each student's unique gifts. Our approach to special education has been and continues to be grounded in the research that supports such a vision. The school district and board is committed to understanding our specific community as we think through the challenge of declining enrollments in a tax cap era, learning from surrounding districts about their strategies for dealing with the same constraints. We see it as our challenge, also, to articulate our philosophy of inclusion, to explain the reasoning behind best practices for class size especially in K-2. Brett will share data about the incoming classes he has been seeing, providing nuance to the numbers as we continue our study. Meanwhile, he is working with his staff to adapt to the larger class sizes we may reasonable expect in the future, offering professional development opportunities to empower teachers in their interactions with all students. He is exploring different schedule plans to give specials more time with students; partnering with teachers in the building he hopes to implement one of these plans in the near future.

What impact would moving to a K-6 building have in Rhinebeck? Brett and John Kemnitzer have already had some conversation about this. Could there be a different instructional model for grades 5-6 on the CLS campus? There would be significant organizational challenges—and the budget implications would need to be examined closely—but this is certainly a district-level initiative worth discussing at the very least.

Additional notes: The group talked about Aides and Teaching Assistants at CLS. At this point, there is a fair amount of flexibility in how Brett is able to use his aides. He is able to flex their time somewhat based on student need. Teaching Assistants who "float" typically take over in an integrated, co-teaching environment after the Sp. Ed teacher moves to a different classroom. There are no state mandates on having 2 teachers in an integrated classroom but guidelines that speak to having 2 adults in the room "when necessary."

Tom is working on an organizational chart for the entire District, so we have a sense of who is deployed where and what their responsibilities are. We finished out by setting some parameters for our "statistical neighbors." Tom will generate a comparison specifically for Dutchess, but the more valuable comparison will be in the schools who are "similar" to Rhinebeck. Tom will set the ranges between 800-1200 students and a CWR of 1.5-2.5. With over 700 school districts in NYS, we'll catch many more than 10 (our target number), so Joe suggested we overlay that comparison with an SED comparison of testing performance/demographics. If there are other reports that show "similar" school districts by some alternate measure, we can overlay those as well in order to get stronger comparison data.
Respectfully submitted,

Deirdre d'Albertis

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Long Range Planning Committee Meeting Minutes

July 10, 2017

Attendees: Deirdre d'Albertis, Diane Lyons, Laura Schulkind, Joe Phelan, Tom Burnell

Invited Guest: John Kemnitzer

The committee invited John Kemnitzer to join us and share the organizational structure of the Middle School. To be sure, BMS is directly affected by shifts in both the elementary and high schools and has been working to make adjustments in teaching assignments to meet the needs of incoming and rising students. In many respects, due to teacher certification and tenure areas, re-assigning staff becomes more problematic as class sizes shrink. With the most recent retirement in BMS English, John notes that his teaching staff is certified in 7th-12th grades with the appropriate extension for 6th grade (elementary) instruction.

Planning in secondary science is most difficult as different certifications and seniority preclude shifting teachers from one grade to another. While there is no particular certification requirement for middle school science, our teachers tend to specialize in living environment. With the "Next Gen" Science standards due to come online in the next year or so, planning becomes that much more complicated as subject areas will shift within grade levels.

John and Ed Davenport have already begun preliminary discussions about the future structure of the MS and HS as the first wave of smaller class sizes hits the High School in the 2017-18 school year. They have begun imagining how teachers might be required to cover multiple grade levels in the future. There are inherent structural problems with sharing staff across the 2 schools. Of greatest concern to John is the loss of the Middle School identity. Special programming like Madagascar Day and Artists in Action day are special to BMS. Currently RHS has to make accommodations for that special scheduling. When teachers at BMS are teaching RHS classes, these opportunities would be limited as high school students would be adversely affected by absent teachers.

The committee asked John about the difference between a Middle School philosophy and a Junior High School model of K-6 elementary, 7-8 Jr. HS, and 9-12 HS. John explained that Rhinebeck's philosophy of working through pro-social skills with a whole child approach, especially in 6th grade prior to the transition and rigor of the 7th grade curriculum has been a strong part of Bulkeley's success. At the middle school level, teachers are able to work in an interdisciplinary fashion with cross-subject area exploration. Once students reach the high school, Regents requirements become a limiting factor. It will be important in all of our planning to keep our ability to stay responsive to student development in mind. If we create different kinds of transitions for students in any grade level, the process needs to be considered thoughtfully.

As the smaller class sizes begin moving up into the High School, the master schedules for both schools will be affected as we will need fewer sections of particular courses. Over the last 3 years, opportunities have risen to provide additional supports at both the Middle and High Schools that previously had not been available. Though it was a stop gap measure, it has been good for kids. John reported that, this year, Rhinebeck had the fewest number of failing or at risk 7th and 8th graders he can remember. He attributes this success largely to the core teachers working in conjunction with AIS sections.

John outlined each core subject and the potential flexibility within classes. Currently, middle school math continues to be a circular curriculum with the exception of 8th grade accelerated math. So too, Social Studies classes are relatively flexible. In ELA, there is very little content coordination 7 through 12, but the middle and high school english departments are working closely on skill development. The middle

school Tech class has benefited from the smaller class sizes as it is such hands on content. In the earlier GTT years, classes were beyond “comfortable” capacity. Music and Band classes will need to be considered carefully in the coming year as the smaller classes dilute robust participation. Language requires a proficiency exam at the end of 8th grade though many students accelerate into high school Language I in 8th grade.

The committee had many more questions for John and asked that he join us again after we’d had the opportunity to meet with Ed Davenport. He is happy to provide any information we’d like and suggested that it might be beneficial to have a joint meeting with Ed and John to share thoughts on our future needs.

Next meeting: July 31,2017

Invited Guest: Ed Davenport

Respectfully Submitted by Laura Schulkind

RHINEBECK CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION

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SCHEDULE OF MEETINGS
FOR THE 2017-2018 SCHOOL YEAR

Regular Meetings of the Board of Education are held on the 2nd and 4th Tuesdays of every month in the Rhinebeck High School/Middle School Library at 7:30 p.m. Special Meetings or a change in the schedule will be called upon the request of the President of the Board of Education and will be posted.

2017

July 11, 2017
Organization Meeting

February 27, 2018

August 8, 2017

March 10, 2018
Budget Workshop (tentative)

August 29, 2017

March 13, 2018

September 12, 2017

March 27, 2018

September 26, 2017

April 10, 2018

October 10, 2017

Public Hearing & Adoption of the Budget (tentative)

October 24, 2017

April 24, 2018

November 14, 2017

BOCES Vote

November 28, 2017

May 8, 2018
Budget Hearing

December 12, 2017

May 15, 2018
Annual Meeting – Budget Vote

2018

January 9, 2018

May 22, 2018

January 23, 2018

June 12, 2018

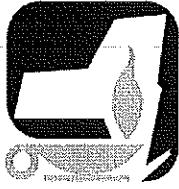
February 13, 2018

June 26, 2018

Spring Break

4.4

Exit this survey



New York State School Boards Association Election - Board of Director - Area 9

Deadline for ballot submission is Tuesday, October 10, 2017 at 5:00 p.m.

*** 1. Please select candidate for Area 9 Director?**

- Karen Osterhoudt, Ulster BOCES
- John Redman, Florida

*** 2. School district name:**

*** 3. Date of meeting that Board met on to select candidate?**

MM	DD	YYYY	hh	mm	AM/PM
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Joe Phelan

From: survey-noreply@lr.surveymonkeyuser.com on behalf of james.page@nyssba.org via surveymonkey.com <member@surveymonkeyuser.com>
Sent: Wednesday, August 02, 2017 3:10 PM
To: Joe Phelan
Subject: NYSSBA Area 9 Board of Director Election

New York State School Boards Association

Election - Board of Director - Area 9

Area 9 District Clerks:

The following school board members have been nominated by at least five member school boards to be candidates for a two-year term on the Board of Directors of the New York State School Boards Association. Each member school board, acting at a regular or special meeting, is entitled to cast one vote for one candidate from its respective area.

Karen Osterhoudt, Ulster BOCES
John Redman, Florida

The ballot upon which the official action of your board is to be recorded can be accessed by clicking link below. The ballot must be filled out by the president or vice president of your board; the deadline is 5:00 p.m. on Tuesday, October 10, 2017. Please call Mary Metheny, executive assistant at (518) 783-0200 or (800) 342-3360 if you have any questions about the voting process.

cc: Area 9 Board Presidents and Superintendents

[Begin Survey](#)

Please do not forward this email as its survey link is unique to you.
[Unsubscribe](#) from this list