

Strategic Planning Committee

1/13/2021 minutes

Attending via Zoom: Tom Burnell, Albert Cousins, Mark Fleischhauer, Christine Natoli, Jaclyn Savolainen, Diane Lyons

Tax Levy Cap 2021-2022 initial Budget Preparation

Discussions: Tom reported that another important number has been finalized for budget season. The CPI is set at 1.23%. The tax growth factor 1.36% was set a few weeks ago. Last year the CPI was 1.81% and the tax growth factor was 1.10%.

Revenue - As of this month we are showing losses under non-resident tuition, STAR reimbursement and state aid, current state aid loss is at 12 ½ % not the 20% originally thought. We have revenue increases due to the DEHIC holiday, refund of prior year expenses BOCES, and a Medicare reimbursement check we did not anticipate.

Expenses - We currently show savings in fuel, electric, supplies, maintenance, the director of curriculum position that remains open, classroom expenditures and transportation. We are overbudget in guidance, substitutes, attorney fees, and health services.

Curriculum work vs professional development: We must be clearer in distinguishing these expenses going forward due to ESSA reporting requirements that put an emphasis on professional development by building. The rates of pay for the work are the same, but the work being completed needs to be budgeted and expensed differently. Curriculum work results in a product that the district owns and professional development is training or teacher planning.

Decisions: The committee would like to the greatest extent possible to identify all COVID-19 related expenditures.

Review of Fund Balance projection and reserves

Discussions: Tom reviewed our current fund balance and reserve accounts

If we have remaining funds, we should consider adding to existing reserves like the Unemployment, ERS and TRS Reserves and to possibly place a proposal on the 2021-22 school budget and trustee election to create a Capital Reserve Fund for future use.

Decisions: The board should consider creating a capital reserve fund. This is a reserve many schools have, and would be used to fund future capital projects, but requires a vote of the community to create and use the funds. If the board would like create a Capital Reserve Fund it would need to be added to the budget vote for approval

Upcoming budget presentation

Discussions - The February 9th budget presentation will include operation and maintenance, transportation, debt service, and employee benefits.

ESSA and NY Transparency Reports

Discussion: Both reports were submitted to the state. These new reports contain data that to create standardized per pupil costs and other ratios by building across the State. NYS is looking to see if schools are equally distributing funds in a district that has multiple elementary, middle, and/or high schools. The report shows that we spend a similar amount per student in each building. RHS - \$24,528.65; BMS - \$23,180.02; and CLS - \$22,071.55. These per student amounts are only building specific expenses and don't include district-wide amounts such as transportation, debt service, and maintenance. At this time we don't have any data to compare with other districts.

School Lunch Fund Update

Discussion - We are currently showing a slight loss of around \$6,000 but this number does not factor in current inventory.

Enrollment update

Discussions - The district is currently down 13 students since BEDS day from 958 to 945. We will be watching the enrollment numbers in 3rd and 4th grade particularly as they currently are around 70-75 students.

Board priorities update and planning.

Discussions - High Quality teaching and learning - Albert will give a formal presentation to the board with the principals this Spring, highlighting samples of teacher and student work.

Social/Emotional - The Feb 12th conference day is centered around this topic with Camp Ramapo doing a session on trauma response.

Equity - As reported in our last meeting the committee had its first meeting and will be meeting every two weeks. The state passed the bathroom bill, and we will be changing signs and working on having a place to change in the locker room that is private.

Agenda items for next meeting on February 11th.

1 - Formal proposal for curricular program changes

2 - Fund balance/revenues

3 - Budget update

Respectfully submitted by Diane Lyons

Education Network for Teachers & Artists



ABOUT ENTA

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ENTA – Education Network for Teachers & Artists – is a 501(c)3, non-profit teaching artists' organization founded by Pat Sexton and Peter Muste. This cooperative engages a variety of professional artists in the development of arts programming for local schools & community arts programs. ENTA supports all curricula by teaching any subject through the Arts. Students are empowered to demonstrate their knowledge and mastery through creative expression. ENTA has worked with the Rhinebeck & Red Hook school districts since 2005 with programs such as *A Book's Journey*, *Madagascar Day*, *Embody Art: Anatomy*, *Reader's Theatre*, *Sol Lewitt – Math, Language & Art*, *Improv & the Salem Witch Trials*, *Geometry in Landscape Drawing*, *Taking A Stand: Art for Social Change*, and the *History Walking Tour of Rhinebeck*.

ENTA works collaboratively with local teachers and artists to custom design arts-in-education programming that includes entire grade levels, engages teachers in the program development, utilizes the talents of artists in our area and teaches core and specialized subject matter – Science, Math, Social Studies, ELA, etc. -- through the Arts. ENTA employs a full range of artists in our work -- visual artists, author/illustrators, dancers, videographers, musicians and theatre artists. These collaborations have resulted in effective, exciting "Teaching through the Arts" programming in elementary, middle & high schools.

Founders Sexton and Muste have worked in many roles in the arts and education. Peter Muste holds an MFA in Directing from Ohio University and a Masters in Arts in Teaching from Bard College. He is certified to teach English in grades 6 – 12 and Theatre K – 12. He has taught at Schnectady High School and in the East Ramapo CSD, served as an adjunct professor of theatrical production at NYU and taught privately. He spent 18 years at Radio City Music Hall in stage management and producing. Pat Sexton holds a BA in Theatre Arts from Stockton State College and has worked professionally as an actor, writer, producer, development director and program director in NYC and with various Hudson Valley non-profit arts organizations, including Sinterklaas, the CENTER for Performing Arts at Rhinebeck and Mill Street Loft/The Art Effect. Both are members of professional unions: Actor's Equity Assoc., AGVA and the Screen Actors Guild/AFTRA.

In bringing together Pat and Peter's expertise and training in the arts and in teaching, ENTA provides unique and valuable programming that enlivens core subjects and allows students and teachers to experience learning in active, meaningful educational environments that produce measurable results demonstrated through both formative and summative assessments, as well as by the engagement of students and the enthusiasm of teachers. We are very proud of the work we do and are eager to work further with our schools and build more community-based programming in the arts.



Even The Pandemic Couldn't Stop This Journey

By Pat Sexton with Erin O'Brien, Julie Tait and Shannon Denise

"It's a rite of passage! How can we NOT do it?"

That was the dilemma that faced Chancellor Livingston School's 4th grade teachers, Shannon Denise, Erin O'Brien and Julie Tait, when their Rhinebeck, NY school was shuttered in mid-March 2020 due to the COVID-19 virus.

For 14 years, the CLS teachers had collaborated with ENTA, the Education Network for Teachers & Artists, to deliver an 8-week long creative writing program entitled, *A Book's Journey*. Students prepare for this experience the entire year, and it's one that students anticipate as a treasured 4th grade program. Months of ELA units in writing all lead up to *A Book's Journey*, in which students demonstrate their learned skills and write, illustrate, hand-build and hand-bind their own original book. They usually show their work at a year-end book event, *Meet the Young Authors Day*, with families, peers and community members in attendance.

Despite the daunting pivot that was needed to happen to make any teaching possible, these teachers decided that the virus was not going to cheat their students out of this highly anticipated experience. They were determined to find a way to keep up the excitement and enthusiasm they had generated for the entire school year moving towards this goal. They set to work with ENTA's artists to take the full program online and into the living rooms and kitchens of sixty-five (65) budding young authors.

The Program

A Book's Journey is an on-going, collaborative program created with several ENTA artists and the CLS 4th grade teachers. ENTA's philosophy is to work together with classroom teachers to design customized, arts-based programs to meet the needs and goals of the teachers and students and teach any subject through the Arts – Science, Math, ELA, Social Studies, etc. For on-going programs, the basic structure may change from year to year, depending on the current curricula, specific needs of the cohort and evolving learning outcome goals as defined by the teachers. The goal is to have students demonstrate their knowledge and mastery through a creative process.

A Book's Journey takes approximately 8 weeks and involves visits from several publishing professionals –some authors, an illustrator, an editor, and a book designer. The program usually includes a field trip to a local independent book store to learn about marketing books. By the end of the program, the students have created their own books and also have an understanding of the full range of publishing industry jobs and components. Guest artists visit with the students every 2 weeks. Between visits, the teachers work with the students during ELA sessions to reinforce skills in story structure, grammar, spelling and punctuation, as the students craft their books. The excitement among the students builds as their books develop over the final weeks of school. The culminating event, *Meet the Young Authors Day*, is viewed as a special event and source of pride for the students as they showcase their books to their families, fellow classmates, community members and the local media. *A Book's Journey* is a personally guided, hands-on, peer-to-peer and community shared program in so many ways – and that

was one of the challenges of making the program successful. How do you reimagine that much personal contact through a virtual experience?

Restructuring the Support System

In addition to the three CLS 4th grade teachers, two teaching assistants, two special education teacher, six ENTA artists and two ENTA facilitators engaged the students throughout the 8-week program. A variety of arts materials were prepared and distributed to the students at home. Funding for the program came from the Rhinebeck CSD Arts-in-Education committee, Dutchess County BOCES Arts-in-Education program support, the Thomas Thompson Trust and the Rhinebeck Science Foundation. All the funding organizations were encouraging and offered their complete support of taking the program online.

The teachers needed to find ways to help students concentrate on their ELA lessons and ENTA needed to take the specific skills they teach into a virtual world with the same level of visual inspiration and engaging activities as in their in-person sessions. The CLS teachers, Denise, O'Brien and Tait, along with special education teachers, Michelle Lobotsky and Danielle Christianson-Hicks, and their teaching aides, Gretchen Werner and Anthony Chianese, added many extra hours of one-on-one instruction with students exploring their themes, character development and story structure. They were able to bring a year's worth of ELA units into focus for these students so they understood how learning the basics, coupled with their creativity, would help them write a great book.

ENTA assembled and packaged the needed art materials into kits that were mailed to every student. Class parents assisted ENTA facilitators in the process. The CLS teachers gathered information about each student's story and helped ENTA artists define a thematic color palette for each student's art materials, in order to give them some choice and flexibility in their book design. Students were also welcomed to use any additional art materials they had at home in their design.

ENTA artists were all asked to retool and expand their Power Point presentations to add more visuals, make sure everything was readable on the small screen and available to share as needed. Two short instructional "how to" videos for the book cover design and book binding process were also produced.

The Process

ENTA facilitators worked with the teachers to set a schedule of online sessions that would include each of the three classrooms in separate sessions. Each class had five (5), one-hour online sessions with individual artists. Time for live questions and answers was built into each session.

To ensure good attendance, the CLS teachers sent extra schedule reminders and impressed upon the students how important it was to be present at the live, online artist presentations every 2 weeks. Throughout the shut-down of schools, teachers nationwide had reported one of the difficulties in remote learning was getting students to show up at scheduled sessions and to be on time.

Thanks to the extra communications efforts of the teachers, the program had near perfect attendance at each session.

The three ENTA artists charged with inspiring the students – Lesa Cline Ransome (author), James Ransome (author/Illustrator) and Susanna Leonard Hill (author) – created engaging and colorful presentations and shared their own creative processes with the students. Editor Pat Sexton worked collaboratively on a sample document with students providing editing suggestions. Book Designer Kimba Baker showed students examples of successful book designs, discussed choices in color, font, illustration and walked them through the physical construction of their book covers and a Japanese book-binding technique that each student used on their books. John Muste, from Oblong Books & Music, an independent bookstore in Rhinebeck, took them on a virtual tour of the store and talked about techniques that publishers and booksellers employ to get readers excited about new books.

Parents also played an integral role in this year's program. From the distribution of materials to helping their children learn to use new technology to helping cheer the students along as they wrote. Parents had a front-row seat to their child's creative process and were an important driver of the program. They learned so much about how they help their children succeed by watching this creative process. And, they got to see the depth of work and attention teachers put into honing student's skills every day. Parents expressed to the teachers a whole new level of respect and understanding of the hard work of teaching.

The Results

Over the last two weeks of school, the students shared their books with each other in online sessions. The teachers invited students to present their books in a variety of ways. Some read their book live online or shared pictures of their finished work, others produced videos of their book, and others presented books through a read-along Powerpoint with images of their book pages. Giving students this degree of choice in how they presented their materials increased engagement and extended the creativity and problem-solving skills they all brought to the project.

The teachers felt that the students were just as excited and proud of their books as in years' past. They felt the program was successful in reaching students and extracting the needed focus, thought and skills to create a successful piece of creative writing and shape it into a completed book.

Reflections on the Process

A Book's Journey forges a special relationship between student, teacher and artist. It is a wonderful collaboration that allows for plenty of exploration, yet demands focus and skills in order to complete. The teachers truly felt the void of everyday interactions with their students, reading their body language, having discussions on various story lines, teaching the skills involved with writing, helping them manage their time, and watching the development of the work on a daily basis.

But, the use of technology was helpful to this process. Students were able to input their work and have the teachers comment and make suggestions right in the same document. In this way, they maintained that one-on-one relationship that is so important in learning, trusting and sharing accomplishments.

Most importantly, the teachers felt that the accomplishment and pride the students had in their work added to their bond as classmates, which was so valuable during this crisis. They had completed their "rite of passage," had their own unique voices heard, enjoyed each other's talents and finished 4th grade with a wonderful memory and a book to keep as their very own work of art.

ENTA – Education Network for Teachers & Artists
Arts In Education Collaborations
www.enta4arts.org

BENEFITS of Teaching Through the Arts

FOR THE STUDENT:

- Enhanced Student ENGAGEMENT – across multiple learning modes using mind, body, creativity
- Improved SKILLS – Observation, Critical Thinking, Problem-Solving, Socio-emotional Development, Analysis, Evaluation & Application of Knowledge
- Student OWNERSHIP of artistic work & process
- Extensive Studies Document OVERALL Improvement & Positive Statistical Effect on Grades, Attendance & Standardized Test Scores

For THE TEACHER

- Enhance & Support Teacher CREATIVITY Across CURRICULA
- Teacher OWNERSHIP of Program, Process & Measurement

Teaching Core Subjects Through the Arts

ENTA works collaboratively with Teachers & Artists to:

- DEVELOP original, creative, curriculum-connected programs
- USE the ARTS as the TEACHING TOOL
- ENVISION the process & expected outcomes and/or products
- ENGAGE the body, mind and creativity in taking the core curriculum material into an ARTISTIC EXPRESSION

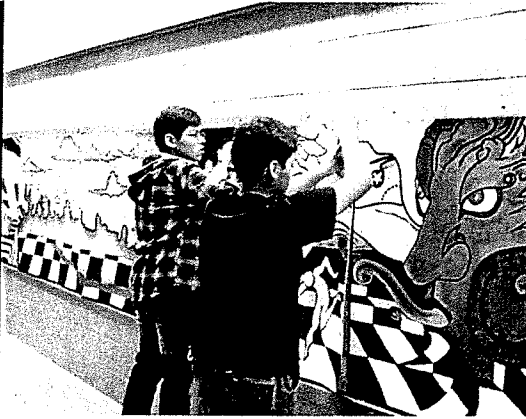
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Sample Programs
at Rhinebeck CSD

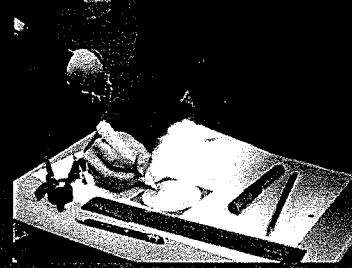
Sol Lewitt: Math, Language & Art

Rhinebeck High School
Bulkeley Middle School
Geometry & Art Classes

Geometry
Writing - ELA
Art



Working with Geometry Classes & Art Classes in Rhinebeck High School & Bulkeley Middle School



Professional Artists work directly with Students throughout the program.



BMS Art Classes

Worked in teams to create an art piece,
wrote instructions for piece and executed
each others' instructions.



RHS & BMS Geometry
Classes

Used geometric concepts to create
designs & then wrote instructions to
execute their designs.



RHS Art Classes

Student collaborated on design for two murals,
each measuring 4x5'. Each student designed a
specific component of the final piece.

Art Exhibited Throughout the School



RHS Auditorium Lobby



BMS Hallways



Lobby Windows



Field Trips Included in the Sol Lewitt Program

Rhinebeck HS students went to Mass MOCA & Clark Museum.

BMS Students saw Sol Lewitt's work at Dia Beacon.

A Book's Journey

- Since 2007, Chancellor Livingston School's entire 4th grade
- Students write an original, illustrated book/story with help of a team of publishing professionals – author/illustrators, editor, designer, marketer
- Program culminates in final event – "Meet The Young Authors" Day, where students set up a Book Fair of their new books to introduce them to family, friends, community members.
- Ties to ELA curriculum and uses community members as professional resources.



A Book's Journey

Creating an Original Work & Learning the Entire Arc of Publishing from Professionals

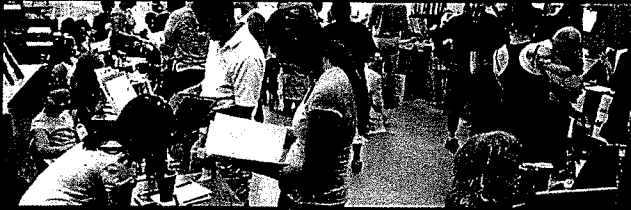
Over an 8-week period, students meet with professional authors, editors, book designers and marketers to learn the entire arc of taking a book from the writer's imagination to the reader's hand. The learn not only the creative process but have active exposure to the various careers in the publishing industry.

Rhinebeck CLS 4th Grades & Red Hook Mill Road School 5th Grades.



Peer to Peer Sharing of Original Books written by 4th grade

Over a 8 week period, students create original, hand-illustrated books. At the end of the process, they transform their classrooms into a Book Fair and discuss their creative process with fellow students, families and community members who are invited to "Meet The Young Authors Day" at Chancellor Livingston School.



Meet the Young Authors Day

Fellow Students, Families and Community Members attend this event to read the new books from the students.



Students learn the Art of Improvisation

Working with award-winning actress and Saturday Night Live alumna, Denny Dillon, students learn to listen, work in the moment, use what they know and react spontaneously to the scenario being enacted. Students use ONLY their research to create improvisations, there is no script.

Salem Witch Trials & Improvisation

- Since 2012, at Bulkeley Middle School's 7th grade Social Studies
- Students work with a professional actress & improvisation teacher to learn the art of listening, using information you know and creating a dialogue or scene
- In their Library time, students research a person from the actual historic events and use their newly learned improv skills to bring that person to life
- Program culminates in a final live re-enactment of the Salem Witch Trials for an invited audience of middle school & 5th grade students.
- Ties to Social Studies & Library Skills curriculum



Students Re-enact the Salem Witch Trials

In suggestions of period costumes, students re-enact the events of the Salem Witch Trials. Students from other BMS classes and 5th graders from Chancellor Livingston School (ES) attend the re-enactments. For the CLS students, this is a great opportunity to see the kinds of learning experiences that await them when they move up to middle school.

Taking A Stand

- Since 2013, at Bulkeley Middle School 8th grade – ELA classes
- Students read "To Kill A Mockingbird" by Harper Lee to discover and discuss how people "take a stand" against injustice
- Students work with a professional visual artist to explore how Art is used to encourage and support social change
- Students research civil rights and social change events, movements and leaders. They choose a focus for their work and create a piece of art to reflect their opinions and messages about their topic/person
- Program culminates in public art exhibit enjoyed by the community.
- Ties to ELA and Library Skills curriculum



Taking A Stand Art Exhibit

Taking A Stand program culminates in an Artists Exhibition of the work of the entire 7th grade at Bulkeley Middle School. The show stays up for several weeks and is enjoyed by many visitors to the RCSD auditorium and athletic events.

In Class work with Artists



Taking A Stand

Equal Rights Amendment

Paper & fabric scraps made up of information on legislation, news articles and photographs relating to the fight of the amendment to rights that have passed after several years of advocacy.



Student Non-Violent Coordinating Committee of the Civil Rights Movement of the 1960's. Puzzle pieces represent how they fashioned a movement with many different strategies and actions.



Taking A Stand Artwork Examples



LGBT Rights



Worker's Rights



The Dream Act

Taking A Stand Art Exhibit enjoyed by families & community members. News media covers the event.



Taking A Stand Artwork Examples



WW2 Japanese
Internment



Women's Rights



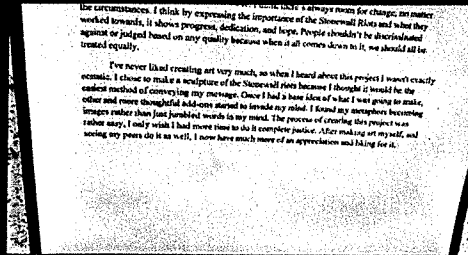
Civil Rights

Public Sharing Component is essential to ENTA's work.

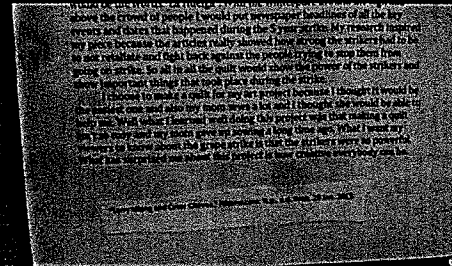


Taking A Stand: Student Artist Statements

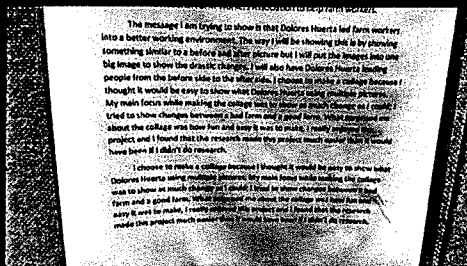
"I never liked creating art very much, so when I heard about this project I wasn't exactly ecstatic.....Once I had a base idea of what I was going to make, other more thoughtful add-ons started to invade my mind..... After making art myself, and seeing my peers do it as well, I now have much more appreciation and liking for it.



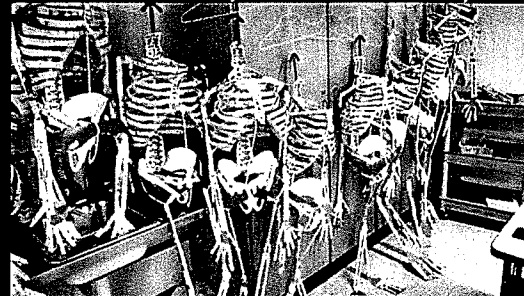
"I [chose] to make a quilt for my art project because I thought it would be the easiest one and also my mom sews a lot and I thought she would be able to help me. Well what I learned (while) doing this project was that making a quilt isn't so easy and my mom gave up [sewing] a long time ago. What I want my views to know about the grape strike is that the strikers were so powerful. What has surprised me about this project is how creative everybody can be."



"What surprised me about the collage was how fun and easy it was to make. I really enjoyed this project and I found that the research made this project much easier than it would have been if I didn't do research."



Embody Art: Anatomy



Embodiment Art: Anatomy – Skeleton

- Since 2017, in Bulkeley Middle School's 7th grade Science classes
- BMS Students work with a professional dancer and visual artist to learn how the human body moves and how to make a full-size skeletons using recycled materials.
- For five days, students work in pairs and focusing on each part of the skeleton and move their own bodies to better understand the interplay of muscle & bone in movement.
- Program culminates in display of some of the skeletons in the BMS upstairs Lobby.

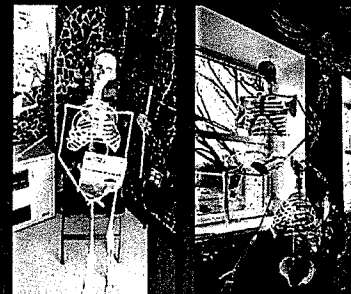
Embodiment Art Display at BMS



Embodiment Art: Anatomy



Embodiment Art Display at BMS



Embody Art: Anatomy – Muscles

- Since 2019, in Rhinebeck High School Anatomy classes
- Students work with a professional dancer and visual artist to learn how the human muscular system works with the skeleton.
- For five days, students work in pairs and focus on a muscle groups and how they attach to the skeleton. Students attach raffia paper muscles to 3' tall skeletons and learn the origin and insertion points of muscles, how muscles work in pairs and create movement.
- Program culminates in display of some of the skeletons in the RHS Auditorium Lobby.

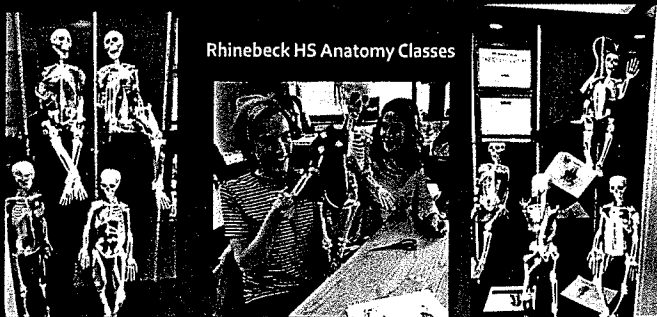
Other ENTA Programs at RCSD

- Madagascar Day at BMS with 4 different programs
- Readers Theatre for CLS
- History Walking Tour of Rhinebeck – BMS 7th grade Social Studies
- Animals in their Habitats – Kindergarten CLS
- Anatomy & Figure Drawing in RHS Art Classes
- Planned for Spring 2021 – Visiting Artists Series for RHS Art Classes

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- ENTA also works at the Red Hook Schools with these and other programs such as:
- Books on the Boards – theatre for 1st graders as they bring a book to life onstage
- Geometry and Landscape Drawing – 3rd Grade

Embody Art: Anatomy - Muscles



The ENTA Process

ENTA Leaders meet with Teachers to:

- Determine the curriculum connection & scope of program
- Identify the learning goals and any "speedbump" areas
- Brainstorm the various ARTS processes that could be applied
- Outline schedule of activities
- Collaborate on evaluation process
- Plan final event or presentation; ideally with a community component (invitation to exhibit, presentation, performance)

Working with ENTA Artist(s)

With basic plan in place, an ARTIST is selected and meets with Teacher(s) to:

- Determine the focus and expected outcomes of the program
- Finalize the ART medium & expected product(s)
- Learn more about how the Teacher teaches the subject matter
- Plan out details for activities and scheduling
- Establish needs: materials, space, equipment, etc.

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www.enta4arts.org

ENTA Support

ENTA will also support the program in the following ways:

- Grant applications to BOCES, other funders – Many RCSD programs have been funded by: Rhinebeck Science Foundation, Arts MidHudson, Community Foundations of the Hudson Valley
- Working with administration on scheduling, permits, etc.
- Publicity for the Program
- Coordination of Community Resources (e.g. site visits)
- Coordination of specialized resources (equipment, materials, etc.)
- Presentation of Programs to Board of Education, community meetings, etc.

Community Service for school year 2020-2021

5.3

Given the current world health context, we recommend that we expand the ways students can satisfy the community service requirement by:

- a. Accepting the 40 hour requirement already completed for seniors, and continuing to publicize and support safe community service opportunities for our students
- b. For seniors who have not yet completed the community service requirement but who have completed hours already, continue to publicize and support safe community service opportunities, and accept the hours already performed with a written reflection in order to satisfy the graduation requirement.
- c. For seniors who have completed no hours to date, continue to publicize and support safe community service opportunities, and allow these to satisfy the graduation requirement by completing fewer than 40 hours along with a written reflection.
- d. For seniors who have completed no hours due to the consequences of the pandemic, allow them to request a waiver of the community service requirement on a case by case basis. The Community Service Advisory Committee will review any waiver requests and make a recommendation to the Principal, who will then share the recommendation with the Superintendent.

School year 2021-2022 and later

We recommend that in school year 2021-2022 and later, the emphasis in our community service program be shifted from completing a certain number of hours, to completing community service that allows students to inform their post-secondary planning, to expand their social networks, to push themselves out of their “comfort zones,” and to learn about the evolving needs of our community.

As a result, we will establish recommended hours of community service for each school year, we will continue to record and verify community service activities for each student, and we will require a written reflection from students at the end of their sophomore and senior years which explains how their community service activities have informed their post-secondary planning, expanded their social networks, pushed them out of their "comfort zones," or helped them learn about the evolving needs of our community.

In addition, we will establish a recognition program for students who reach established benchmarks of community service. These students will be recognized and celebrated at our annual Academic Awards Ceremony.