

Long Range Planning Committee Minutes – February 26, 2020

Attendees: Tom Burnell, Stephen Jenkins, Diane Lyons, Joe Phelan, Jaclyn Savolainen

Retirements

Tom started the meeting with a discussion of potential future retirements (with the reminder that eligibility does not equal predictability). It looks like potential retirements will not be spread out evenly across the various departments, grades and schools, so it does not appear that the district will be able to rely solely on retirements as a solution to staffing levels.

Recent Meetings with Administrators and RTA

The committee discussed outcomes and ongoing questions from our recent meetings with administrators and with the RTA's new long range planning committee.

We also talked about principals and teachers working together to see if there is interest in teachers getting additional certifications at the middle school and high school so they can be more flexible in how they are deployed. RTA should also be included in conversations about multiple certifications as teachers could be shared across grades and subjects increasingly in the upcoming years.

One interesting idea that came out of the meeting with the RTA committee was to rotate ABCD days in CLS. It doesn't address the financial side of the equation, but doing so would improve balanced access to specials (making up for frequent Monday holidays) and would match up days with the other building. However, such a schedule would be more complicated and might be too hard to incorporate 4th and 5th grade PE requirements. Joe will discuss pros and cons and feasibility with Mr. King.

We do not have an expected date for when teachers will be getting back to us with their ideas for long range planning. The committee is hopeful that the teachers bring ideas that are K-12 in scope and that they also address the financial component.

Other

The committee discussed CLS specials areas losing more sections next year with one less elementary school class. The extra periods could fill in with Great Body Shop or Second Step.

Joe is going to confirm state PE requirements for the elementary school.

Other ideas discussed as solutions for the problem of low enrollment in HS electives included: Should we limit study halls or APs? How can we move forward with offering Pass/Fail options in some electives? What would need to happen to offer electives every other year? What would the downside be for all of those suggestions?

Tom went over some estimates of cost savings that might be gained by moving to K-6, 7-12 structure. Tom also talked about some challenges to maintaining an appropriate fund balance.

Respectfully submitted: Jaclyn Savolainen

44.2

Personnel Committee Minutes Thursday, Feb 27, 2020, 1:00 PM

Attendees: Joe Phelan, Tom Burnell, Steve Jenkins, Diane Lyons, Jacqueline Raccuia

The Personnel Committee continued to discuss planning for the upcoming RTA contract negotiations and attempted to establish ground rules and possible dates for the informal negotiations with the RTA.

Joe had met previously with Ed Davenport and John Kemnitzer prior to our meeting. He shared the ideas that they had raised regarding potential RTA negotiation ideas.

Respectfully submitted by Jacqueline Raccuia

Next meeting March 25, 2020

***DRAFT – FOR DISCUSSION PURPOSES ONLY
NOT REVIEWED OR APPROVED BY THE COMMITTEE OR FULL BOARD***

**MINUTES OF THE FINANCE COMMITTEE MEETING OF THE
RHINEBECK CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION
HELD ON MARCH 5, 2020**

A meeting of the Finance Committee (the “Committee,” the members of which are referred to as “Committee Members”) of the Rhinebeck Central School District Board of Education (the “Board”) was held on March 5, 2020 (the “Meeting”) at the District Office.

Present at the Meeting were Tom Burnell, Mark Fleischhauer, Steve Jenkins, Joe Phelan, and Matthew Van Wormer, constituting a majority of the Committee Members.

Mr. Jenkins, serving as Chairman of the Meeting, greeted all in attendance and called the Meeting to order at approximately 1:00 p.m.

Mr. Burnell began by providing an update on the budget. He reviewed the Fund Balance projections, which currently show a Total Estimated Fund Balance of approximately \$1.39 million as of June 30, 2020. Mr. Burnell explained that a plan needs to be developed to remediate this excess Fund Balance and then outlined various potential Fund Balance solutions. The specific budget categories discussed included: (i) monies due to special aid; (ii) unemployment reserve; (iii) reserve for tax certiorari; (iv) reserve for employee benefits; (v) retirement contribution reserve; and (vi) removing the Dutchess County BOCES Capital Project from the assigned fund balance. He noted that the administration continues to explore different options for funding the District’s financial obligation to the BOCES project and that the administration is working with a financial consultant on this analysis. Mr. Burnell also stated that the administration expected to discuss any proposed contributions to Fund Balance with the District’s outside audit firm. Mr. Burnell also noted that there could be a number of tax grievances, which depending on the timing, could either come out of the tax levy or the tax certiorari reserve. He then described the process

going forward, noting that discussions would continue in April with final recommendations presented to the Board in May.

Mr. Burnell then provided an ESSA update, noting the new requirement to distinguish between allocating professional development costs between meetings and conferences. He also noted the requirement to break down expenditures at the building level. He explained that ESSA would share their report prior to publishing it, which would allow the administration to ask questions and/or provide feedback.

Mr. Burnell then previewed the Tuesday night Budget Work Session. He explained that he planned to list out any items currently listed in the budget that are new. He further explained that he planned to list other items that may be proposed as additions to the budget. Mr. Burnell commented on potential areas of reductions and also noted that the administration wants to add programs while being prudent.

There being no further business, upon a motion duly made and seconded, the Meeting was adjourned at approximately 2:25 p.m., Eastern Time.

Matthew J. Van Wormer
Acting Secretary

4.4.4

Curriculum Committee Minutes

March 5, 2020

Attendees: John Kemnitzer, Marvin Kreps, Joe Phelan, Jackie Raccuia, Jaclyn Savolainen, Matt Van Wormer

Clarification from last meeting

NYS is transitioning from the 1996 Science standards to the Next Generation learning standards over the course of several years. The new standards were adopted by NYSED at the end of 2016 and our BMS science teachers developed a new curriculum over Summer 2018. They have already implemented that curriculum but technically it is still considered a draft because the newly aligned state tests will not be administered until June of 2022 (for 5th and 8th graders). Our teachers may still make modifications if they determine a need to do so over the next two years. The new Regents exams won't be administered until 2023 and 2024.

Later in the meeting, Joe said he thinks the Next Gen implementation process is better designed than the Common Core NY implementation which had students taking state tests on learning standards that weren't yet fully implemented in the classrooms.

Earth Science

Several parents have raised the question of whether some students could feasibly take Earth Science in 8th grade in order to be able to take more AP sciences later in high school. This question has come up repeatedly in the past 15 years and each time our curriculum leaders have determined that it is not in the best interests of our Science program overall, and that continues to be their position. John Kemnitzer and Marvin Kreps both explained that the middle school has a strong, well-articulated science curriculum that takes three years, and that curriculum has just been very thoughtfully and carefully updated.

Jackie asked why our district didn't develop an option for accelerating in the sciences as we were developing the new curriculum to align with the Next Gen standards. Marvin noted that other schools that offer Earth Science in 8th grade have opted to eliminate part of the curriculum, but our curriculum leaders do not want to compromise the integrity of the foundational program which they feel is the basis for our students being so successful in the high school sciences. He explained that the learning standards cover more than just content areas: they also include skill progressions such as engineering, hypothesis testing and experimental design.

Marvin also made the point that adding a middle school acceleration program in the Sciences (on top of our existing acceleration programs in Foreign Languages and Math) would create a *de facto* tracked school system for our student body, which is not in line with district philosophy.

Joe pointed out that NYS high school graduation requirements do not mandate Earth Science. However, it is customary in our district to require 9th grade students to take the subject, following the policy guidelines resolved by the BOE in 2002. John noted that, over the past five years, the number of students who have taken the opt-out test for Earth Science has dwindled and that no students sat for the test last year. In the last few years, only two or three students each year have sat for the Regents test after private tutoring and lab work.

The discussion turned to how to best communicate the district's position to middle school parents. Ideas included an FAQ sheet, a short video promoting the strengths of our Science curriculum, and a parents' night in 6th grade.

Other

Marvin will be unable to attend the board's upcoming budget workshops due to a prior commitment on those dates, so he explained his budget requests for curriculum for next year. He added \$5,000 to the budget for consultant work that he anticipates might be needed to support the following: social and emotional learning initiatives; the new technology instructor; continued work on the Science curriculum K-12; and continued efforts to move more teachers into Canvas. Marvin also outlined what curriculum funding our district gets through Title II and Title IV state grants, and noted that the trend seems to be that we get about 5% less each year.

Upcoming topics for discussion: homework concerns, overview of NYSED curriculum plan, every-other-year electives

Next meeting: April 23, 2020

Respectfully submitted: Jaclyn Savolainen

Joe Phelan

From: Marvin Kreps
Sent: Friday, March 6, 2020 9:42 AM
To: Joe Phelan
Subject: Title Grant allocations

Joe,

Last evening the question was raised about Title Grant allocations to curriculum. I attempted from memory to provide this information. To clarify the exact allocations please see below. Glad to provide additional detail if required.

1. Title I: RCSD portion 112,214 all funds allocated to salary for AIS teachers at CLS and BMS except 5K for administrative cost to manage the grant
2. Title II: RCSD portion 26,072 all funds allocated to salaries for curriculum projects (mostly summer work) except 5K for administrative cost to manage the grant
3. Title IV: RCSD portion 15,327 funds allocated to Lynn Lyons project and the Stanford Success Survey

Marvin

Marvin L. Kreps II
Rhinebeck Central School District
Director of Curriculum and Instruction
Title IX Compliance Officer
Data Coordinator
Office: 845-871-5500 ext. 6545
Email: mkreps@rhinebeckcsd.org



NYSED UPDATES

THE OFFICE OF CURRICULUM SERVICES

SCDN SEPTEMBER 2019

Marybeth Casey, Director

Marybeth.Casey@nysed.gov

Erik Sweet, supervisor of Educational Programs

Erik.Sweet@nysed.gov



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- ☐ Health
- ☐ Languages Other Than English (LOTE)
- ☐ Mathematics
- ☐ N-6
- ☐ Physical Education (PE)
- ☐ Science
- ☐ Social Studies

CONTENT AREA NOTIFICATIONS

<http://www.nysed.gov/curriculum-instruction/content-area-notification-service>

MIDDLE LEVEL UPDATE

Congratulations to the 2019 Schools-to-Watch Designees

Corning Painted Post Middle School
Rocky Point Middle School
Mineola Middle School

New

Re-designation

Honeoye Falls-Lima Middle School
Johanna Perrin Middle School
Lakeland Copper Beech Middle School
Plainedge Middle School
Millbrook Middle School
Bay Trail Middle School
North Salem Middle School
North Shore Middle School

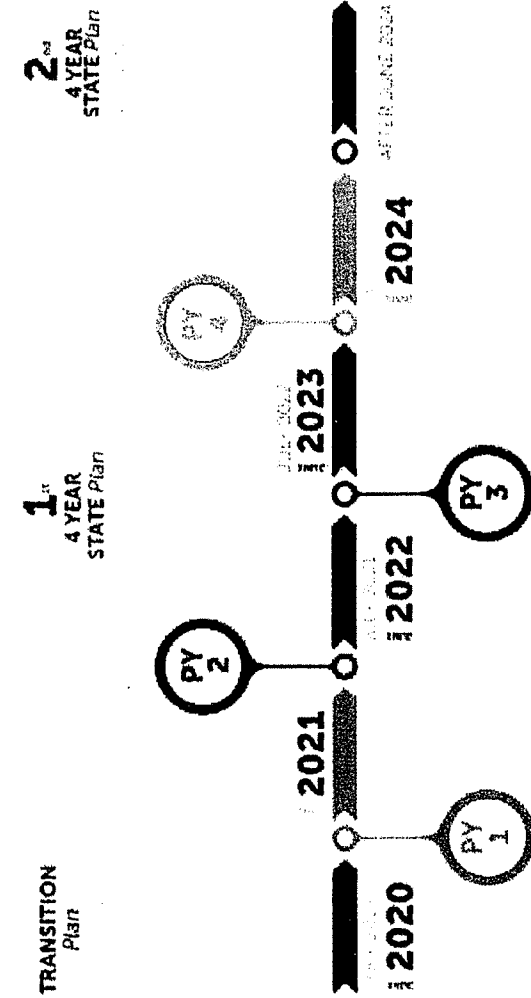


<http://www.nysed.gov/curriculum-instruction/essential-elements-schools-watch>

CARL D PERKINS – STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT

PERKINS V TIMELINE

ADVANCE CTE



NYS Career & Technical Education Survey
Please take our survey on support for CTE,
defining work-based learning, and
improving collaboration between
secondary and post-secondary agencies.



PERKINS V – PUBLIC FEEDBACK NEEDED

New York State's Perkins V Proposed Performance Levels				
Secondary Indicators	Baseline Level	Proposed Performance Levels		
		FY 2020	FY 2021	FY 2022
1S1: Four-Year Graduation Rate	81.80%	82.30%	84.40%	89.70%
2S1: Academic Proficiency in English Language Arts	85.00%	87.16%	89.37%	91.64%
2S2: Academic Proficiency in Mathematics	83.00%	85.11%	87.27%	89.49%
2S3: Academic Proficiency in Science	83.00%	85.11%	87.27%	89.49%
3S1: Post-Program Placement	97.35%	97.54%	97.74%	97.93%
4S1: Non-traditional Program Concentration	25.95%	26.09%	26.22%	26.36%
5S3: Program Quality-Work-based Learning	62.50%	64.09%	65.72%	67.38%

Perkins V State Plan Development: Proposed State-determined Levels of Performance on Perkins Indicators

Pursuant to *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* legislation, stakeholders are invited to provide written comments about the state proposed levels of performance [Sec. 113 Accountability]. Comments should be submitted regarding how the levels of performance:

- Meet the requirements of the law;
- Support the improvement of performance of all CTE concentrators, including subgroups of students as described in section 111(h)(1)(c)(ii) of the Elementary and Secondary Education Act of 1965, and special populations as described in section 3(48); and
- Support the needs of the local education and business community.

Comments should be submitted to: CTEPerkinsPlan@nysed.gov





The ARTS Standards Roadmap and Implementation Timeline



NYS NEXT GENERATION LEARNING STANDARDS ELA/MATH IMPLEMENTATION TIMELINE

September 2017:
Adoption of Next
Generation Learning
Standards

Phase 0
Raise Awareness
(Winter 2018 – Winter/Spring 2019)

- Professional development on NYS Next Generation Learning Standards
- Two-day assessments measuring the 2011 P-12 Learning Standards

Phase I
Build Capacity
(Spring 2019 – Summer 2020)

- Professional development continuing on NYS Next Generation Learning Standards
- Two-day assessments measuring the 2011 P-12 Learning Standards

Phase II
Full Implementation
(September 2020 – ongoing)

- Full implementation of the NYS Next Generation Learning Standards PK-8

Spring 2021:
New Grades 3-8 tests
measuring the NYS Next
Generation Learning
Standards

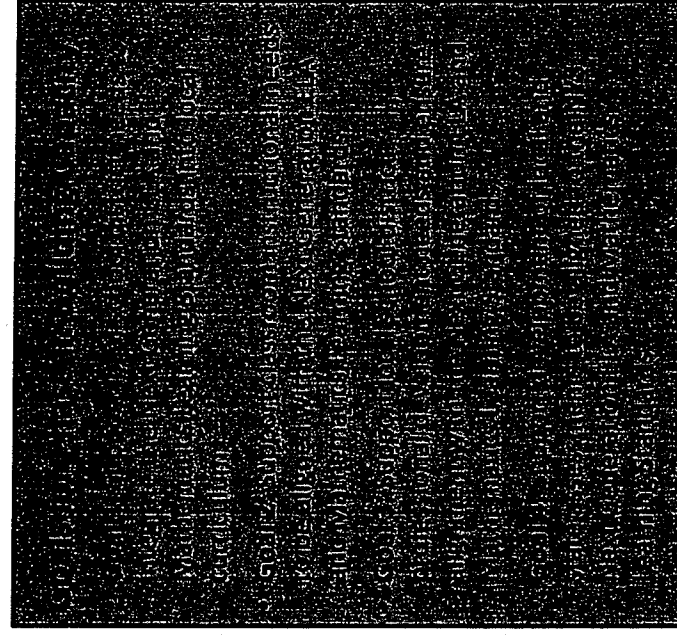
PHASE II: BUILDING CAPACITY – WHERE ARE WE?



New York State Education Department – New York State Next Generation ELA and Mathematics Learning Standards Implementation Roadmap

NYS NEXT GENERATION LEARNING STANDARDS and MATHEMATICS LEARNING STANDARDS

Goal(s)	Key Implementation Activities	NYSED	SODN & BOCES	Local School Districts	Other Stakeholder Groups	Timeline: Spring 2019-Summer 2020
Phase II: Capacity Building Provide guidance and support for districts with regards to the professional development needs identified in Phase I, with the focus on the integration of the Next Generation ELA and Mathematics Learning Standards into curricula, instruction, and assessment design. NYS Next Generation Learning Standards will align to the NYS Next Generation Learning Standards. The alignment of the NYS Next Generation Learning Standards to the NYS Next Generation Learning Standards will be determined and will be forthcoming.	Examine current district curricular materials and resources and determine the changes needed to ensure alignment to the NYS Next Generation ELA and Mathematics Learning Standards. Based on need, review, revise, or create curricular materials or adopt a curriculum from an external source aligned to the NYS Next Generation ELA and Mathematics Learning Standards. Pilot and evaluate reimagined curricular materials at the classroom level using evidence-based criteria, revise curricular materials accordingly. Coaching district, local, and regional school collaboration in the design, adoption, and planning of curricula. Use technology and other resources as needed.		✓	✓	✓	
			✓	✓	✓	
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			✓	✓	✓	
			✓	✓	✓	

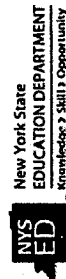


ELA: A GUIDE FOR ALIGNING LOCAL CURRICULA TO THE NEXT GENERATION LEARNING STANDARDS



A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards

2019



A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards

Grade _____ Unit Title / Topic(s) _____
Complete the Background, Standards & Assessment Summary, Indicators Alignment Log, and Final Analysis for each unit of study in your English Language Arts curriculum.

Think about why you are teaching this unit. How does the unit prepare our students to become lifelong readers, writers, learners, and thinkers?

Rationale

A Guide for Aligning Local Curricula to the Next Generation English Language Arts Learning Standards

Core Elements & Indicators Alignment Log (Please note that not all indicators need to be present in a single unit)

Indicators of High-Quality ELA Curriculum	Indicators in Unit	Alignment
Lessons are designed within an instructional cycle focusing on a purpose and progression for students.		
Includes inquiry, critical thinking, and/or problem solving.		
Includes opportunities to practice reading, writing, speaking, and listening for multiple purposes (including learning and problem-solving) with authentic texts/resources and real-world contexts.		
Includes opportunities for written, spoken, visual, and/or digital responses, allowing time for skills practice in the use of current ELA standards.		
Includes a variety of assessments, including formative and summative. Multiple assessment formats are utilized, including observation and performance-based.		
Assessment Scale <ul style="list-style-type: none"> 4: Use the alignment scale to determine the degree to which the unit aligns with each indicator. 3: partially present 2: not applicable 	Reflection after Implementation	

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Other resources:

- 12 [Parent Document](#)
- 13 [ELA Scaffolding Guides](#)
- 14 [Conference Toolkits](#)
- 15 [At-a-Glance Documents](#)
- 16 [Roadmap Spotlight](#)

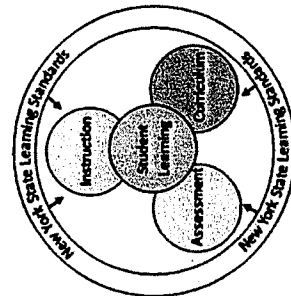


NYS NEXT GENERATION LEARNING STANDARDS ELA/MATH PARENT BROCHURE

- Guidance to assist with preparing parents for the transition to the Next Generation Learning Standards
- Includes:
 - Description of the instructional cycle and the role of standards in the cycle
 - Brief FAQ
 - Links to resources to support classroom learning at home

Standards and My Child's Classroom Learning

Student learning is best supported when goals are well defined. The model below shows how key parts of learning work together. The central focus, student learning, depends on curriculum, instruction, and assessment. The learning standards represent the overall knowledge and skills students need to learn by the end of each school year.



Standards "What do we need to learn?"	Standards are: <ul style="list-style-type: none"> goals for New York State students organized by subjects and grade levels the learning intended to be accomplished by the end of school year approved by the New York State Board of Regents <i>Example of a Kindergarten Math Standard: Duplicate and extend patterns using concrete objects. For Colored blocks or tiles.</i>
Curriculum "What are we learning?"	Curriculum is: <ul style="list-style-type: none"> the content, concepts and skills students will learn to meet the standards determined by individual school districts locally developed units of study, such as a unit on multiplication of two-digit numbers
Instruction "How are we learning?"	Instruction is: <ul style="list-style-type: none"> the approaches and strategies an educator chooses to teach the curriculum based on the needs of students determined by classroom teachers and districts <i>Example: small group instruction or cooperative learning</i>
Assessment "What have we learned?" "What should we do next?"	Assessments: <ul style="list-style-type: none"> are processes used to learn about student progress guide and inform teaching are determined by local districts and/or teachers, as well as New York State <ul style="list-style-type: none"> New York State assessments: <ul style="list-style-type: none"> ELA and Mathematics Assessments in Grades 3-4 Science Assessments in Grades 4 & 8 Regents Examinations English as a Second Language Achievement Test (NYSESL) Alternate Assessment (NYSAAT) <i>Example: classroom observation of a student recognizing patterns analyzing a student's classroom writing sample</i>

NYS
ED
NYS Next Generation
LEARNING STANDARDS



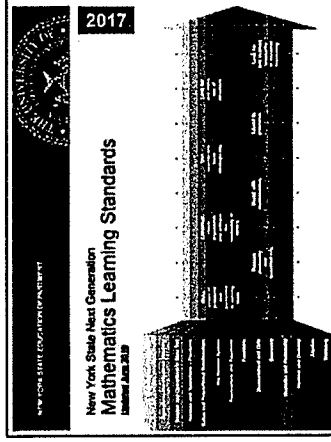
A Parent's Guide
to the
New York State
Next Generation
ELA & Math
Learning Standards



NYS
ED
New York State
EDUCATION DEPARTMENT
Knowledge • Skills • Opportunity

MATHEMATICS: NEXT GENERATION STANDARDS IMPLEMENTATION

Examine Updated Standards Documents (Crosswalks and Snapshots): Scope/Breadth of Change



The image shows a table titled 'New York State Next Generation Mathematics Learning Standards Crosswalk' comparing the 2015 and 2017 standards. The table has columns for '2015 Standard', '2017 Standard', and 'Notes'. It lists various standards across different grade levels, including those related to operations, algebra, geometry, and statistics.

Next: Pre-Post Test Standards Designations can be found on the website and districts should plan accordingly.

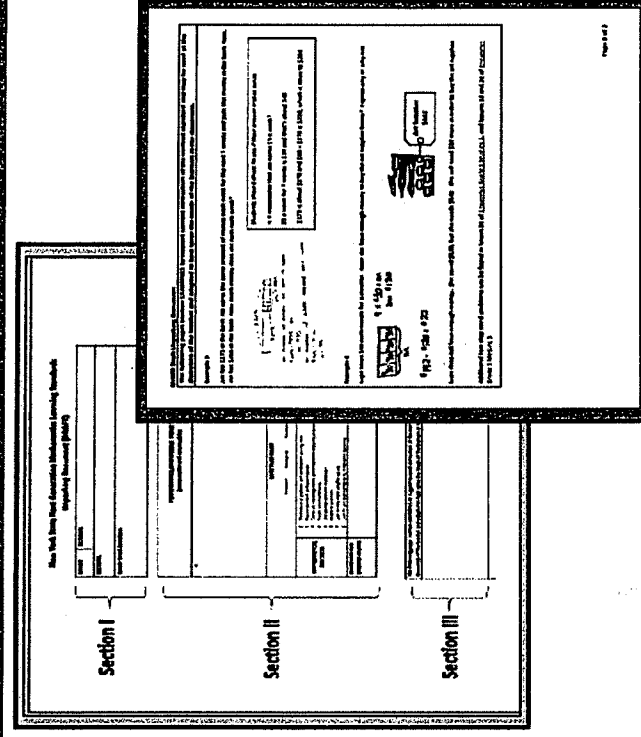
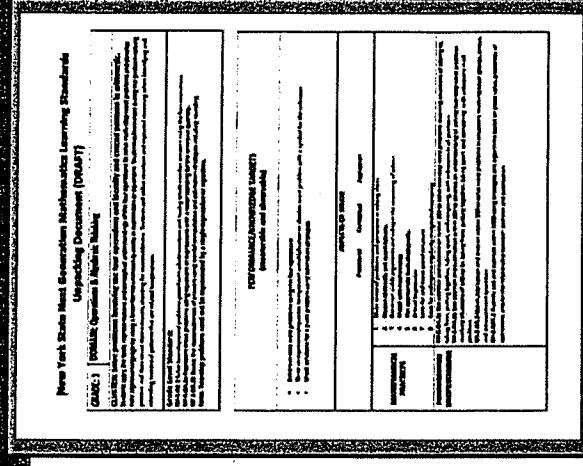
- Grade 3: Scaled pictograph/bar graph (NY-3MD3)
- Grade 5: Order of Operations Standards (NY-5OA1 and 2)
- Grade 6: All Probability and Statistics
- Grade 7: Area and Circumference of a Circle (NY-7G4)
- Grade 8: Scientific Notation (NY-8EE3 and 4); Linear Systems of Equations (NY-8EE8)

Post-test content (at teacher's discretion) may be introduced at various points throughout the year. Then, reinforced and built upon during the remaining months of school.



MATHEMATICS: UNPACKING THE NEXT GENERATION STANDARDS

- NYS Next Generation Mathematics Learning Standards Unpacking Documents (DRAFT)
- A Guide to Unpacking the Next Generation Mathematics Learning Standards
- **Section I:**
 - Analyzing How the Standard Relates to its Domain and Cluster
- **Section II:**
 - Identifying Learning Targets
 - Identifying Foundational Understanding
 - Reflecting on the Aspects of Rigor and the Standards for Mathematical Practice
- **Section III:**
 - Designing Examples to Support Current Instruction of the Content Standard and the Attainment of the Learning Targets



PHYSICAL EDUCATION REQUEST FOR FEEDBACK

Physical Education Learning Standards Review

The New York State Education Department values your feedback on this draft of the New York State Physical Education Learning Standards. Feedback will be accepted through Friday, November 1st.

Please do the following:

1. Read the Introduction
2. Review the Anchor Standards/Outcomes
3. Complete the survey

Introduction

- Introduction to the New York State Physical Education Learning Standards

The New York State Physical Education Learning Standards

- NYS Physical Education Learning Standards Draft

NYS Physical Education Learning Standards Survey

Please use the survey below to provide your comments or suggestions. This survey may be completed independently or as a group. Feedback will be accepted through Friday, November 1st.

- NYS Physical Education Learning Standards Survey

NYS Physical Education Learning Standards Workgroup Members

Contact Us



1

READ THE
INTRODUCTION
TO THE NYS
PHYSICAL
EDUCATION
LEARNING
STANDARDS

2

REVIEW THE
ANCHOR
STANDARDS /
OUTCOMES

3

COMPLETE THE
SURVEY

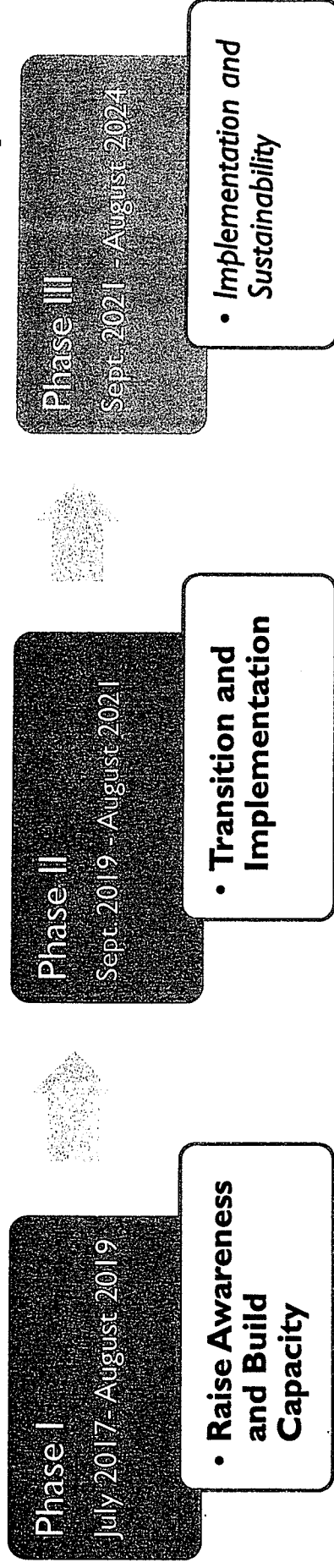
<http://www.nysed.gov/curriculum-instruction/physical-education-learning-standards-review>



SCIENCE

WWW.NYS.ED.GOV/CURRICULUM-INSTRUCTION/SCIENCE

NYS P-12 Science Learning Standards Implementation Roadmap



NYSSLS Resources:

- Roadmap Overview and Frequently Asked Questions
- Introduction to New York State P-12 Science Learning Standards
- NYS P-12 Science Learning Standards



SCIENCE

NEW YORK STATE P-12 SCIENCE TIMELINE

New York State P-12 Science Standards Development, Adoption, and Implementation



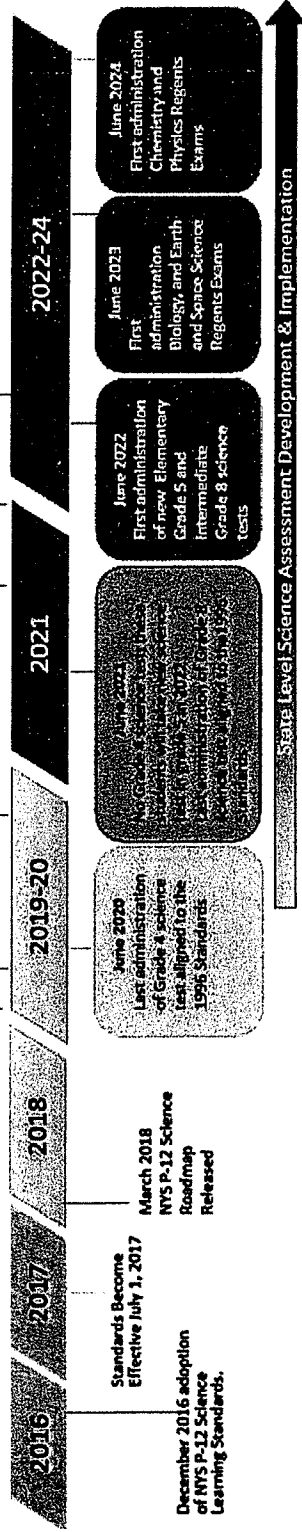
Instruction aligned to NYS P-12
Science Learning Standards begins

September 2019
for Grades P-3 and 6

September 2020
for Grades 4 and 7

September 2021
for Grades 5 and 8

September 2022
Continue Phase III transition toward full
Implementation of the NYS 9-12 Science
Learning Standards at the local level



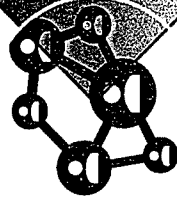
- Aligned to new Regents examinations in science
- Aligned to the New York State P-12 Science Learning Standards
- Includes:
 - Earth and Space Sciences
 - Life Sciences: Biology
 - Physical Sciences: Chemistry
 - Physical Sciences: Physics

SCIENCE COLLABORATIVE PARTNERS



Teacher Centers

- 126 Regional Centers across New York State
- NYS Teacher Centers Map and Locations



BOCES S/CDN Science Statewides Professional Development



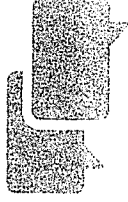
Office of Bilingual Education and World
Languages in collaboration with Dr. Okhee Lee
(New York University)

SOCIAL STUDIES CIVIC READINESS UPDATE



Current Initiatives

Definition of Civic Readiness
Civic Readiness Capstone Project
Seal of Civic Readiness
Certificate of Civic Readiness



Next Steps

Public Comment, Spring 2020
Proposed Pilot of the Seal and
Certificate of Civic Readiness, 2020-
2021 school year



Future Work

Schools of Civic Readiness
Civic Readiness School Survey



QUESTIONS?



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Instruction

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