

Curriculum Committee Minutes

May 16, 2019

Attendees: Emily Davison, Steve Jensen, Marvin Kreps, Joe Phelan, Lisa Rosenthal, Jaclyn Savolainen, Laura Schulkind

School Counseling & Guidance Programs Update

Emily Davison briefed the committee on the differences between the new and old requirements of NYSED Regulation Part 100.2(j) School Counseling and Guidance Programs for Public Schools (attached). Emily has been meeting with the Pupil Personnel Services team in relation to these changes to go over what we're already doing well, what we may be missing, what we can improve. A lot of pieces of the new plan are ideas that already happen but now will be formalized. The new regulations require annual reporting for Board approval of the counseling team goals; Emily will do this at one of our meetings in June.

Two of the changes we discussed were the new requirement that all grades have access to a certified school counselor and that all grades receive core curriculum instruction provided by certified school counselors in college/career, social/emotional and academic skills development. Since all our district's school counselors are in the middle & high schools, each counselor will "buddy up" with two grade levels in the elementary school. Over the summer, the counselors will develop a curriculum of five lessons related to self-exploration and careers and tailored to each grade level, and those lessons will be presented/co-taught by the counselor and classroom teacher. We are fortunate that Mr. King has already implemented Second Step and the Great Body Shop programs which meet many of the other new requirements.

Naviance will provide a huge benefit in the counseling and guidance programs for 6-12. By gathering and storing information for each student, it should free up face-to-face time that can be spent reviewing instead of collecting information. The guidance department is looking at how Naviance can be incorporated into Home & Careers classes.

Technology Integration Update

Steve Jensen provided to the committee a skeletal draft of the Rhinebeck Technology Integration Plan and pointed out some highlights from the plan. Up to this point, his focus has been on programmatic changes, infrastructure, and other large-scale efforts. For this coming year, Steve sees more of a "surgical" approach, in that he and the tech integration staff will identify remaining gaps and will work individually with the teachers in each building who need the most support.

The plan will include background about our district technology goals, a summary of our strengths and successful interventions, ongoing goals and steps for moving forward, and a summary of scholarly research Steve found regarding barriers to successful technology integration.

Mindfulness

Joe and the administrative team met with Eric Steinman and Megan Barbera to share all the social and emotional wellness initiatives going on in the district and to invite them to think about how they can help us fold mindfulness into our overall approach. We have a lot of small efforts but need to better coordinate and get input from teachers and the PPS staff. He plans to meet once more with them before the end of the school year.

Summer Curriculum Work

Marvin is aiming to bring a list of summer curriculum work proposals to the next meeting of this committee and to the full Board for approval at the June 11 regular meeting.

Next meeting: June 6, 2019

Respectfully submitted: Jaclyn Savolainen

Advisory Council, as described by NYSED: Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.

My proposal is for the CDEP committee to serve in this role for the Rhinebeck Central School District.

Two meetings: Fall / Spring

Fall Meeting: Review Annual Goals / Initiatives by the School Counseling Team

Spring Meeting: Review Updates to the School Counseling Plan and Annual Report to the Board of Education

School Counseling – Current Status

Rhinebeck CSD has a thorough K – 12 School Counseling Plan developed in 2010

This year the School Support Staff has begun to review our current plan, this included:

- Activity Audit – identifying activities that are currently functioning well, those that could use improvement and those that are non-existent. Inclusion of new initiatives not previously identified.
- Review / Revise – Roles and Responsibilities
- Engaged in county-wide professional development focused on learning about the new regulations and brainstorming in areas such as roles, tools to use, data to collect
- Administration: Explored ways to provide access K – 5
- Review / Revise – Goals & Objectives
- Discuss / Gather data points
- Articulate Program Description

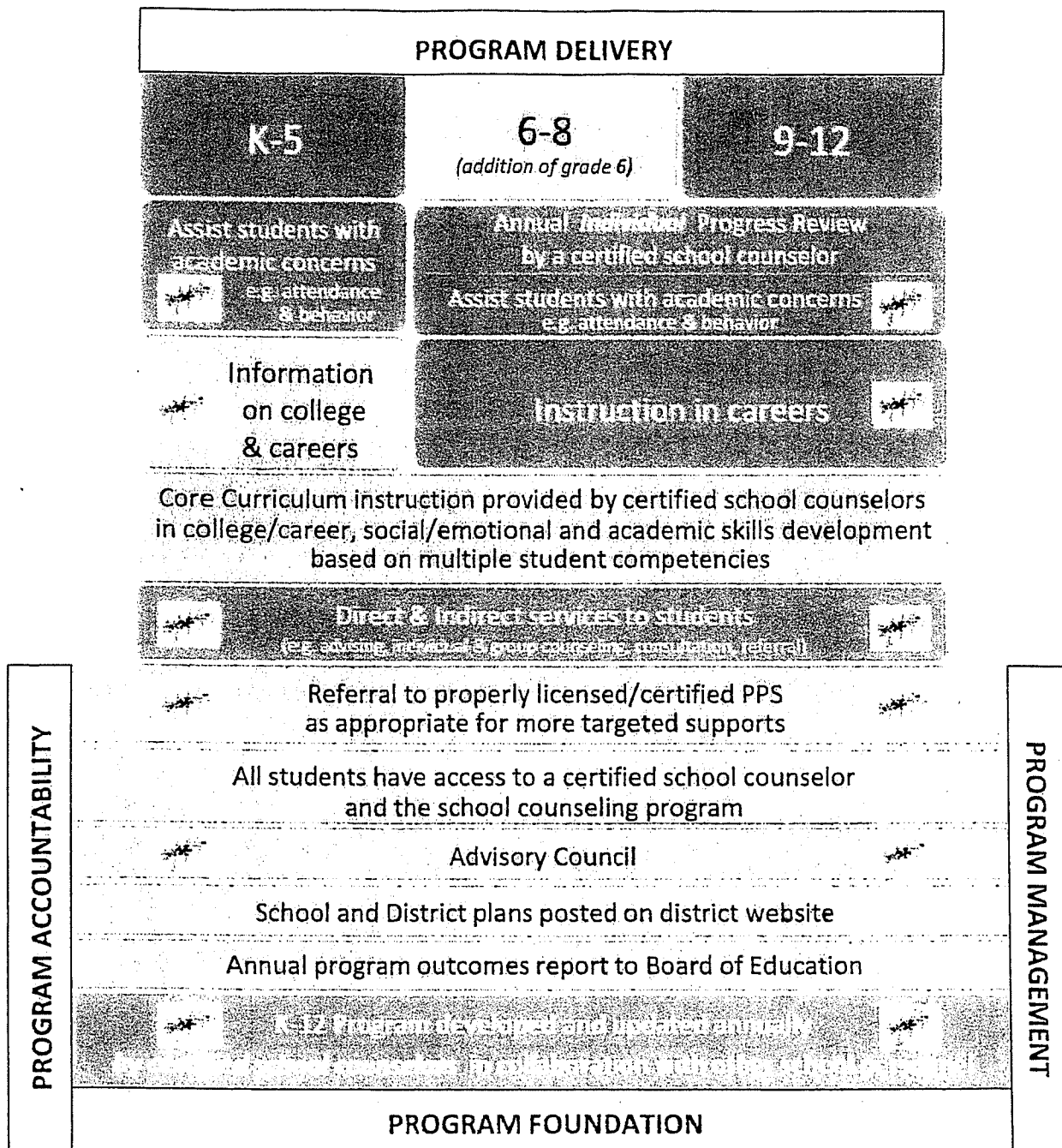
Between Now – May



- Continue to gather relevant data
- Finalize revisions to the K – 12 School Counseling Plan
- Identify curriculum planning needs
- Present to CDEP
- Present to Board of Education

Summer 2019

- Refine school counseling K – 12 curriculum and resource allocation
- Project Development

New + Old Requirements of NYSED Commissioner's Regulation Part 100.2(j)
 School Counseling and Guidance Programs for Public Schools
(adopted July 1, 2017, to be implemented by September 2019)



Key:	New regulation	
	Team approach: e.g. teachers, school social workers, school psychologists.	

Rhinebeck Technology Integration Plan

Background

- 1) District commissioned CELT Report
 - a) Most goals achieved
 - b) Several goals are ongoing
 - c) Several were not pursued
 - d) Several are incomplete
- 2) Tech Plan was developed with ambitious goals but curtailed due to budgetary constraints

Actions taken to provide resources

- 1) Goal to restore/instill confidence in technology
 - a) Upgraded infrastructure installed (ongoing)
 - b) New Wi-Fi system installed
- 2) Mobile technology adopted incrementally starting at CLS-BMS-RHS
- 3) Dismantled lab at CLS to push technology into the classroom
- 4) Reservation system established
- 5) New website
- 6) O365 subscription provided to every staff/student in district
- 7) Software being consolidated under one budget code and reviewed yearly

Professional Development

- 1) Mobile technology provided to staff K-8
- 2) Two Model School days of training provided
- 3) February 15 Superintendent Day scheduled
- 4) Met with every grade level chair/team/dept. in lieu of using the ETAC process to discuss technology integration; strengths/weaknesses- Used Feb 15 to address identified needs

Indicators of Integration

- 1) Increased use of carts
- 2) Demand for technology increasing in specialized areas and core courses
- 3) Adoption of Canvas at BMS
- 4) 30% of summer curriculum projects (2018) directly technology related.
- 5) Self-directed technology integration activities on Superintendents conference day
- 6) CLS Tech integrator working with MAPS testing and upper grades to insure skillsets are developed for BMS program
- 7) Department led Chromebook initiative
- 8) Utilization of technology for English 10R final
- 9) Big Ideas Math at CLS
- 10) 2019- ??% of tech related summer curriculum projects, (due May 23).
- 11) Reservation system reviewed
- 12) Website system reviewed

13) Canvas system reviewed

Looking forward

CDEP Strengths and Successful Interventions

1. Every classroom has wireless internet access, and technology is integrated with the core academic curriculum within the classroom setting.
2. Student data management using computerized software has been updated and brought into compliance with SED data reporting requirements.
3. Library/information services have been expanded to include an array of electronic resources comprising of on-line peer-reviewed databases, electronic circulation sources and e-books.
4. K-12 Computerized attendance tracking and electronic grading are utilized by staff
5. Teachers are afforded the opportunity to determine the focus of staff development.

Ongoing goals as per CDEP

1. The District will ensure that the K-12 Technology curriculum is articulated and aligned with the NYSED Technology Learning Standards, and that instruction and assessment are fully aligned with research best practice.
2. The District will explore the feasibility and effectiveness of acquiring and deploying a K-12 learning management system such as "Canvas".
3. The District will develop a K-5 technology curriculum that includes clear grade level outcomes, skill checklists, and the necessary equipment in each classroom.
4. The District will ensure that at least two laptop carts will be available in the high school.
5. The District will develop a K-12 information literacy and technology curriculum to integrate and align library, technology, and classroom experiences.
6. The District will identify gaps in technology integration and identify teachers in each building to help close these gaps through stipended technology integration positions.
7. The District will provide the professional faculty, staff and administration time to meet and collaborate to identify best practices and conduct inter-school visitation to support all students to becoming confident and independent self-directed learners

Research Summary

TIME

Lack of time to:

1. Plan for technology integration
2. Collaborate with colleagues; PLC's
3. Prepare integrated lessons and support materials;
4. Practice strategies for embedding technology within the curriculum;
5. Evaluate efficiency of implementation efforts, and effectiveness of strategies;
6. Develop/maintain skills with evolving technologies;

Mitigation

1. Release time and incentives for technology-adept teachers to serve as peer mentors for technology integration.

2. Teacher/student technology teams for recess, lunch, free time exploration and collaboration, (GenYES).
3. Periodic rescheduling of the school day to allow cohorts of teachers regular, half-day access to focused training and collaboration.
4. Release time for teachers to attend technology conferences, seminars, and workshops.
5. Regular faculty meetings devoted to technology integration.
6. Business/parent partners for teachers who share/support technology integration responsibilities/efforts during class time.
7. Comp time for after school or weekend technology efforts.

EXPERTISE

1. Lack of teacher expertise with personal and professional technology skills.
2. Tradition of inadequate and/or inappropriate technology training opportunities.

Mitigation

1. Skill development opportunities which are contextualized, developmental, and frequent.
2. Training which offers a variety of approaches to teach personal technology skills.
3. Training for strategies to teach with technology in the classroom.
4. Identify colleagues willing to share implementation strategies and experiences.

ACCESS

1. Lack of uninterrupted, on-demand access to hardware, software, networks, and other technologies both in school and outside of school.

Mitigation

1. Allow students and teachers to "borrow" palatable technologies already equipped as those available in school.
2. Staff and equip a media/technology center just for teachers that is even open after school and weekend.
3. Identify business/community access that might be "shared" after school hours.

RESOURCES

Lack of:

1. Fiscal resource to provide personal and professional technology training;
2. Access to necessary expertise and support for the use and implementation of technology;
3. Infrastructure for and maintenance/repair of technology integration efforts;
4. Budgets for continuing costs of technology utilization

Mitigation

1. Enlist active support for technology efforts from parent organizations and the community.
2. Build business/community partnerships which emphasize technology skill development and access to current technologies.
3. Lobby at the local and state level for the redistribution of educational reform funds to include technology integration.
4. Collect data about the access to and use of technology in the homes of students and the businesses of the community. Use that data to lobby the local school board for additional resources.
5. Develop regional consortiums or educational collaboratives which provide low interest/no interest loans for technology purchases.

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