4.2.1

Policy Committee Meeting

November 30, 2017

In attendance: Joe Phelan, Diane Lyons, Elizabeth Raum, Mark Fleischhauer

Joe introduced the topic of a Social Media Use Policy and will confer with legal. Steve Jensen has already collected information from other districts regarding social media policy.

Naming of Donations: if someone makes a donation and wants a plaque. Does the Board want to pursue this or take off the table.

The committee reviewed the following policies:

#8530 Cafeteria Meal Charges

We are up to date with our policy and we will start using the school messenger system to notify families (Wednesday and Sunday) when their accounts have become past due. (Separate from the Etrition notification sent when your balance is low).

#4526 Use of Computers by Staff and Students

Waiting to hear back from legal but do change the wording of "cyber bully" to "bully"

#5161 Truancy and Tardiness

Needs review regarding if these two subjects should be separated and what are the consequences for chronic tardiness. Joe will discuss with building principals

#5155, subsection 5 Student Withdrawal From School

Changes in wording (first sentence withdraw "may")

Joe will check with Ed Davenport regarding conflict between student's intentions and parents.

#5220 Student Publications

Joe will ask legal regarding permitting or denying religious subjects and what is "disruptful." Joe will also check with building principals regarding "guidelines" and remove wording if none are in place.

#5305 Eligibility for Extracurricular Activities

Checking with Steve Boucher and Ed Davenport regarding last sentence of #3 and removing

#5230 School Dances

Joe to add language regarding attendance – If you are not in school the day of the dance you can't go to the dance.

#5240 Public Performances by Students

Remove #2, not aligned with current practice

#5311.4 Care of School Property by Students

Last sentence to be removed

#5420 Student Health Services

Review by Nurse and Physician

#5500 Student Records

Legal counsel recommends a line for parents to opt out and a secondary limited directory

Refer to legal regarding groups that have affiliation to the school, thinking there should be some requirement to get information from the school. Clarify who is allowed to get school attendee information

#5680 Student Fees Fine and Charges

Add School Equipment to the title

#6110 #6113 #6210 #6240 #5751

Tom Burnell's title to read: Assistant Superintendent for Support Services

Next meeting: December 14, 2017

Respectfully submitted by Elizabeth Raum

4.2.2

Long-Range Planning Committee Minutes
December 1, 2017

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

Special Education
Emily Davison shared additional information regarding increases in special education classifications nationally along with comparative information of staff:student ratios at Rhinebeck versus area schools. She has offered to join the committee again as needed to review any questions that arise.

Forecast5
Tom reported that all District data has been uploaded to Forecast5. He is awaiting password access to the system and is tentatively expecting a webinar training session the first week of December.

State Mandated Long Range Financial Plan
The Long Range Financial Plan required by NYS must be presented to Joe as a working document for planning purposes. It will include fund balance projections and reserve usage over a 5 year period based on what is known now. This information is also required for the spring budget newsletter. In the development phase, multiple "what-if" scenarios can be created. Tom and his association (NYSASBO) members will review district financial plans/forecasts annually and make adjustments accordingly.

Parent Survey
Tom will send a reminder re: the LRP survey with a deadline for response of 12/8.

Master Schedules
Discussions turned to teacher FTE's as they relate to declining enrollment. Communicating the cause and effect of potential FTE reductions must be very clear. If teacher time is reduced, it would not necessarily effect student instruction but rather reflect the declining number of students in classrooms. Teacher certifications and class loads will be reviewed in relation to the potential for travel time between campuses.

Questions
- Is it possible to hire part time teachers/retirees to supplement instruction (i.e. lesson time in instrumental music)?
- Can 7th & 8th grade Chorus periods be combined based on low participation numbers?
- Should the division of 9/10th and 11/12th Study Halls continue in light of low student numbers?
- Algebra offerings - Algebra 1, 1A, 1B, Intermediate, Algebra 2 - what is the reasoning for multiple levels?

Joe and Tom will review the Master Schedules with Ed Davenport to understand choices made in the current schedule. The committee understands the importance of looking at all our offerings holistically.
- What are the benefits of our current practice?
- Are there alternate means of delivery?
- Are there multiple pathways to meet credit requirements without sacrificing the quality of the education (i.e. PLTW courses carrying either Art or Math credit for graduation)?

Joe shared information from a meeting of county superintendents and Dutchess Community College personnel. The discussions reviewed students' remediation needs at DCC. Rhinebeck's graduates were among the smallest cohort of students (2-3) needing remediation, particularly in Math. Other area schools had many more students in need, though it is important to keep in mind size of school and socio-economic factors when comparing Rhinebeck to area schools.

Next Meeting Agenda: 12/11/17

Forecast5 Update
Parent Survey Update
Questions re: Master Schedules

Additional Meetings:
December 20

On-going LRP To-Dos:

- Administrative meetings
  - Steve Boucher
  - Sheldon Tieder
  - Steve Jensen/Marvin Kreps
  - Ed Davenport/John Kemnitzer

- Develop Advisory Committee Charter as necessary
- Explore Shared Svc opportunities

- Forecast5 review
- Statistical Neighbor review & School engagement
- Organizational Charts - District & Building Level (Forecast5?)
- State Mandated Services vs Rhinebeck offerings
- Block scheduling review with NP Superintendent

- Develop ongoing survey questions/timing
- Set up additional Listening Sessions/Coffees with the Board - timing & topics
- Set up meeting with Realtors and/or area Hospital recruiters

- additional research as feedback gathered

Long Range Planning Goal:
The Board will work to understand and address the challenges of declining enrollment and attaining financial stability. In the first-year of this multi-year goal, the Board will engage the school community and community-at-large in providing feedback regarding a preferred and sustainable model of educational programming, while projecting fiscal assumptions and enrollment data over a 3-5 year period in support of the development of the 2018-19 proposed school budget. In year two, the Board will complete the long-range plan, to be updated annually.

Respectfully Submitted by Laura Schulkind

New York State Education Department Standards, Curriculum and Assessment Updates

Marvin Kreps

Director of Curriculum and Instruction

42.32

New York State Learning Standards Implementation Timeline

SCHOOL YEAR	ENGLISH LANGUAGE ARTS/MATHEMATICS	SCIENCE	SOCIAL STUDIES
2017 - 2018	September: Adoption of Next Generation Learning Standards Awareness Building • Two-day assessments measuring the current standards • Professional development on Next Generation Learning Standards	July: New Science Standards take effect. Adopted from Next Generation Science Standards (5 Year Plan) Phase I: • Initial Transition - Raise Awareness and Build Capacity of new NYSSLS • Collaborate with relevant stakeholder groups to build awareness of the new NYSSLS across the state • Develop and propose assessment frameworks for State assessment in science	Current Exam Global History and Geography (Grades 9 & 10)
2018 - 2019	Capacity Building • Two-day assessments measuring the current standards • Professional development on Next Generation Learning Standards continues	*Tentative* Phase II: Transition and Implementation Capacity building toward full implementation continues	January Administration: Current Exam Global History and Geography (Grades 9 & 10) (Last Administration) June Administration: Transition Exam Global History and Geography (Grade 10) (First Administration) August Administration: Transition Exam Global History and Geography (Grade 10)
2019 - 2020	Capacity Building • Two-day assessments measuring the current standards • Professional development on Next Generation Learning Standards continues	*Tentative* Phase II: Transition and Implementation Capacity building continues toward full implementation continues	January Administration: Transition Exam Global History and Geography (Grade 10) June Administration: Transition Exam Global History and Geography (Grade 10) New Framework Exam Global History and Geography II (Grade 10) First Administration August Administration: Transition Exam Global History and Geography (Grade 10) New Framework Exam Global History and Geography II (Grade 10)
2020 - 2021	September: Full Implementation of the Next Generation Learning Standards Spring: New grade 3-8 tests measuring Next Generation Learning Standards	Proposed State Assessments: Grades 5 and 8 Proposed new teacher created Regents Exams in Biology, Chemistry, Earth and Space Science, and Physics	January Administration: Transition Exam Global History and Geography (Grade 10) New Framework Exam Global History and Geography II (Grade 10) June Administration: Transition Exam Global History and Geography (Grade 10) New Framework Exam Global History and Geography II (Grade 10) August Administration: New Framework Exam Global History and Geography II (Grade 10)
2021 - 2022		Phase III: Implementation and Sustainability	New Framework Exam Global History and Geography II (Grade 10)

Types of Mathematics Revisions

Type of Revision to the Math Standards	Rationale/Example
Added notes to the standards document	Notes were added to further clarify the meaning of the standard, to clarify the use of the words fluency and explore, to connect the Standards for Mathematical Practice to Mathematical Content, and to cite grade-level/course content connections and attributes along with their reputable research-based mathematical sources such as the Progressions documents. Use of hover over text is incorporated into source information.
Added charts, illustrations, and examples to the standards document	Charts that were in the appendix were embedded to appear at the point-of-use with each standard it addresses. Illustrations and examples were added to further clarify the meaning of the standard.

Types of Mathematics Revisions

Type of Revision to the Math Standards	Rationale/Example
Listed the High School Standards by course	The high school courses are now listed in the Standards document by course (Algebra I, Geometry, Algebra II) with the standards that make up the course.
Added coherence links to the standards document	Coherence linkages connect standards one grade level forward and/or back to the concept addressed. Further links are provided for within-grade connections.
Added Grade-level/Course specific introductions into the standards document	Updated/added Prekindergarten-8th grade-level and high school course introductions that highlight the critical areas of focus.

Types of ELA Revisions

Type of Revision to the ELA Standards	Rationale/Example
Revised the ELA and Mathematics Introductions to include more information about how the standards apply to English Language Learners/Multilingual Learners and Students with Disabilities	Additional guidance for how to support students with disabilities and English Language Learners/Multilingual Learners has been added to the Next Generation English Language Arts and Mathematics Learning Standards introductions. More resources are forthcoming and will be posted on the NYSED website.

Types of ELA Revisions

Type of Revision to the ELA Standards	Rationale/Example
Added English Language Arts Glossary of Terms	To provide more clarification about specific terms used within the ELA Standards, a glossary has been added to provide more guidance and context.
Added more guidance around the range of reading experiences and text complexity expectations for all grades, Prekindergarten-Grade 12	For each grade level, reading expectations (including guidance around early and emergent reading experiences in Prekindergarten-Grade 3) have been expanded and clarified to ensure educators and parents understand the reading expectations for each grade level.

Types of ELA Revisions

Type of Revision to the ELA Standards	Rationale/Example
Reviewed and revised the Prekindergarten-Grade 3 ELA Standards to ensure they are appropriate for the grade levels	The Early Learning Task Force reviewed the Prekindergarten-Grade 3 ELA Standards in early June and made suggested revisions to several standards per grade for P-3 to address concerns about play and grade-level appropriateness. They also recommended the addition of more guidance and description around reading and writing in the early grades, including text complexity and reading expectations. The importance of play and classroom environment were identified as important areas for future early learning resources.

Types of ELA Revisions

Type of Revision to the ELA Standards	Rationale/Example
Created an Early Learning Standards introduction section that provides more guidance around how the standards can be implemented in Prekindergarten-Grade 2	The Early Learning Standards introduction will provide guidance and context for the standards, as well as guidance around developmentally appropriate practice, teaching all students, cultural appropriateness, and ensuring the needs of students are supported.

NYSED NEXT STEPS

Resources/training/professional development

Supporting resources for guidance. For example, grade by grade crosswalks of what is different in the revised standards

Guidance for students with disabilities and English language learners

Development of roadmaps that guide the implementation process

Ongoing discussions with S/CDN and ELA and Mathematics Professional Development groups to provide resources and guidance to ensure successful implementation

Specific Examples of ELA Revisions

Revisions to the ELA Standards	Example
Revised the English Language Arts standards across all grades to reduce repetition of standards and ensure clarity, appropriateness, and vertical alignment. The educator committees made changes to the language of the standards and examples, and in some cases merged, omitted, or wrote a new grade-level standard.	Reading Anchor Standard 9 combines elements of previous Anchor Standard 11 and 9 for a new combined standard: "**Standard 9:** Analyze and evaluate texts using knowledge of literary forms, elements, and devices through a variety of lenses and perspectives."

Specific Examples of ELA Revisions

Add Practices to Foster Lifelong Readers and Writers to ensure students become lifelong learners who can effectively communicate. The BOCES Staff and Curriculum Development Network drafted these practices to help students exemplify and foster strong reading and writing habits from the early years through adulthood. These practices parallel other standard areas that have practices (Social Studies, Science, and Mathematics) and to exemplify reading and writing practices/habits that should begin in the early years and be fostered throughout life.	One example of a Reading Practice: "Read for multiple purposes, including for learning and for pleasure." Another example from the Writing Practices: "Enrich personal language, background knowledge, and vocabulary through writing and communicating with others."

Specific Examples of ELA Revisions

Merge the Reading for Information and Reading for Literature Standards to reduce repetitive standards, streamline classroom instruction and curriculum development, and ensure a healthy balance of both types of reading across all grades. The standards also encourage the use a of variety of texts to balance literary and informational reading with clear guidance for teachers and to ensure students read both full-length texts and shorter pieces, as well as to encourage reading for pleasure. Specific reading selections remain local decisions to be chosen by local educators.	The new **2nd grade Reading Standard 6** has been created by merging two separate reading standards: "Identify examples of how illustrations and details support the point of view or purpose of the text. (RI&RL)" Previous standards: 2011 **Grade 2 Reading Standard 6** (Literature): "Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud." 2011 **Grade 2 Reading Standard 6** (Informational): "Identify the main purpose of a text, including what the author wants to answer, explain, or describe."

Specific Examples of ELA Revisions

Convene the New York State Early Learning Task Force to discuss concerns around the P-2 grades, including standards, program decisions, social emotional needs and how the content areas/domains work together in the early grades. Grade-specific changes and additions were made to provide a strong emphasis on the whole child. The Task Force reviewed and provided feedback on the standards. The Task Force continues to meet and now is working on recommendations to develop resources and guidance to implement the new standards for educators and parents including resources on professional development for teachers, P-12 school supports, child development and instructional practice, including play as an instructional strategy.	The Early Learning Standards Task Force recommended the following areas for additional guidance or resources to be developed: • Standards, Curriculum, and Assessment • Instructional Practice (including Developmentally Appropriate Practice) • Systems and P-12 School Support • Parent Resources • Professional Development and Teacher Training • Child Development

Specific Examples of ELA Revisions

Revise Every Grade's Reading Expectations for Text Complexity to clarify expectations over multiple grades. A text complexity section is also added to the introduction to underscore the importance of reading different types of texts with varying levels of difficulty. The expectations have been relocated to a "Range, Quality, and Complexity of Student Reading" section for each grade level. The text complexity language has been revised to ensure that the reading expectations are grade-level and clear for educators.	The previous 3rd grade Range of Reading and Level of Text Complexity Standard 10 read: "By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently." The new 3rd grade Text Complexity expectation: "By the end of the school year, read and comprehend literary and informational texts that are appropriately complex at or above grade level."

Specific Examples of ELA Revisions

Revise the Writing Standards so they are easier for educators to use for curriculum and instruction. In addition to omitting some of the standards, there are grade-specific changes across the grades to clarify language and ensure writing expectations are clear	The Writing Anchor Standards now include seven standards grouped under two strands: Text Types and Purposes, and Research to Build and Present Knowledge. For example, Anchor Standard 5: Conduct research based on focused questions to demonstrate understanding of the subject under investigation, was omitted. Additionally, the ELA committee added the *Lifelong Practices of Readers and Writers* to exemplify writing practices/habits that should begin in the early years and be fostered throughout life.

Specific Examples of ELA Revisions

Streamline the Anchor Standards based upon comments from educators that the standards were too numerous and at times repetitive. Standards are merged, and included in the practices to foster lifelong readers and writers. Anchor Standards definition: Anchor Standards represent broad statements about the expectations for students as they prepare for high school graduation, positioning them for potential success in either college or careers, or both.	Six Anchor Standards in Reading and Writing were omitted, moved to the Lifelong Practices, or merged with other standards.

Specific Examples of ELA Revisions

Create NY-Specific Introduction on How to Use the Standards to help inform local curriculum and instruction. While all curriculum decisions are locally made, a set of learning standards cannot be properly used without the necessary guidance.	The introduction provides information on • How to use the new *Lifelong Practices for Readers and Writers*. • How the standards are organized and how to use them in the classroom. • How the standards apply to students with disabilities and English Language Learners. • How to use the standards to inform local school district curriculum and instruction decisions.

Specific Examples of ELA Revisions

Ensure Literacy is Included in the Content Areas. In addition, guidance will be developed to show connections to literacy in other content areas.	For example, the committee recommended creating a new document for the Grades 6-12 Literacy in Social Studies, Science and Technical Subjects Standards. The committees separated the literacy standards for these distinct content areas to better connect the standards directly with these content areas. This document will have its own introduction and link to the related learning standards (for example, Social Studies and Science).

Specific Examples Mathematics Revisions

Revisions to the Math Standards	Rationale/Example
Move Standards to Different Grade Levels to improve the focus of major content and skills for each grade-level and course; providing more time for students to develop deep levels of understanding of grade-level appropriate content. Based on public and expert comments, major grade movements occurred in statistics and probability at the middle level and in Algebra at the high school level.	Based on survey input and review committee recommendation, Algebra I standard S.ID.B.6b was moved to a (+) standard, no longer being an expectation for Algebra I. As a (+) standard, the study of residuals is open to district's discretion and can be placed where appropriate to support a district's mathematical program. In Algebra II, additional trigonometry standards were added that were originally from Geometry (F-TF.A.1b) and the plus standards (F-TF.A.4) to improve the trigonometry focus of the course. Since radian measure was removed from Geometry, finding either the central angle, arc length radius or area of a sector of a circle given two others is now determined to be a better fit for Algebra II since radian measure is being introduced at this level. The focus of the trigonometry studied in Algebra II pertains to defining trigonometric functions by way of the unit circle, so the plus standard that deals with using the unit circle to explain the symmetry and periodicity of trigonometric functions was added for better coherence. Based on students past work with transformations, knowledge and understanding of phase shift was also added (F-TF.B.5). The focus of trigonometry in Geometry, is now solely the trigonometry of the right triangle.

Specific Examples Mathematics Revisions

Provide for Students to Explore Standards to ensure standards are grade-level appropriate. Exploring a standard allows students to be introduced to and learn a concept without the expectation of mastering the concept at that grade level. Exploring the topic recognizes the importance of building a foundation toward mastering the concept in subsequent grades.	Kindergarten Standard K.MD.B.4 *Explore coins (pennies, nickels, dimes, and quarters) and begin identifying pennies and dimes*, provides a foundation and progression for work with coins and place value in later grades. The Algebra II Standard F-BF.B.7 now states *Explore the derivation of the formulas for finite arithmetic and finite geometric series. Use the formulas to solve problems.* Students were originally expected to derive the formula for the sum of a geometric series. Now instructionally, students should still be exposed to the derivation and its connection to other mathematical concepts studied, but the focus is on the application.

Specific Examples of Mathematics Revisions

Clarification of Standards involving the changing or adding of language, the adding of notes and diagrams, as well as modifying prior examples so that educators, students and parents can more clearly understand the grade-level expectation, without limiting instructional flexibility.	Standard 8. EE.C.8b that deals with solving systems of two linear equations in two variables now contains language that states that the *linear equations* in two variables will have *integer coefficients*. The added note further sets the grade level expectation that there will be *at least one equation containing at least one variable whose coefficient is 1.* The review committees felt that this clarification improves the focus of the introduction to the solving of systems in grade 8, allowing for the elimination and substitution solution methods to be more grade level appropriate, while providing the foundational skills needed for upcoming work with systems in Algebra I. Modifications were also made to better define the progression of skills and the transition of some of the 18 shared standards between Algebra I and Algebra II. For example, A-SSE.A.2 has a new factoring limitation for trinomials in Algebra I, where the lead coefficient will be a 1 (after possibly factoring out an GCF). In Algebra II, quadratic expressions will include leading coefficients other than 1.

Specific Examples of Mathematics

Add and Consolidate Standards to improve coherence, focus and reduce redundancy among grade levels.	Kindergarten standard K.OA.B.6 was added to help solidify pattern recognition and creation from Pre-K to Grade 2. In addition, standards regarding time and money (K.MD.B.4, 1. MD.3a, b and c, 2.MD.C.7 and 8) were added/modified to smooth the transition of building these skills at the PreK-Grade 4 level. Standard 6.G.A.5 *Using area and volume models to explain perfect squares and perfect cubes* was added by the review committees to help connect work with other grade-level standards that deal with exponents, as well as strengthen the progression of skills with exponents, irrational numbers, radicals and Algebra I work with completing the square.

Specific Examples of Mathematics Revisions

Maintain the Rigor of the Standards by balancing the need for conceptual understanding, procedural skill and application.	The fluency standards at the high school level are now clearly defined. The Geometry standard G.SRT.D.9 *Justify and apply the formula* $A=\frac{1}{2}ab\sin(C)$ *to find the area of any triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side*, was added to allow students the opportunity to apply their knowledge of right triangle trigonometry (conceptual/procedural) to general triangles (application).
Create a Glossary of Verbs associated with the mathematics standards. This glossary contains a list of verbs that appear throughout the revised standards recommendations.	The term "explore" is now utilized in some standards to alleviate grade-level appropriateness concerns.

New York State Science Learning Standards

SCIENCE
July: New Science Standards take effect. Adopted from Next Generation Science Standards (5 Year Plan) Phase I: • Initial Transition - Raise Awareness and Build Capacity of new NYSSLS • Collaborate with relevant stakeholder groups to build awareness of the new NYSSLS across the state • Develop and propose assessment frameworks for State assessment in science
Tentative Phase II: Transition and Implementation Capacity building toward full implementation continues
Tentative Phase II: Transition and Implementation Capacity building continues toward full implementation continues
Proposed State Assessments: Grades 5 and 8 Proposed new teacher created Regents Exams in Biology, Chemistry, Earth and Space Science, and Physics
Phase III: Implementation and Sustainability

New York State Science Learning Standards

In December 2016, the Board of Regents:

- Approved new State science learning standards, with an initial transition beginning with the 2017-2018 school year.

  http://www.regents.nysed.gov/common/regents/files/1216p12a1.pdf

  http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf
- Proposed the development of a *New York State Comprehensive Science Standards System Implementation Plan* that pinpoints three phases to address a systemic and systematic transition to new science standards.

New York State Science Learning Standards

New York State Comprehensive Science Standards System Implementation Plan:

Develop a plan that aligns to the mission, vision and six key components of the *Statewide Strategic Plan for Science;*

http://www.p12.nysed.gov/ciai/mst/sci/strplan.html

- Standards, Curriculum, Professional Development to Enhance Instruction, Assessment, Materials & Resource Support, Administration and Community Support

New York State Science Learning Standards

Proposed Phases of Implementation:

- **Three Phases**
  Phase I - Initial Transition
  Raise Awareness and Build Capacity
  Phase II -Transition and Implementation
  Phase III - Implementation and Sustainability

- Each phase is aligned to specific goals, objectives, and activities included in the six key components areas of the *Statewide Strategic Plan for Science at* three distinct levels; state, regional and local levels.
  http://www.p12.nysed.gov/ciai/mst/sci/nyssls.html

New York State Science Learning Standards

National Science Education Standards (1996) & Benchmarks for Science Literacy (1993)

A Framework for K-12 Science Education (2012)

Next Generation Science Standards (2013)

New York State P-12 Science Learning Standards

5. Structure and Properties of Matter

Students who demonstrate understanding can:

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen.

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved.

5-PS1-3. Make observations and measurements to identify materials based on their properties.

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 3-5 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. • Develop a model to describe phenomena. (5-PS1-1) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 3-5 builds on K-2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. • Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4) • Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3) **Using Mathematics and Computational Thinking** Mathematical and computational thinking in 3-5 builds on K-2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. • Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)	**PS1.A: Structure and Properties of Matter** • Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on other particles or objects. (5-PS1-1) • (NRC2D) The total amount of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2) • Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3) **PS1.B: Chemical Reactions** • When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4) • No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2)	**Cause and Effect** • Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4) **Scale, Proportion, and Quantity** • Natural objects exist from the very small to the immeasurably large. (5-PS1-1) • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3) ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes consistent patterns in natural systems. (5-PS1-2)

New York State Science Learning Standards

Architecture of the Science Standards

- **Title Box** – Indicates grade level for PreK-5, grade band (6-8, 9-12) for middle school and high school and Topic Area.
- **Performance Expectations Box** – Includes each Performance Expectation for that Grade level/Topic Area and Clarification Statement and/or Assessment Boundary, as appropriate.
- **Foundations Boxes** – Include pertinent Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts to further define the Performance Expectations.
- **Connections Boxes** - Include connections to other Disciplinary Core Ideas within the same grade level, articulations of Disciplinary Core Ideas across grade levels, and will include updated connections to revised state learning standards in Mathematics and English Language Arts & Literacy when adopted.

New York State Science Learning Standards

5. Structure and Properties of Matter

Students who demonstrate understanding can:

5-PS1-1. Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances. Assume that reactions with any gas production are conducted in a closed system.] [Assessment Boundary: Assessment does not include distinguishing between mass and weight.]

5-PS1-3. Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing between mass and weight.]

5-PS1-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances. [Clarification Statement: Examples could include mixing baking soda and water compared to mixing baking soda and vinegar.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. • Develop a model to describe phenomena. (5-PS1-1) **Planning and Carrying Out Investigations** Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions. • Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (5-PS1-4) • Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (5-PS1-3) **Using Mathematics and Computational Thinking** Mathematical and computational thinking in 3–5 builds on K–2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. • Measure and graph quantities such as weight to address scientific and engineering questions and problems. (5-PS1-2)	**PS1.A: Structure and Properties of Matter** • Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (5-PS1-1) • (NYSCD) The total amount of matter is conserved when it changes form, even in transitions in which it seems to vanish. (5-PS1-2) • Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (5-PS1-3) **PS1.B: Chemical Reactions** • When two or more different substances are mixed, a new substance with different properties may be formed. (5-PS1-4) • No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (5-PS1-2)	**Cause and Effect** • Cause and effect relationships are routinely identified, tested, and used to explain change. (5-PS1-4) **Scale, Proportion, and Quantity** • Natural objects exist from the very small to the immensely large. (5-PS1-1) • Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (5-PS1-2),(5-PS1-3) --- ***Connections to Nature of Science*** **Scientific Knowledge Assumes an Order and Consistency in Natural Systems** • Science assumes consistent patterns in natural systems. (5-PS1-2)

New York State Science Learning Standards

Initial Transition Curriculum & Instruction

- Coherent professional development opportunities are vital.
- Continued collaboration among science education stakeholders will ensure building awareness and capacity of teachers and leaders of science at the local, regional, and state levels.
- Continued focus of science education stakeholders on the critical components of the Statewide Strategic Plan for Science will enhance opportunities for student achievement of the new NYS P-12 Science Learning Standards.

New York State Science Learning Standards

Assessment System Transition

- New local and state-level assessments will need to be developed to measure the learning expectations included in the new standards.
- New local and state-level assessments should focus on evaluating student achievement of three-dimensional learning – Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.
- Proposed State Assessments:
  - Grade 5
  - Grade 8
  - High School Regents examinations in biology, chemistry, Earth and space science, and physics

New York State Science Learning Standards

Timeframe	Phase I - Initial Transition
Spring and Summer 2017	Engage relevant stakeholder groups to outline a more detailed transition strategy for the new NYS P-12 Science Learning Standards in alignment with the Statewide Strategic Plan for Science. Develop a NYS Comprehensive Science Standards Systems Implementation Plan
2017-2018 School Year	Phase I: Raise Awareness, Build Capacity of new NYS P-12 Science Learning Standards; Collaborate with relevant stakeholder groups to build awareness of the new NYS P-12 Science Learning Standards across the state. Develop and propose assessment frameworks for State assessments in science

New York State Science Learning Standards Moving Forward

- Continue to collaborate with science education stakeholders during the transition to new NYS P-12 Science Learning Standards to develop the NYS Comprehensive Science Standards Systems Implementation Plan;
- Continue to identify STEM assets and Initiatives across the State to build a Statewide Science Education Ecosystem Network;
- Target specific State and federal funding sources to signal fiscal resources to support statewide, regional and local initiatives, as well as seek possible grant opportunities to support the implementation of the Statewide Strategic Plan for Science;
- Strive to maintain fidelity with the Statewide Strategic Plan for Science throughout the transition period.

New York State Social Studies Standards

[illegible]
Current Exam Global History and Geography (Grades 9 & 10)
January Administration: Current Exam Global History and Geography (Grades 9 & 10) (Last Administration) June Administration: Transition Exam Global History and Geography (Grade 10) (First Administration) August Administration: Transition Exam Global History and Geography (Grade 10)
January Administration: Transition Exam Global History and Geography (Grade 10) June Administration: Transition Exam Global History and Geography (Grade 10) New Framework Exam Global History and Geography II (Grade 10) First Administration August Administration: Transition Exam Global History and Geography (Grade 10) New Framework Exam Global History and Geography II (Grade 10)
January Administration: Transition Exam Global History and Geography (Grade 10) New Framework Exam Global History and Geography II (Grade 10) June Administration: Transition Exam Global History and Geography (Grade 10) New Framework Exam Global History and Geography II (Grade 10) August Administration: New Framework Exam Global History and Geography II (Grade 10)
New Framework Exam Global History and Geography II (Grade 10)

Introduction to the C3 Framework and Social Studies Instruction

K-12 Social Studies and The C3 (*College, Career & Civic Life*) Framework

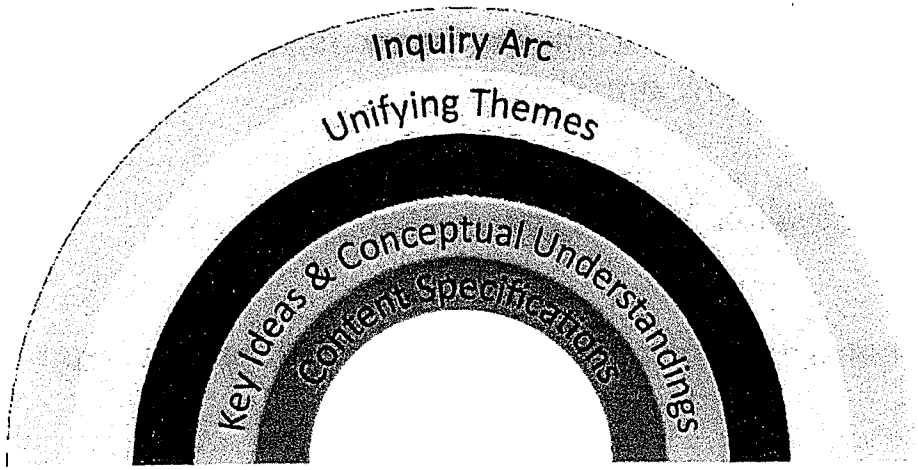
Foundations of C3 Instruction

INQUIRY ARC

DISCIPLINARY LITERACY

CIVIC LIFE

C3: *College, Career, and Civic Life*



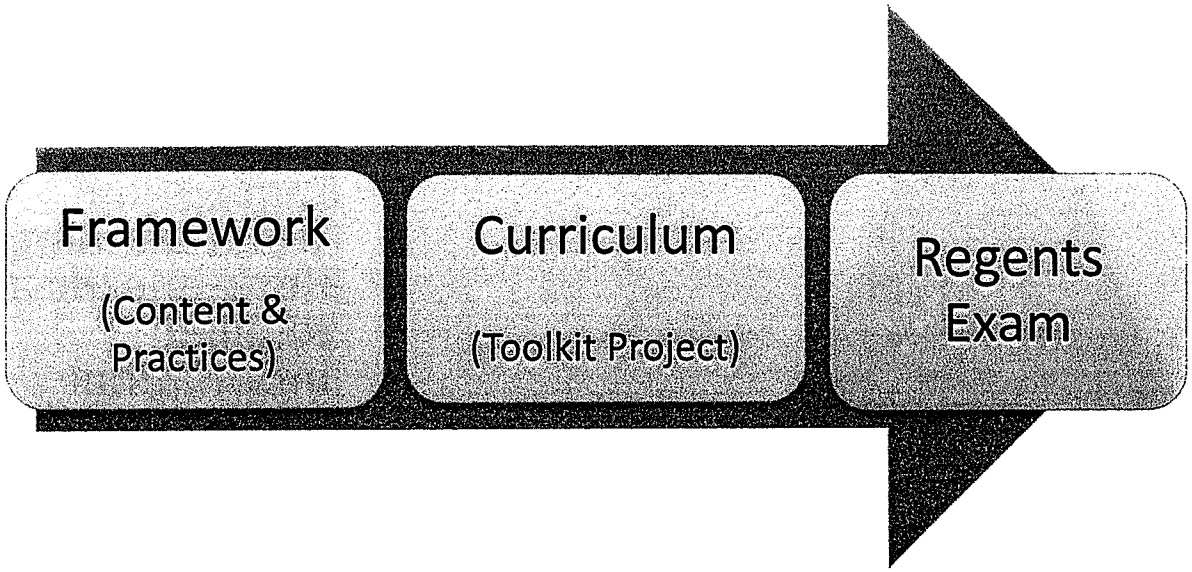
https://www.socialstudies.org/c3

Pedagogy Behind the C3 Social Studies Framework: The Inquiry Arc

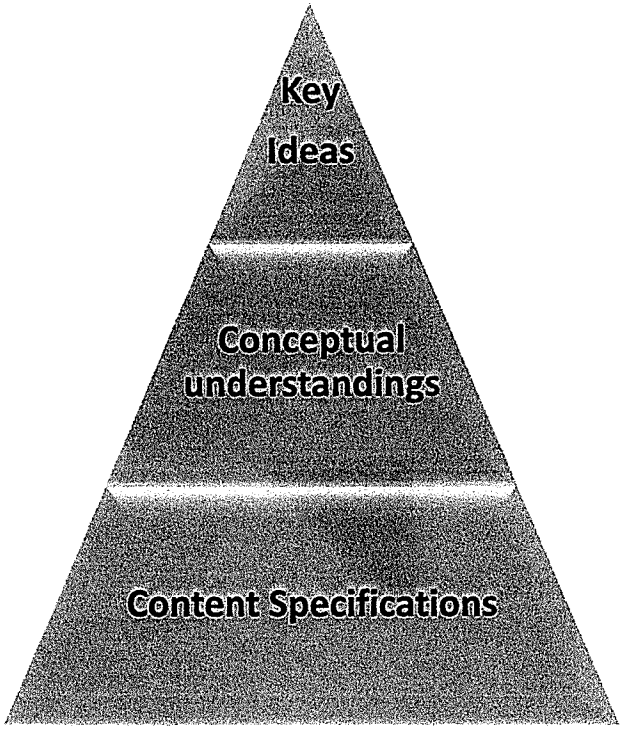
- **Dimension 1:** Developing Questions and Planning Inquiries
- **Dimension 2:** Applying Disciplinary Concepts and Tools (Civics, Economics, Geography, and History)
- **Dimension 3:** Evaluating Sources and Using Evidence
- **Dimension 4:** Communicating Conclusions and Taking Action

https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf

Progression of Development



Frameworks



- **Key Ideas:** overarching ideas providing context and structure for learning.
- **Conceptual Understandings:** more specific and detailed information supporting the Key Idea.
- **Content Specifications**: written as "Students will…" statements,

How to read the C3 Framework

Key Idea

4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.

(Standards: 1, 5; Themes: ID, TCC, SOC, CIV)

Conceptual Understanding

4.5a There were slaves in New York State. People worked to fight against slavery and for change.

Content Specifications

Students will examine life as a slave in New York State.

- Students will investigate people who took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, William Lloyd Garrison, and Harriet Tubman.

https://www.rubicon.com/nys-social-studies-framework/

NY State Social Studies Standards

- **Standard 1:** History of the United States and New York
- **Standard 2:** World History
- **Standard 3:** Geography
- **Standard 4:** Economics
- **Standard 5:** Civics, Citizenship, and Government

10 Unifying Themes of Social Studies

- Culture
- Time, Continuity and Change
- People, Places and Environments
- Individual Development and Identity
- Individuals, Groups and Institutions
- Power, Authority and Governance
- Production, Distribution and Consumption
- Science, Technology and Society
- Global Connections
- Civic Ideals and Practices

Social Studies Content Sequence

- Kindergarten: Self and Others
- Grade 1: My Family and Other Families, Now and Long Ago
- Grade 2: My Community and Other United States Communities
- Grade 3: Communities around the World
- Grade 4: Local History and Local Government
- Grade 5: The Western Hemisphere
- Grade 6: The Eastern Hemisphere
- Grade 7: History of the United States and New York – I
- Grade 8: History of the United States and New York – II
- Grade 9: Global History and Geography – I
- Grade 10: Global History and Geography – II
- Grade 11: United States History and Government
- Grade 12: Participation in Government & Economics, the Enterprise System, and Finance

Grades K-4 Topics and Key Ideas

Grade	Inquiry 1	Inquiry 2	Inquiry 3	Inquiry 4	Inquiry 5	Inquiry 6
K	Identity K.1	Holidays K.2, K.3, K.8	Civic Ideals K.4	Rules K.5	Maps and Globes K.6	Wants & Needs Key Idea K.9
1	Family Diversity 1.1	Global Citizenship 1.3	The President 1.4	Maps and Geography 1.5	Family Stories 1.7 and 1.8	Economic Choices 1.10
2	Urban, Suburban, and Rural 2.1	Symbols 2.3	Civic Ideals and Practices 2.3 and 2.4	Geography, Humans, and Environments 2.5	Community History 2.6 and 2.7	Economic Interdependence 2.8 and 2.9
3	Geography 3.1, 3.2, 3.3	Globalization 3.2, 3.6, 3.10	Cultural Diversity 3.4 and 3.5	Leadership and Government 3.7	Children's Rights 3.8	Global Trade 3.10
4	New York Geography 4.1 and 4.2	Manhattan Purchase 4.3	Government and Citizens 4.4	Call for Change 4.4 and 4.5	Industrialization 4.6	Immigration 4.7

https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit

Grades 5-8 Topics and Key Ideas

Grade	Inquiry 1	Inquiry 2	Inquiry 3	Inquiry 4	Inquiry 5	Inquiry 6
5	Complex Societies 5.2	Slavery and Sugar 5.3	New France 5.4	Puerto Rico 5.5	Declaration of Independence 5.6	[illegible] 5.7
6	Agricultural Revolutions* 6.3	Religious Freedom 6.4	Olympics 6.5	China and Rome 6.5	Islamic Spain 6.6	Black Death 6.7
7	Pilgrims and Wampanoag 7.2	American Revolution 7.3	Great Compromise 7.4	Western Migration 7.6	Uncle Tom's Cabin* 7.7	Women's Rights 7.7
8	Gilded Age 8.2	American Expansion 8.3	New Deal 8.5	Japanese American Internment* 8.6	Suburban Growth 8.8	Patriotism 8.9

https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit

Grades 9-12 Topics and Key Ideas

Grade	Inquiry 1	Inquiry 2	Inquiry 3	Inquiry 4	Inquiry 5	Inquiry 6
9	Fall of the Roman Empire 9.3	China 9.3	Silk Road 9.4	Suleiman 9.7	Aztecs 9.8	Printing Press 9.9
10	French Revolution 10.2	Industrialization 10.3	Imperialism 10.4	Treaty of Versailles 10.5	Modernization 10.8	Apartheid 10.10
11	Constitution 11.2	Emancipation 11.3	Immigration 11.4, 11.5, 11.7, 11.10	World War II 11.6	LBJ/Reagan 11.10	Civil Rights 11.10
12/E	Great Recession 12.E1, 12.E3	Labor Markets 12.E2	Economic Happiness 12.E3	Gender Wage Gap 12.E3	Corporate Social Responsibility 12.E3	Free Trade 12.E4
12/G	Federalism 12.G1	First Amendment 12.G2	Voting 12.G3	Political Parties 12.G4	Campaign Finance 12.G4	Affordable Care Act 12.G5

https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit

What needs to change in order to support this work?

NY Social Studies Framework 3 Instructional Shifts

- **Focus on Conceptual Understanding**

  Rather than facts, breadth of topics, and recall

- **Foster Student Inquiry, Collaboration, and Informed Action**

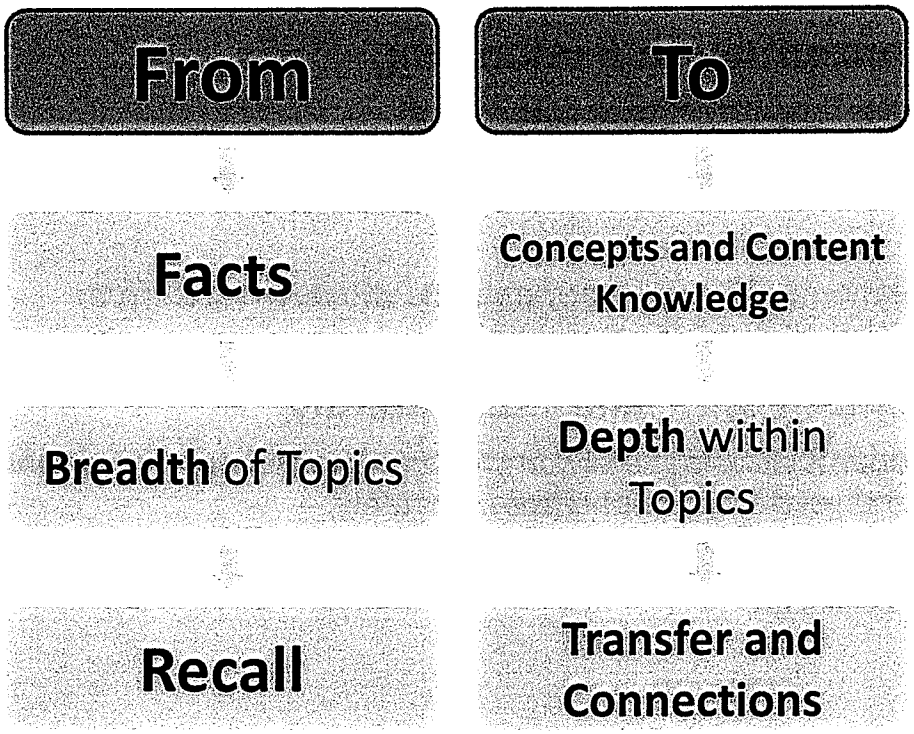
  Rather than teacher as disseminator, students who learn facts from textbooks, students that retell interpretations

- **Integrate Content and Skills Purposefully**

  Rather than students focusing solely on content knowledge or developing literacy skills and social studies practices separately

  https://www.engageny.org/resource/nys-social-studies-c3-framework-and-instructional-shifts

Instructional Shift #1: Focus on Conceptual Understanding



Instructional Shift #2: Foster Student Inquiry, Collaboration, and Informed Action

From	To
Teacher as **Disseminator**	Teacher as **Facilitator** of Investigation
Students **Learn** Facts from **Textbook**	Students **Investigate** the Social Sciences Using **Multiple Sources**
Students **Retell** Interpretations	Students **Construct Interpretations and Communicate Conclusions**

Instructional Shift #3: Integrate Content and Skills Purposefully

	[illegible]
Students **experience an additional nonfiction** reading class or textbook focused instruction	Students **learn to read, discuss, and write like social scientists**
Students develop literacy skills and social studies practices **separately**	Students develop disciplinary literacy skills and social science practices in **tandem**
Students **learn** content knowledge	Students **integrate and apply** concepts, skills, and content knowledge

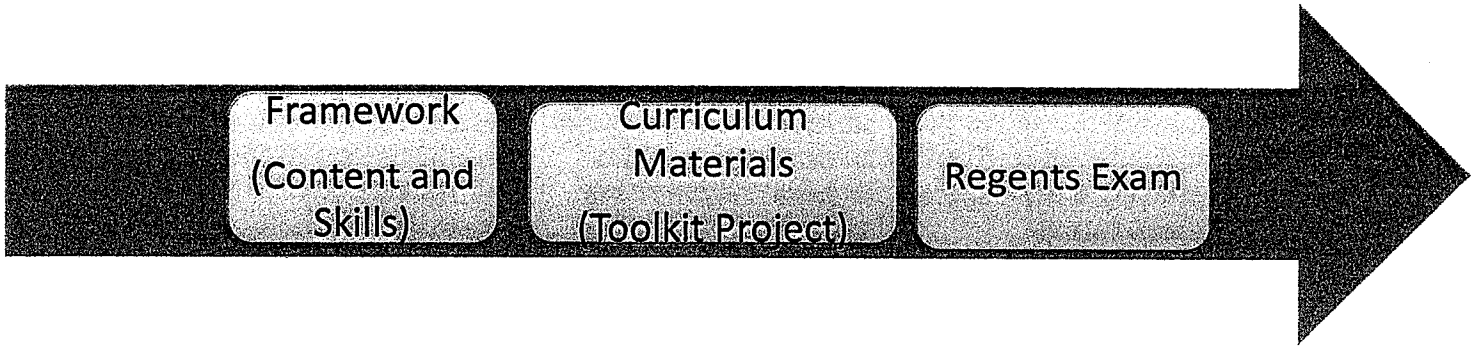
What else is new?

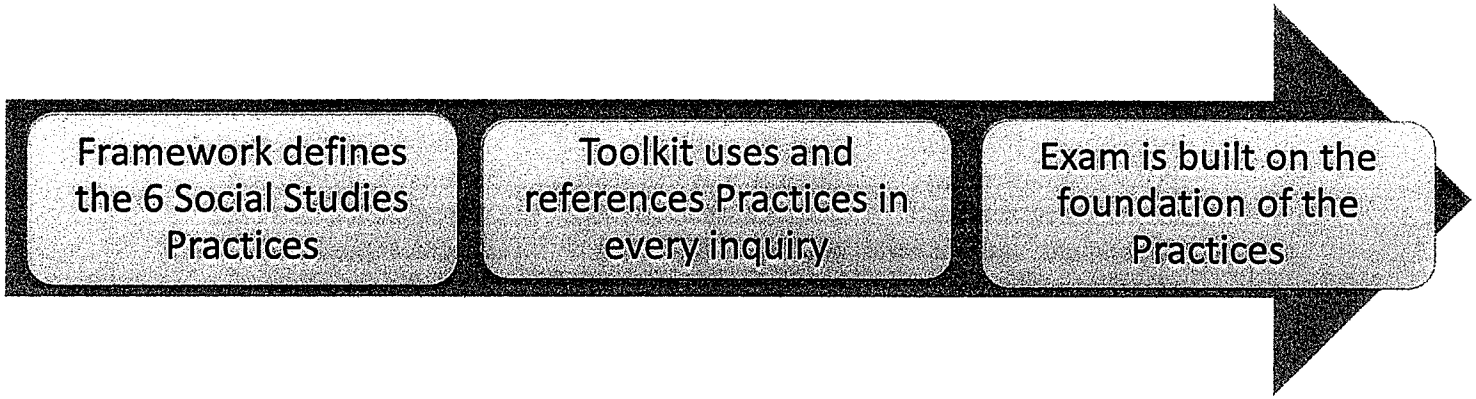
Social Studies Practices!

Social Studies Practices or Historical Thinking Skills (K-12)

- Gathering, Using, and Interpreting Evidence
- Chronological Reasoning and Causation
- Comparison and Contextualization
- Geographic Reasoning
- Economics and Economics Systems
- Civic Participation

Social Studies Practices (Skills)





Vertical Alignment of the Social Studies Practices

Social Studies Practices	Grades K-4	Grades 5-8	Grades 9-12
Gathering, Interpreting and Using Evidence	Develop questions about the world in which we live that can be answered by gathering, interpreting and using evidence.	Define and frame questions about events and the world in which we live, and use evidence to answer these questions.	Develop and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
	Recognize, analyze and use different forms of evidence used to make meaning in Social Studies (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs).	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral histories, and other primary and secondary sources).	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral histories, and other primary and secondary sources).

Literacy Connections

Review Anchor Standards

- Examine the ELA/Literacy Standards for History/Social Studies, Science and Technical Subjects
  - Focus on the Anchor Standards for Reading & Writing
  - As you review, consider what elements of these Anchor Standards are most common in your social studies instruction
  - Which Anchor Standards might be a stretch for you?
  - Share what you are noticing…

  http://www.corestandards.org/ELA-Literacy/introduction/how-to-read-the-standards/

Overview of C3/Literacy Connections

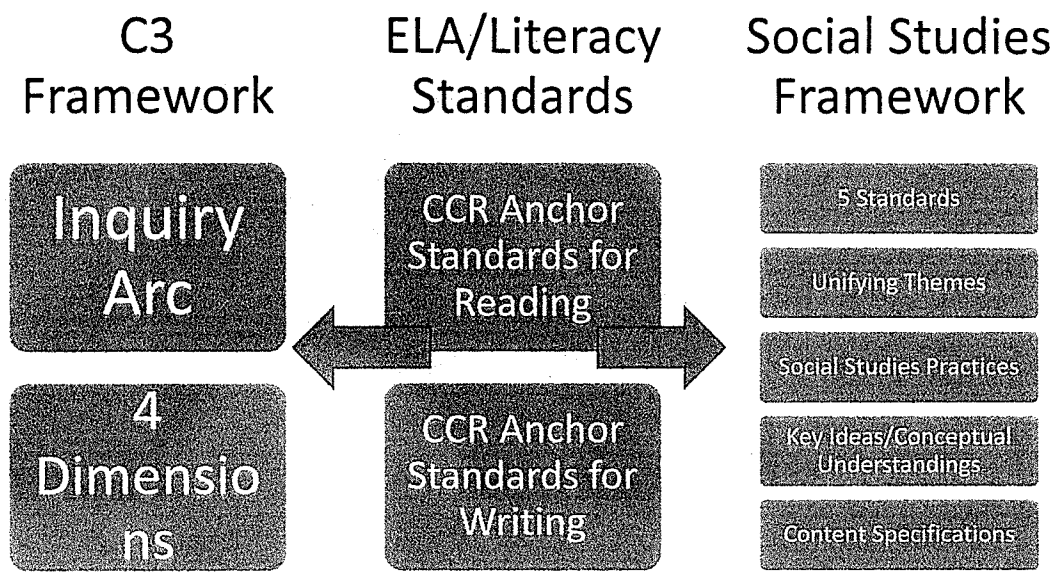
- Shared responsibility
- K-5 – 4 strands
- 6-12 – focus on reading & writing
- College and Career Anchor Standards – foundation for inquiry in social studies

FOUNDATIONAL	All ELA/Literacy Common Core Standards
SUPPORTIVE	Reading 1-10; Writing 1, 7-9; Speaking and Listening 1-6; Language 6
VITAL	Reading 1; Writing 7; Speaking and Listening 1

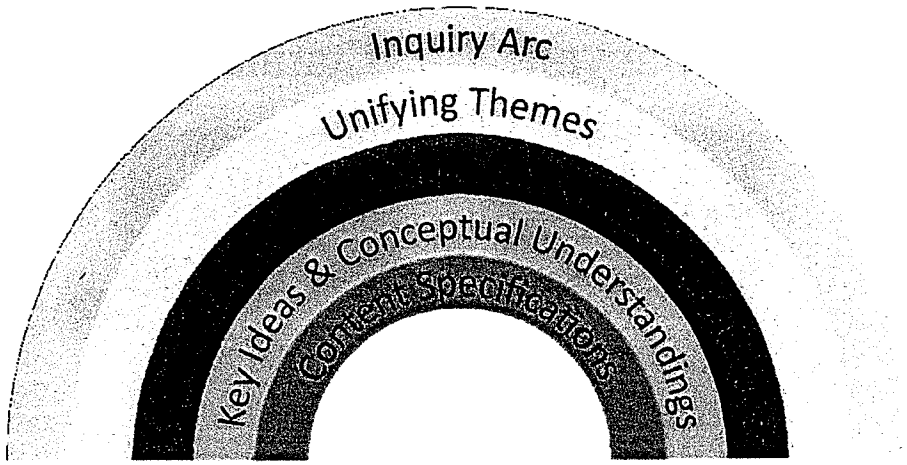
Inquiry Practices

DIMENSION 1	ANCHOR STANDARDS	DIMENSION 2	ANCHOR STANDARDS	DIMENSION 3	ANCHOR STANDARDS	DIMENSION 4	ANCHOR STANDARDS
Developing Questions and Planning Inquiries	R1 W7 SL1	Civics Economics Geography History	R1-10 W7 SL1 L6	Gathering and Evaluating Sources Developing Claims and Using Evidence	R1-10 W1, 2, 7-10 SL1	Communi-cating and Critiquing Conclusions Taking Action	R1 W 1-8 SL1-6

ELA/Literacy ~ Connecting the work



Connecting all the pieces

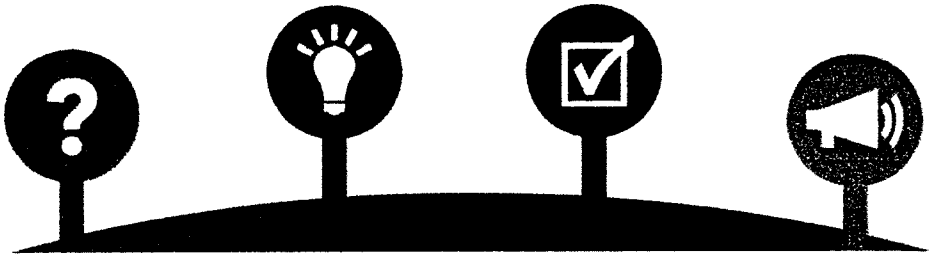


Critical questions

- What exactly is inquiry-based teaching and learning?
- How do you know you are doing it?
- Why is inquiry essential to the new NYS Social Studies Frameworks?

The Inquiry Design Model: IDM

IDM™ Follows C3 Inquiry Arc



If students are asked a COMPELLING QUESTION ...

In the middle are the SUPPORTING QUESTIONS & FORMATIVE TASKS

Students answer in the form of a SUMMATIVE ARGUMENT

S O U R C E S

Structure of IDM's

idm
INQUIRY DESIGN MODEL

Component I
Questions

Component II
Tasks

Component III
Sources

http://www.c3teachers.org/inquiry-design-model/

NYS Toolkit Project

Part I: Conceptual Foundations of the Inquiry Design Model (IDM)

1. Inquiry begins with a question.
2. Inquiry topics and outcomes should be grounded in standards.
3. Content knowledge *and* disciplinary skills are integrated within an investigation.
4. Students are active learners within an inquiry.
5. The purpose of assessment is for learning.
6. Disciplinary sources are the building blocks of inquiry.
7. Students need opportunities to practice citizenship.
8. Social Studies shares in the responsibility for literacy.
9. Inquiries cannot be all inclusive.
10. Inquiries are best mediated by skilled teachers.

Part II: Grade-Level Inquiries

- 84 Inquiries (14 Annotated)
- IDM Inquiry Templates
- Description of the IDM Blueprint

Part III: Professional Learning Resources

- IDM Power Point Presentations
- IDM Workshop Handouts
- IDM in Practice: Video Vignettes

4.2.4

Finance Committee Meeting

December 7, 2017

Attendance: Joe Phelan, Steve Jenkins, Mark Fleischhauer, Liz Raum, Tom Burnell, Christine Natoli

Cafeteria Revenue and Expenditures: Tom reviewed the new format for tracking cafeteria expenses/revenues

Rollover Budget: Tom has started a very preliminary assessment of our budget for 2018-2019 and has stressed that this is just a starting point based on assumptions (variables include how much state aid we will receive, BOCES refunds, etc)

Next meeting: January 4, 2018

Respectfully submitted: Elizabeth Raum

FINANCE COMMITTEE MEETING

AGENDA

December 7, 2017

New Business

1. Cafeteria Profit and Loss Reports
2. 2018-19 Rollover Budget Discussion

Next Meetings:

January 4, 2018
1:00 in District Office Conference Room

February 1, 2018
1:00 in District Office Conference Room

RHINEBECK CENTRAL SCHOOL DISTRICT
SCHOOL LUNCH FUND
STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDING JUNE 30, 2018

	SEPT 2017	OCT 2017	NOV 2017	DEC 2017	JAN 2018	FEB 2018	MAR 2018	APR 2018	MAY 2018	JUNE 2018	YTD
OPERATING DAYS - LUNCH	15	19									34
OPERATING DAYS - BREAKFAST	15	20									35
ADP LUNCH	244	260									
ADP BREAKFAST	44	56									
TYPE A REGULAR PAID LUNCH	2257	3180									5437
TYPE A REDUCED LUNCH	158	227									385
TYPE A FREE LUNCH	1246	1527									2773
TOTAL LUNCH MEALS	3661	4934									8595
TYPE A REGULAR PAID BREAKFAST	279	525									804
TYPE A REDUCED BREAKFAST	33	58									91
TYPE A FREE BREAKFAST	354	528									882
TOTAL BREAKFAST MEALS	666	1111									1777
TOTAL BREAKFAST & LUNCH MEALS COUNTS	4327	6045									10372

	SEPT 2017	OCT 2017	NOV 2017	DEC 2017	JAN 2018	FEB 2018	MAR 2018	APR 2018	MAY 2018	JUNE 2018	YTD
REVENUE:											
TYPE A BREAKFAST	474.75	884.75									1,359.50
TYPE A LUNCH	7,374.75	10,391.75									17,766.50
OTHER CAFETERIA SALES-A LA CARTE	9,187.95	12,502.51									21,690.46
OTHER CAFETERIA SALES-POS ACCT BALANCE	2.00	0.00									2.00
OTHER CAFETERIS SALES-CATERING	79.00	559.75									638.75
STATE REIMBURSEMENT	283.00	391.00									
FEDERAL REIMBURSEMENT	6,274.00	10,021.00									
REBATES ON FOOD	73.59	52.49									
INTERFUND TRANSFER	0.00	0.00									
INTEREST INCOME	19.86	11.10									
TOTAL REVENUE	23,768.90	34,814.35	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	41,457.21
OPERATING EXPENDITURES											
SALARY	6,528.01	9,794.95									16,322.96
EQUIPMENT	3,364.38	0.00									3,364.38
CONTRACTUAL EXPENSES	0.00	0.00									-
SUPPLIES AND MATERIALS	0.00	2,717.73									2,717.73
FOOD PURCHASES	14,276.16	16,472.60									30,748.76
EMPLOYEE BENEFITS	719.00	1,054.78									1,773.78
TOTAL OPERATING EXPENDITURES	24,887.55	30,040.06	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	54,927.61
NET CAFETERIAPROFIT/(LOSS)	-1,118.65	4,774.29	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CUMMULATIVE ANNUAL NET PROFIT/LOSS	0.00	3,655.64	3,655.64	3,655.64	3,655.64	3,655.64	3,655.64	3,655.64	3,655.64	3,655.64	0.00

RHINEBECK CENTRAL SCHOOL DISTRICT
SCHOOL LUNCH FUND
AVERAGE DAILY PARTICIPATION

FOR THE YEAR OF JUNE 2018

SCHOOL	ENROLLMENT	DAYS	MEALS	DAILY	ADP
BREAKFAST		SERVED	SERVED	PART	%
HIGH SCHOOL	0	20	514	26	46.3%
MIDDLE SCHOOL	0	20	175	9	15.8%
ELEMENTARY	0	20	422	21	38.0%
TOTALS	0		1111		100.0%

LUNCH	ENROLLMENT	DAYS	MEALS	DAILY	ADP
		SERVED	SERVED	PART	%
HIGH SCHOOL	0	19	1319	69	26.7%
MIDDLE SCHOOL	0	19	1007	53	20.4%
ELEMENTARY	0	20	2608	130	52.9%
TOTALS	0		4934		100.0%