

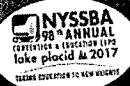
# • the Bleiker Life Preserver

Whatever you say, . . . whatever you write, . . . whatever you do, make sure that your publics *understand* these four points:

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- 1. There *is* a serious Problem . . . or Opportunity . . . *one that just has to be addressed.*
- 2. You are *the right entity* to be addressing this problem . . . in fact, given your Mission, it would be *irresponsible* for you not to address this problem.
- 3. The way you are going about it, . . . the approach you're using, . . . is *reasonable*, . . . *sensible*, . . . *responsible*.
- 4. You *are* listening, you *do* care; . . . If, what you're proposing is going to *hurt* someone, *it's not because you don't care; . . . it's not because you're not listening.*


4.2.21  
9/75/2017



# WiFi Access

**Free WiFi Access:**

**Network:** NYSSBA  
**Password:** school17



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# Welcome

**Advocacy 101:  
A Guide to Legislative  
Advocacy in New York State**

Julie M. Marlette  
Director of Governmental Relations- NYSSBA

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# New York State Government: Know the Players



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## Know the Players

### **Executive Chamber**

- Governor Andrew M. Cuomo
- Secretary to the Governor Melissa DeRosa
- Counsel to the Governor Alphonso David
- Director of the Budget Robert Mujica
- Director of State Operations Jamie Rubin
- Deputy Secretary of Education- Vacant




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## Know the Players

### **New York State Senate**

- Senate Majority Leader John Flanagan
- Senate Democratic Leader Andrea Stewart-Cousins
- Senate IDC Leader Jeffrey Klein
- Education Committee Chair Senator Carl Marcellino




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## Know the Players

### **New York State Assembly**

- Assembly Speaker Carl Heastie
- Assembly Republican Leader Brian Kolb
- Education Committee Chair Assemblymember Catherine Nolan




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## Know the Players

**New York State Education Department**

- Commissioner of Education MaryEllen Elia
- Chancellor of the Board of Regents Betty Rosa
  - The Board of Regents has 17 members elected by the State Legislature




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## Know the Process: Legislative




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## Know the Process: Legislative

- The legislative session begins in January and ends in late June
- The Governor forecasts his budget and legislative priorities in the annual State of the State address
  - Traditionally first Wednesday after the first Monday of January, when session must start
  - This practice has changed recently under Governor Cuomo




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### Know the Process: Legislative

- Bills are introduced before, during and after legislative session
- Once a bill is introduced, it is delivered to the appropriate committees based on content
- Bills must be reported out of committee to get to the floor for a vote
  - Committee chairs set the agendas




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### Know the Process: Legislative

- Bills may be referred to more than one committee, these are called committees of dual reference
  - In the Assembly, all bills must go through the committee process to be considered on the floor
  - In the Senate, leadership has the option to “discharge” the bill for a vote, in which case the bill must pass through the rules committee before it comes to the floor




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### Know the Process: Legislative

- Once a bill reaches the floor or “calendar” it is still not guaranteed a vote
  - If debate is requested it must be placed on a debate list in the Assembly or the active list in the Senate to move forward
  - Leadership controls this process
- Both houses must pass identical versions




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### Know the Process: Legislative

- Bills must then be signed or vetoed by the Governor, this can take months to occur
  - Bills are sent up to the Governor by the house that passed the legislation first




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### Know the Process: Budget




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### Know the Process: Budget

- From July through October, all agencies develop budget plans
- From October through December the Governor's Office and the Division of Budget work on the next year's Executive Budget proposal




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### Know the Process: Budget

- Executive Budget is traditionally released after the State of the State
  - Second Tuesday after the start of session
  - Except after gubernatorial election years it is on or before the first day of February
- Legislative budget hearings begin after the Executive Budget proposal is released




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### Know the Process: Budget

- Both the Senate and the Assembly lay out their budget proposals in their one house budget bills and/or resolutions by early to mid March
- Legislative Conference Committees then convene
- Final budget must be passed and signed into law by April 1st or there are consequences...




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### Know the Process: Budget

**Consequences of a late budget**

- Legislators will not receive paychecks
- The Governor can insert his Executive Budget proposals into budget extender bills
- Government can shut down




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## Know the Process: Regulatory




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## Know the Process: Regulatory

- Once a bill is signed it may require a state agency to issue rules and regulations
  - The agency is determined by the statute
  - Generally school district matters are handled by the State Education Department, but not always




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## Know the Process: Regulatory

- Step 1: Agency Writes Proposed Regulation
  - Prepares regulatory impact statement
  - Regulation is published on the state register and sent out for public comment




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### Know the Process: Regulatory

- Step 2: Public Comment Period
  - Public comment is either a minimum of 45 or 60 days
  - This is the time period that the public can weigh in with their concerns or suggestions on the proposed regulations
  - The agencies review these comments and if substantial changes are needed to the regulations another 30 day comment period will occur
  - In some cases a public hearing may occur




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### Know the Process: Regulatory

- Step 3: Regulations Adopted
  - Following the public comment period the agency adopts the final rule
  - Full text of the regulation is filed with the Department of State




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### Know the Process: Regulatory

- When regulations are issued through the State Education Department they must receive final approval by the Board of Regents
- The Board of Regents are responsible for the general supervision of all education activities in New York




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# KNOW THE POLITICAL ENVIRONMENT



NYSSBA 2018 ANNUAL CONFERENCE & EXHIBITION  
late placed in 2017

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## Know the Political Environment

*Factors that influence decision making*

- Voters
- Advocacy
- Special Interests
- Timing
- Media
- Current Events
- Crisis



NYSSBA 2018 ANNUAL CONFERENCE & EXHIBITION  
late placed in 2017

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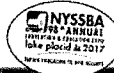
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## Know the Political Environment

*Education Players*

- New York State Parent Teacher Association
- New York State School Boards Association
- New York State United Teachers
- New York State Council of School Superintendents
- Conference of Big 5
- New York State Association of School Business Officials
- School Administrators Association of New York State



NYSSBA 2018 ANNUAL CONFERENCE & EXHIBITION  
late placed in 2017

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## Know the Political Environment

### *Other groups to consider*

- Seniors
- Veterans
- State employees
- Other elected officials
- Other interest groups
- Donors



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## KNOW HOW TO ADVOCATE



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## Know How to Advocate

### *Relationships Building*

- Be proactive not reactive
- Build real relationships
  - Invite electeds to your school
  - Mail electeds school newsletters
  - Provide them updates
  - Reminders
- Leverage your network
- Build coalitions and partnerships



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## Know How to Advocate

**Contact your legislators:**

- In person meetings
- Letters
- E-mails
- Phone calls
- Social Media
- Attend town halls




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## Know How to Advocate

**Successful Meetings:**

- Be prepared
- Be respectful, but firm
- Have an ask
- Offer a solution
- Acknowledge the other side and know their positions
- Don't argue
- Follow up and follow through
- Thank you notes




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## Know How to Advocate

**Successful Meetings: The Story of Right**  
 Have the *right* meeting, at the *right* time, with the *right* people, making the *right* ask




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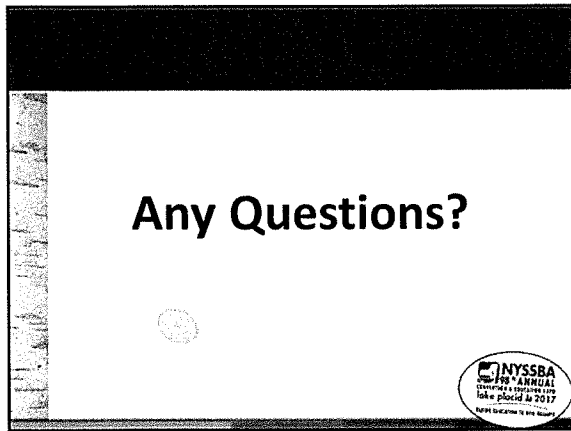
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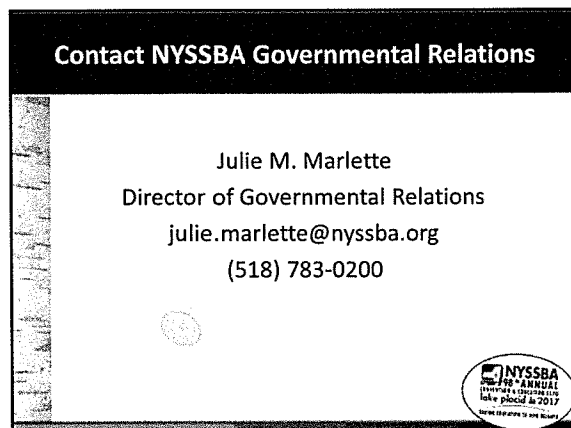
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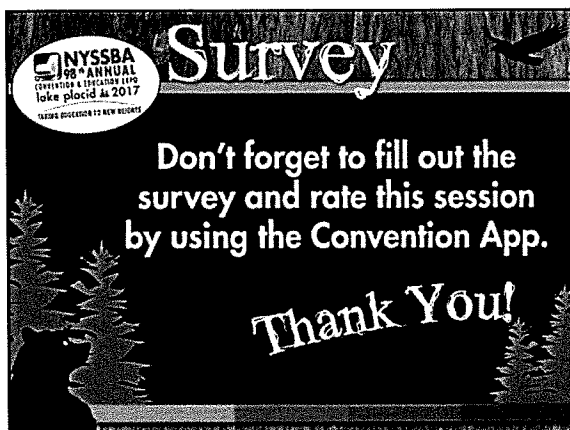
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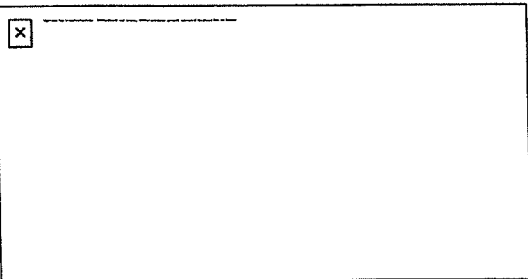
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4222

Joe Phelan

**From:** NYSSBA Events <NYSSBAevents@nyssba.org>  
**Sent:** Thursday, September 21, 2017 10:37 AM  
**To:** Joe Phelan  
**Subject:** 5 Tools To Support Your Advocacy Efforts

If you are unable to see images, view the HTML version or you can unsubscribe.



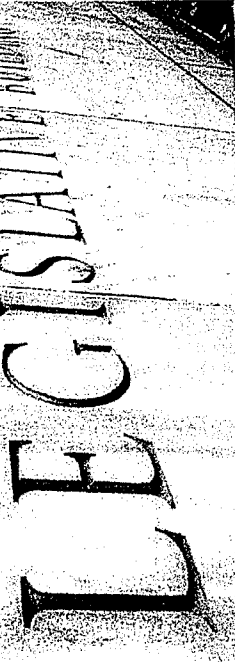
**We have the tools to help you influence policy for the benefit of all public school children.**

Below are just a few of the **member-only benefits** to support your advocacy efforts:

- **State Aid Analysis** – A comprehensive explanation of your district's state aid package
- **Lobby Days** – Meetings can be arranged and attended by NYSSBA staff with your state senators and assembly members in Albany
- **Bill Drafting Services** – let us draft your legislation and provide support to advance it through the legislature
- **The Capital Conference** – Held in Albany so you can influence legislators before key budget decisions are made
- **Online Action Center** - Messaging to your elected officials made easy with a click of a button

Visit [nyssba.org/advocacy](http://nyssba.org/advocacy) to learn more.

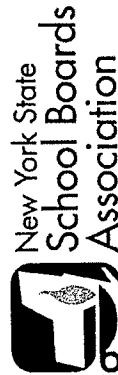
Powered by NYSSBA



Our work is guided by the position statements annually adopted by our membership during the Annual Business Meeting.

**From meetings with legislative and executive staff to bill drafting and analysis and testifying at hearings, we are your eyes and ears in Albany.**

This includes everything from direct efforts on local issues with which you need assistance, to pressing statewide issues that affect all school districts. Through our partnership with NSBA, we also represent you in Congress and with the United States Department of Education.



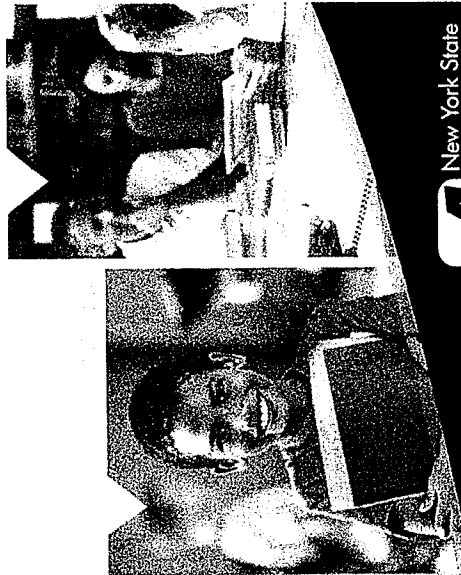
**New York State School Boards Association**  
24 Century Hill Drive, Suite 200  
Latham, NY 12110-2125  
(518) 783-0200 (800) 342-3360  
[www.nyssba.org](http://www.nyssba.org)



3-17/023

**DOES YOUR DISTRICT  
NEED SUPPORT?**

**ADAP**



# DOES YOUR DISTRICT NEED SUPPORT?

## Leverage our governmental relations resources to accomplish your district's goals

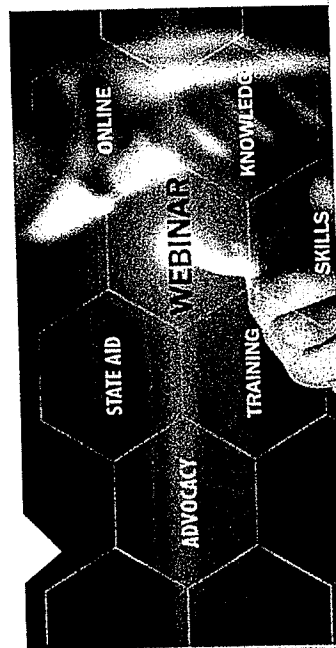
As a NYSSBA member, you have access to the tools needed to support your advocacy efforts in your community, at the state capital and in Washington, D.C.

Take advantage of these member-only resources designed to help your district influence public policy for your students and for all public schoolchildren statewide.

## UNDERSTAND YOUR DISTRICT'S STATE AID ALLOCATION

Navigating the complex world of state education aid and the cumbersome formulas that surround it can be overwhelming. We have resources to help you understand the implications for your district.

- **State Aid Analysis** includes a comprehensive explanation of your district's state aid package. Talk to experienced staff to learn more.
- **District Specific Data** on the state's enacted and proposed budget.



## REQUEST SERVICES TAILORED TO YOUR DISTRICT'S NEEDS

Request one or more customized services designed to help your district and larger community make your voice heard at the state capital.

- **Bill Drafting Services** include local issues. Let us draft your legislation and provide the needed support to advance it through the legislature.
- **Lobby Days** can be requested. We can arrange meetings with state senators and assembly members in Albany on your behalf and attend those events with your board.
- **In-district Visits** can be arranged if a trip to Albany isn't feasible. We can coordinate visits with legislators in their local offices.
- **Local Training** that can be delivered in your district or as a webinar provides actionable takeaways on how to effectively advance issues with your representatives.

## STAY UP-TO-DATE ON LEGISLATIVE ACTIVITIES

- Don't miss important updates about key legislative actions.
- **Advocacy Alerts** are electronic communications that provide inside information on regulatory and legislative activity and Calls to Action.
- **Key Issues** web page provides up-to-date legislative information and memos.
- **Webinars** are timed to coincide with significant events at the state and federal level. These town-hall style events provide an analysis of the Executive proposed budget, a recap of the state's enacted budget and an annual federal issues update.



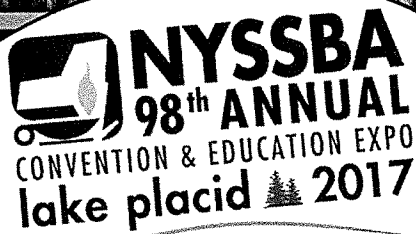
Our Governmental Relations staff advocates year-round on behalf of school board members at both the state and federal levels on issue that affect public education. Your involvement allows us to succeed together.

## MAKE YOUR DISTRICT'S VOICE HEARD

Whether it's on the local, state or federal level, your district's involvement supports the efforts and initiatives NYSSBA works on all year long.

- **The Online Action Center** provides automated services on key issues making it easier for you to contact the appropriate elected officials with the simple click of a button.
  - **The Capital Conference**, NYSSBA's annual conference and lobby day, is held in Albany in mid-winter so you can influence legislators before key budget decisions are made.
  - **NSBA's National Advocacy Institute**, a national event held in Washington, D.C., provides the latest on key federal issues from full time federal advocates and experts.
  - **NYSSBA's August In-District Federal Campaign** brings lobbying efforts to your elected official's district offices through in-district congressional visits.
- Learn more about NYSSBA's advocacy efforts and sign-up for Advocacy Alerts at [www.nyssba.org/advocacy](http://www.nyssba.org/advocacy).**





OCTOBER 12-14, 2017  
TAKING EDUCATION TO NEW HEIGHTS

4.2.3

## Session Title:

### The 187 Words That Will Save Your Life (or, How to Manage Your Social Media Presence)

"Good name in man and woman, dear my lord,  
Is the immediate jewel of their souls:  
Who steals my purse steals trash; 'tis something, nothing;  
'twas mine, 'tis his, and has been slave to thousands;  
But he that filches from me my good name  
Robs me of that which not enriches him,  
And makes me poor indeed."

William Shakespeare – Othello

The value of a good reputation was recognized by Shakespeare: good news, bad news, truth or lies spread quicker, farther and faster than ever before via social media.

Most schools have at least some social media presence, but often, the task of creating content and monitoring a school's social media footprint falls upon someone who is either unprepared to do it, or who does not have time to do it.

Our presentation today will address the following issues:

1. Strategies for discovering what is already out there about your school on social media
2. How to claim ownership of unofficial (rogue) and official social media sources
3. Monitoring content from all sources
4. Creating meaningful content for your social media platforms
5. Attracting viewers through diversity of platforms, cross-posting, & SEO
6. Dealing with/preventing unflattering social media content (187 words)
7. Planning for potential PR problems, Create a public relations plan now, before the inevitable happens on social media
8. Tracking who is viewing your social media presence



**1. Strategies for discovering what is already out there about your school on social media,**

New content about your school is created daily, and you have little control over what people say about you. However, knowing what “information” is being circulated allows you to create an effective strategy to boost the positive and diminish any negative social media posts about your school.

However, like everything we will be discussing this morning, this requires constant vigilance.

Your initial search for school or district content begins with Google. You should also run a search in Facebook, Twitter, Instagram, and any other social media you can imagine. We will do a sample search on a few to demonstrate how it is done. Anyone care to volunteer your district?

Are there unauthorized social media accounts claiming to represent the school? Are there unflattering or untrue stories/photos featuring your district?

Knowing what is out there is the first step in controlling your social media presence.

**Note: this isn't a one-and-done, we handle around 10 districts and we check their media footprint constantly, since there is new content every day.**

**2. How to claim ownership of unofficial (rogue) and official social media sources, this also requires constant vigilance.**

Your Google presence is important. It is what people see when they search for your school. You can control what people will see when they Google your district. (SMS example leads to DVD example). Alerting Google that you wish to “own” your business (the school)




Prove to Google that you are the XYZ Central School District.

Phone call or post card to get a pin number.

Enter the PIN number and you own your school's Google profile, and can change what people see first.

Illustration below is for a local district that we helped claim ownership of their "business" profile on Google.

**NYSSBA**  
**98<sup>th</sup> ANNUAL**  
**CONVENTION & EDUCATION EXPO**  
**lake placid 2017**  
**TAKING EDUCATION TO NEW HEIGHTS**  
**OCTOBER 12-14, 2017**

Google **schroon lake central school**   



All Maps News Images Videos More Settings Tools

About 70,500 results (0.93 seconds)

**Schroon Lake Central School**  
[www.schroonschool.org/](http://www.schroonschool.org/)  
 Schroon Lake Central School, Schroon Lake, New York Home Contact ... 1125 U.S. Route 9,  
 P.O. Box 338, Schroon Lake, NY 12870-0338, (518) 532-7164,  
 Schroon Lake Contact Links Items on the news page...

**Schroon Lake Central School - Home | Facebook**  
<https://www.facebook.com/Places/Schroon-Lake-New-York-High-School/>  
 ★★★★★ Rating 3.8 · 14 votes  
 Schroon Lake Central School, Schroon Lake, New York 640 likes Welcome to Schroon Lake  
 Central School, home of the Wildcats! Check out our Facebook ...

**Schroon Lake Central School - Schroon Lake, New York - High School ...**  
 Day Care ...  
 York 12870 ... Earl A Can ...  
 .../schroon-lake-cent...  
 ...cent male and 50 per...

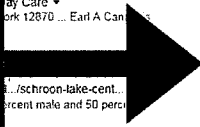



**Schroon Lake Central School**  
 School in Schroon, New York  
 Website Directions

**Address:** 1125 U.S. 9, Schroon Lake, NY 12870  
**District:** Schroon Lake Central School District  
**Phone:** (518) 532-7164  
 Suggest an edit · Own this business?

**Reviews from the web**  
 Facebook GreatSchools Niche

**Indicates unclaimed "business"**



Anyone can start a school Facebook page, even if they are not the “official” school representative. If you search Facebook, you may find many such unofficial or “rogue” Facebook pages. Some may be dedicated to a school building, or a sports team, or whatever. If they purport to represent the school/district, you, as the official District, can commandeer these rogue pages, and bring them under your control, merging their followers into your official page’s list of followers.

Illustration below is of a local newspaper chain citing the unofficial Facebook page of a local district. If they can't tell the difference, neither can your average social media consumer.

**Sun Community News & Printing**  

High School.  
 12 hrs

We just posted 276 photos from the High School vs. High School girls soccer game that was held Sept. 18, 2017 in ...  
 They are now all available at  
[mycapture.suncommunitynews.com](http://mycapture.suncommunitynews.com)



**Preview**

 Like  Comment  Share 

 2

 [View profile](#)    

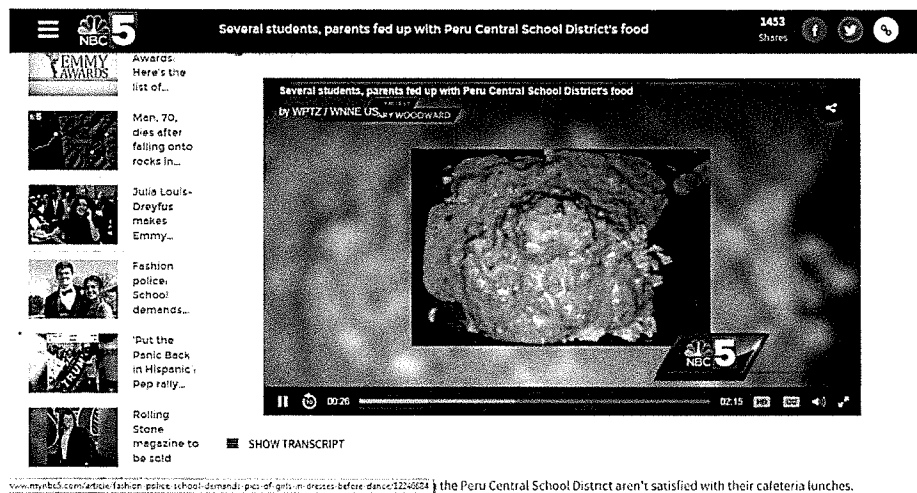


These pages pop-up constantly, so again, unfortunately, you must check for these pages regularly. We look every few weeks to see if there are any new pages or accounts.

**Caveat:** you can't claim a page created by the PTO, as they are not part of the District. You cannot claim or stop an XYZ Central School District Sucks page, as they are not claiming to be the District, just that it sucks. If they make outlandish unfounded damaging claims about your school, that falls into the realm of a slander lawsuit, which is above my pay grade.

Twitter and Instagram are the same.

**Lunchgate:** Students at a local school complained via Facebook about their school lunches, complete with photos of unappetizing food. As illustrated below, the local NBC station picked up the story and ran with it.

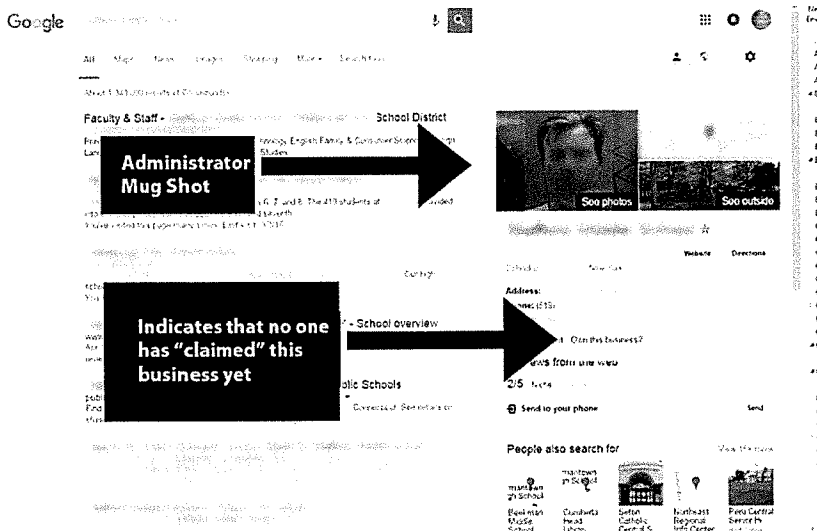


So, not only do we have to worry about what people are posting as individuals, we need to be aware that news organizations have people on staff to scour social media for stories, and usually unflattering ones, because that's what sells.

### 3. Monitoring content from all sources

We've already mentioned claiming your Google business. Here is an example of why that is important. A local district, whose Google business was unclaimed, discovered through a parent that a mug shot of an administrator was the "featured" photo when they Googled the school.

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**OCTOBER 12-14, 2017**



We claimed ownership, and buried the photo. **Note: we could not delete it.** This is a photo that exists on the internet from a local news report (again, they like to feature bad news) that was not directly about the district, but about an employee's personal life. All we could do was add enough of our own photos to drop it down the list so far it would not appear on the first page of photos.

Google will automatically create "business" listings based on frequency of searches for that term, and will populate it with photos that have received the most views: thus, the mug shot.

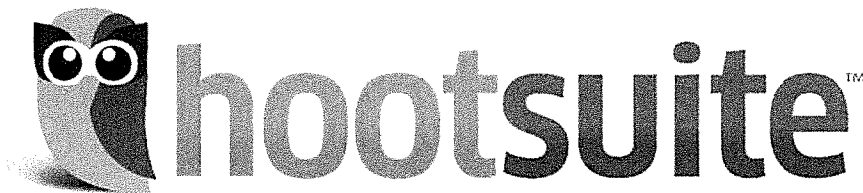
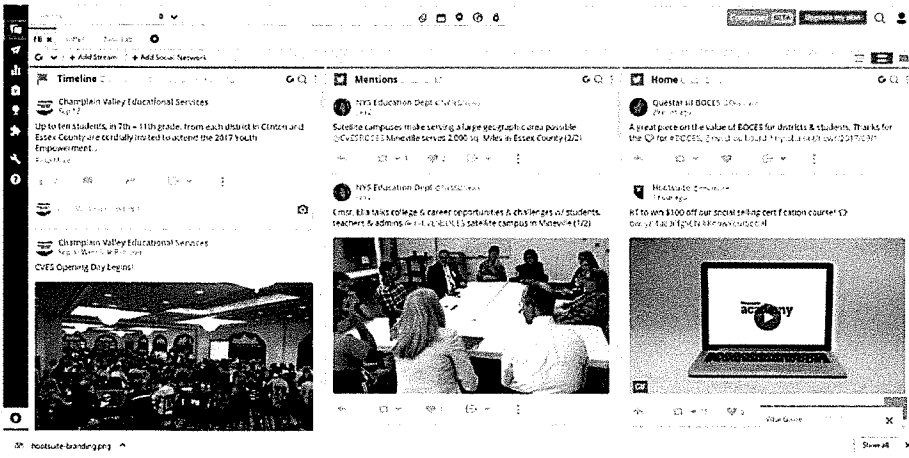
We use Google Alerts to track traffic/activity on the Internet that mentions one of our component school district. We discovered "Lunchgate" via Google Alerts, which sent us a message when the district was featured on community members' Facebook account and the NBC station's website & Facebook page.

Illustrated below is an example of a Google Alert about our BOCES appointing an Interim administrator.





Hootsuite is an app that allows you to monitor multiple social media platforms, and alerts you to new content.



#### 4. Creating meaningful content for your social media platforms

What is meaningful? Unfortunately, we can now quantify what social media consumers consider meaningful. Any platform will track views, likes, followers and shares, so you can see what people are viewing and what they are circulating. You can then focus your media campaigns based on who is viewing (Facebook can produce demographics for a price) which stories on which platform.

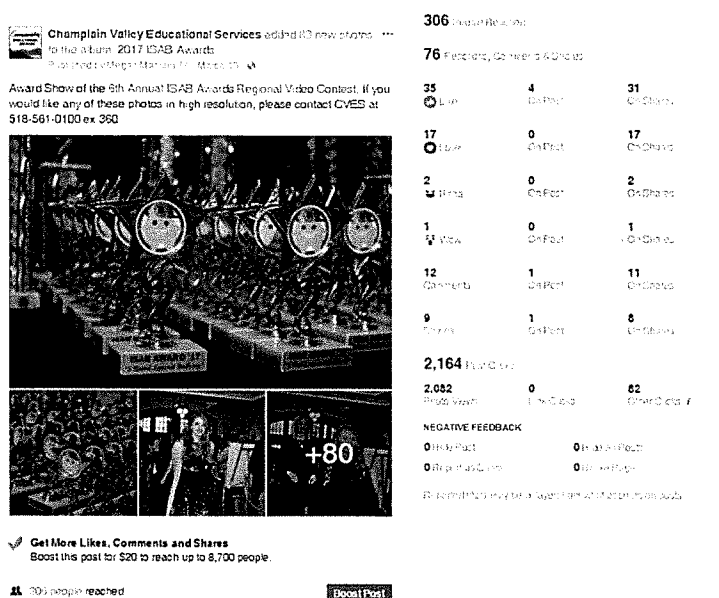
# **NYSSBA** **98<sup>th</sup> ANNUAL** **CONVENTION & EDUCATION EXPO** **lake placid 2017** **TAKING EDUCATION TO NEW HEIGHTS** **OCTOBER 12-14, 2017**

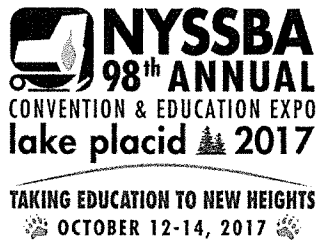
|                        |  |       |     |     |            |
|------------------------|--|-------|-----|-----|------------|
| 09/19/2017<br>11:29 am |  CV-TEC Main Campus Closure Tuesday, September 19, 2017                 | 772   | 8   | 2   | Boost Post |
| 09/18/2017<br>11:11 am |  CV-TEC Program Spotlight: New Resource Management                      | 763   | 66  | 20  | Boost Post |
| 09/15/2017<br>10:10 am |  Team CV-TEC is off to an amazing start to the new school year!         | 2,204 | 653 | 73  | Boost Post |
| 09/12/2017<br>9:07 am  |  Welcome CV-TEC New Users Medical Careers Class of 2018!                | 1,404 | 234 | 56  | Boost Post |
| 09/11/2017<br>3:17 pm  |  https://www.youtube.com/watch?v=1W0MEvep2eQ                            | 195   | 1   | 1   | Boost Post |
| 09/08/2017<br>11:23 am |  Some of our Team CV-TEC members starting their new ACTES               | 3,404 | 158 | 39  | Boost Post |
| 09/06/2017<br>4:05 pm  |  We're so happy to have the support and cooperation of University       | 288   | 12  | 5   | Boost Post |
| 09/06/2017<br>3:44 pm  |  Team CV-TEC gathers for an in-person staff meeting before school start | 971   | 106 | 17  | Boost Post |
| 09/04/2017<br>2:17 pm  |  Happy New School Year, Team CV-TEC! Its going to be an A+!             | 1,204 | 27  | 46  | Boost Post |
| 08/31/2017<br>11:10 am |  A Message From Our CV-TEC Director: Welcome to CV-TEC! As t            | 1,204 | 59  | 23  | Boost Post |
| 08/30/2017<br>3:04 pm  |  http://www.pbs.org/newshour/us-states/decides-pushing-schedule         | 3,404 | 253 | 223 | Boost Post |
| 08/29/2017<br>6:37 pm  |  Team CV-TEC is looking forward to welcoming our students on Se         | 1,704 | 213 | 69  | Boost Post |

The above is a list of posts that shows what engages our followers and is meaningful to them as indicated through their interaction and views.

We then use this data to understand what material causes people to interact with our posts.

CVES runs an anti-bullying video contest for local students. The illustration below is a detail from the image above, showing interactions with one particular story.





We got good traction from this event by posting 80+ photos, though NOT the videos themselves, since the background music is typically a copyright violation. The students usually post their videos to YouTube, and we just link to their posts. Next year, we will live stream the event (which includes limos and a red carpet for the winners) on Facebook. We have adjusted our BOCES media release form to include live streaming.

#### **5. Attracting viewers through diversity of platforms, cross-posting, & SEO**

Use multiple platforms to post your news, website, Facebook, Twitter, Instagram, YouTube, Pinterest, etc. Each platform has it's own quirks and user expectations, but you can cross-post to several at once and assure wider coverage.

However, don't go overboard and post everything that crosses your desk (think of your Facebook friends posting photos of every meal). Use what you think will be effective and (as discussed above) meaningful. You need a steady presence, not an overwhelming presence.

If you dominate your followers' news feeds, unless you are @theRealDonaldTrump or Lady Gaga, your followers will "unfollow" you and you will have lost a way to communicate with that person, and possible, with their friends. Ideally, people will interact with your posts (like or share on FB, re-Tweet on Twitter, etc), which then places your content in the news feed of anyone who is a Facebook friend or an Instagram follower. This is how things go "viral."

Keys to making your posts stand out, and easy to locate:

- SEO (Search Engine Optimization)
- Smart use of Keywords in content.
- Image Alt and Description tags

#### **6. Dealing with/preventing unflattering social media content (187 words)**

The 187 Words that Will Save Your Life are now up to around 215 words, as we keep adding words or phrases that sneak through our efforts to delay comments on Facebook until we can moderate them.

Let us be clear: you want comments. You want interaction. That is the entire point of social media. However, this is your space, and you should be in control of what appears in your space. Freedom of speech doesn't include profane graffiti on the side of your school building. You can remove that.



If a community member makes a comment, both benign and malicious, you can prevent it from being displayed on your page by adding the following words to your content filter:

Lol,congrats,congratulations,vote for,vote no,vote down,lol,wtf,defeat,budget,nice,reckless,waste,http,com,org,xxx,name,info,biz,the,of,and,a,to,in,is,you,that,it,he,was,for,on,are,as,with,his,they,i,at,be,this,have,from,or,one,had,by,word,but,not,what,all,were,we,when,your,can,said,there,use,an,each,which,she,do,how,their,if,will,up,other,about,out,many,then,them,these,so,some,her,would,make,like,him,into,time,has,look,two,more,write,go,see,number,no,way,could,people,my,than,first,water,been,call,who,oil,its,now,find,long,down,day,did,get,come,made,may,part,over,say,set,new,great,put,sound,where,end,take,help,does,only,through,another,little,much,well,work,before,large,know,line,must,place,right,big,year,too,even,live,mean,such,me,old,because,back,any,turn,give,same,here,most,tell,why,very,boy,ask,after,follow,went,thing,came,men,our,want,read,just,show,need,name,also,land,good,around,different,sentence,form,home,man,three,us,think,small,move,try,kind,hand,picture,again,change,off,play,spell,air,away,animal,house,point,page,letter,mother,answer,found,study,still,learn,should,america,world,high,saw,important,every,left,until,near,don't,children,add,few,side,food,while,feet,between,along,car,own,might,mile,below,close,night,country,something,walk,plant,seem,white,last,next,sea,school,hard,began,father,open,grow,keep,example,took,tree,begin,river,never,life,four,start,always,carry,city,those,state,earth,both,once,eye,paper,book,light,together,hear,thought,got,stop,head,group,without,under,often,second,story,run,later,miss,idea,enough,eat,face,watch,far,indian,really,almost,let,above,girl,sometimes,mountain,cut,young,talk,soon,list,song,being,leave,family,it's,body,order,music,red,color,door,stand,sure,sun,become,question,top,fish,ship,area,across,mark,today,dog,during,horse,short,birds,better,problem,best,complete,however,room,low,knew,hours,since,black,ever,products,piece,happened,told,whole,usually,measure,didn't,remember,friends,early,easy,waves,heard,reached,listen,farm,wind,pulled,rock,draw,space,voice,covered,seen,fast,cold,several,cried,hold,plan,himself,notice,toward,south,five,sing,step,war,morning,ground,passed,fall,vowel,king,true,town,hundred,i'll,against,unit,pattern,figure,numeral,certain,table,field,north,travel,slowly,wood,money,fire,map,upon,done,decided,plane,english,contain,system,road,course,behind,halt,surface,ran,ten,produce,round,fly,building,boat,gave,ocean,game,box,class,force,finally,note,brought,wait,nothing,understand,correct,rest,warm,oh,carefully,common,quickly,scientists,bring,person,inside,explain,became,wheels,dry,shown,stay,though,minutes,green,language,strong,known,shape,verb,island,deep,stars,week,thousands,front,less,yes,feel,machine,clear,fact,base,equation,inches,ago,yet,street,stood,government,filled,heat,full,hot,check,object,am,rule,among,noun,power,cannot,able,six,size,dark,ball,material,special,heavy,fine,pair,circle,include,built,can't,picked,legs,matter,simple,sat,square,cells,main,syllables,paint,winter,perhaps,mind,wide,bill,love,written,felt,cause,length,suddenly,rain,reason,test,exercise,kept,direction,eggs,interest,center,train,arms,farmers,blue,brother,ready,wish,race,anything,drop,present,divided,developed,beautiful,general>window,store,energy,difference,job,subject,distance,edge,europe,heart,past,moon,sit,sign,region,sum,record,return,summer,finished,believe,wall,discovered,dance,forest,wild,members,probably,happy,beside,gone,sky,glass,million,west,lay,weather,root,instruments,meet,third,months,paragraph,raised,represent,soft,whether,clothes,flovers,shall,teacher,held,describe,drive,cross,already,hair,speak,instead,age,solve,phrase,amount,appear,soil,scale,metal,bed,pounds,son,copy,although,either,free,per,ice,hope,broken,sleep,spring,moment,village,case,tiny,factors,laughed,possible,result,nation,gold,jumped,quite,milk,snow,type,quiet,ride,themselves,natural,care,temperature,lot,floor,bright,stone,hill,lead,act,pushed,everyone,build,baby,method,middle,buy,section,speed,century,lake,count,outside,consonant,cat,everything,within,someone,tall,dictionary,sail,rolled,bear,wonder,smiled,angle,fraction,africa,killed,melody,bottom,trip,hole,poor,let's,fight,surprise,french,died,beat,exactly,remain,dress,iron,couldn't,fingers,row,president,yourself,least,brown,control,catch,trouble,practice,climbed,cool,report,wrote,cloud,straight,shouted,lost,rise,continued,sent,statement,itsself,symbols,stick,else,wear,party,plains,bad,seeds,gas,save,suppose,england,experiment,woman,burning,engine,coast,design,alone,bank,joined,drawing,period,foot,east,wire,law,pay,choose,ears,single,clean,grass,touch,visit,you're,information,bit,grew,express,whose,skin,mouth,received,valley,yard,garden,cents,equal,please,key,decimal,strange,caught,fell,team,god,captain,direct,ring,serve,child,desert,increase,history,cost,maybe,business,separate,break,uncle,hunting,flow,lady,students,human,art,feeling,supply,guess,thick,corner,silent,blood,electric,trade,lie,insects,rather,spot,crops,compare,bell,tone,crowd,fun,hit,poem,loud,sand,enjoy,consider,doctor,elements,suggested,provide,indicate,thin,thus,except,position,won't,expect,entered,cook,flat,fruit,bones,seven,tied,tail,interesting,rich,board,sense,dollars,modern,string,send,compound,blow,sight,mine,famous,chief,wasn't,value,japanese,fit,wings,stream,addition,movement,planets,belong,pole,rhythm,safe,exciting,eight,soldiers,branches,science,major,observe,tube,necessary,weight,meat,lifted,process,army,hut,property,particular,swim,terms,current,park,sell,shoulder,industry,wash,block,spread,cattle,wife,sharp,company,sister,radio,oxygen,we'll,plural,action,various,capital,agreed,factories,opposite,settled,wrong,yellow,chart, isn't,prepared,southern,pretty,truck,solution,fair,fresh,printed,shop,wouldn't,suffix,ahead,especially,chance,shoes,born,actually,level,nose,triangle,afraid,molecules,dead,france,sugar,repeated,adjective,column,fig,western,office,church,huge,gun,total,similar,deal,death,determine



ne,score,evening,forward,nor,stretched,rope,experience,cotton,rose,apple,allow,details,fear,entire,workers,corn,washington,substanc  
es,greek,smell,women,tools,bought,conditions,led,cows,march,track,northern,arrived,create,located,british,sir,difficult,seat,match,divi  
sion,win,effect,doesn't,underline,steel,view

We have found this to be around 95% effective in holding comments for review. The comments that are squeaking through are generally names, either “tagging” people in photos, or simply placing someone’s name in a comment so that the item will appear in their friend’s news feed. We could try to block names, but since there is no longer standardized spelling of first names, we wouldn’t even attempt it.

Here are some advantages of this filter: it allows for moderation of comments, you can add district specific keywords as needed, such as - Merger, Superintendent name, vote no, vote down, teacher names, etc. to capture malicious comments before your followers see them.

Caveat: the malicious poster will still see their own post, and their friends will still see it. They will think that everyone on your school’s page can see it, but it will not appear on your page until you release it.

Other setting to put in place:

- Block profanity (set filter to "strong")
- Disallow visitor posts
- Disallow photo tagging by visitors

#### **7. Planning for potential PR problems: Create a public relations plan now, before the inevitable happens on social media**

Eventually, something will happen at your school, or will be rumored to have happened. Get your story out ASAP. If you don't, people will see and believe other accounts of events. Always tell the truth, though you can omit confidential information.


Example of a district unprepared to respond: Lunchgate.

Here is an example of a local district using social media like experts:

A transformer blew causing smoke to fill the school, students were evacuated, and within a short period of time, they made a robo-call, send emails to parents, and posted news on Facebook. Kudos!

There were complaints about this because people felt they received TOO MUCH information. Obviously, there are people who will complain about anything and everything. Be prepared for that. As you can see below, their social media tech monitored traffic and answered each negative post with a calm factual explanation.



**Central School District**




1 hr · 🌐

Slightly before 11 a.m. this morning a transformer malfunctioned which caused a large amount of smoke in a non-student occupied room. The Buildings and Grounds Dept. was immediately on the scene, 911 was notified and students were evacuated from the building. Buses were called as students were transitioned to the district office and bus garage as the weather conditions were frigid. Luckily, the Volunteer Fire Department was on the scene within minutes and remed... See More

👍 Like

💬 Comment

➦ Share




57

Chronological ▾


27 shares

View 17 more comments




If this was at the high school, why did parents with children at get the call too? Just wondering.

Like · Reply · 22 mins



**Central School District** Out of an abundance of caution, to squash rumors, and to ensure that parents with children in both buildings were notified in an expeditious manner, these messages were sent to all households.

Like · Reply · 2 · 14 mins



Write a comment...

Press Enter to post

This information was posted soon after the event, was factually correct, and assured the parents that all was well, and that the district handled the incident with swift action. This quick posting served to squash the rumors and misinformation that too often accompany such events.

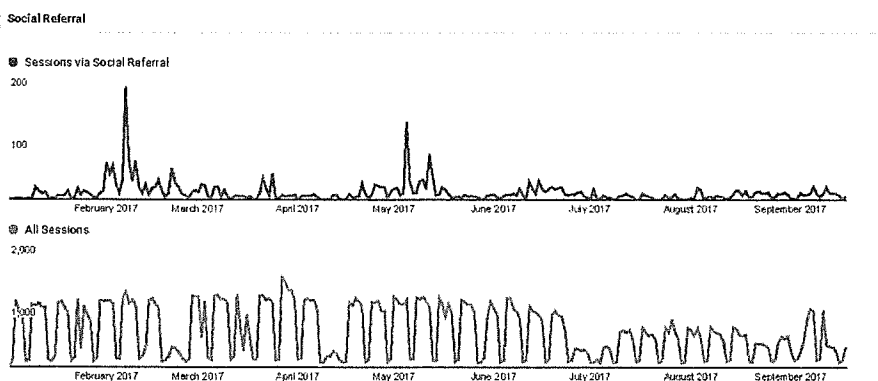
Also, to avert potential damage from employee's personal postsings, discuss how this can affect their effectiveness and employment prospects. Private accounts NEVER stay private. Your district is one wrong staff-generated meme or comment away from damage to its public image.



This is an Instagram Post

This could be reported to your district, if this was an employee, by a concerned parent, disgruntled student, or shot gunned over the internet with no warning, hurting the school's image.

8. Tracking who is viewing your social media presence – Google Analytics



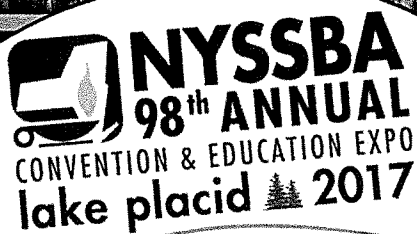


|   |                          |                          |
|---|--------------------------|--------------------------|
| 1. <a href="http://www.cves.org/">www.cves.org/</a>   | <b>1,262</b><br>(41.90%) | <b>2,586</b><br>(41.97%) |
| 2. <a href="http://www.cves.org/cv-tec/cvtec-adult-education-programs/practical-nursing-lpn-program/">www.cves.org/cv-tec/cvtec-adult-education-programs/practical-nursing-lpn-program/</a> | <b>295</b><br>(9.79%)    | <b>403</b><br>(6.54%)    |
| 3. <a href="http://www.cves.org/cv-tec-instructor-selected-as-new-york-state-master-teacher/">www.cves.org/cv-tec-instructor-selected-as-new-york-state-master-teacher/</a>                 | <b>217</b><br>(7.20%)    | <b>251</b><br>(4.07%)    |
| 4. <a href="http://www.cves.org/employment/">www.cves.org/employment/</a>   | <b>168</b><br>(5.58%)    | <b>362</b><br>(5.88%)    |
| 5. <a href="http://www.cves.org/seven-cv-tec-students-medal-at-nys-skillsusa-championships/">www.cves.org/seven-cv-tec-students-medal-at-nys-skillsusa-championships/</a>                   | <b>91</b><br>(3.02%)     | <b>190</b><br>(3.08%)    |
| 6. <a href="http://www.cves.org/cv-tec/">www.cves.org/cv-tec/</a>   | <b>88</b><br>(2.92%)     | <b>195</b><br>(3.17%)    |
| 7. <a href="http://www.cves.org/cv-tec/cv-tec-career-programs/allied-health-i-and-ii/">www.cves.org/cv-tec/cv-tec-career-programs/allied-health-i-and-ii/</a>                               | <b>69</b><br>(2.29%)     | <b>80</b><br>(1.30%)     |
| 8. <a href="http://www.cves.org/CV-TEC/CV-TEC.shtml">www.cves.org/CV-TEC/CV-TEC.shtml</a>   | <b>68</b><br>(2.26%)     | <b>238</b><br>(3.86%)    |
| 9. <a href="http://www.cves.org/cv-tec-animal-science-students-visit-local-petsmart/">www.cves.org/cv-tec-animal-science-students-visit-local-petsmart/</a>                                 | <b>59</b><br>(1.96%)     | <b>162</b><br>(2.63%)    |
| 10. <a href="http://www.cves.org/skillsusa-olympics-cv-tec-mineville/">www.cves.org/skillsusa-olympics-cv-tec-mineville/</a>  | <b>51</b><br>(1.69%)     | <b>599</b><br>(9.72%)    |
| 11. <a href="http://www.cves.org/cv-tec-cosmetology-raises-funds-for-north-county-honor-flight/">www.cves.org/cv-tec-cosmetology-raises-funds-for-north-county-honor-flight/</a>            | <b>38</b><br>(1.26%)     | <b>50</b><br>(0.81%)     |

Here is an example of our own report from Google Analytics for Site Traffic generated by Facebook. Our cross-posted blogs are doing well.

We are tracking “boosted campaigns” for our Career & Technical Education programs to see if ads that we purchased on Facebook are effective or not. It can also tell us what people want to look at for adult education programming through such targeted ads.

Thank you for your interest. Are there any questions?



OCTOBER 12-14, 2017  
TAKING EDUCATION TO NEW HEIGHTS

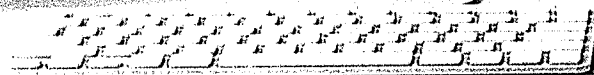
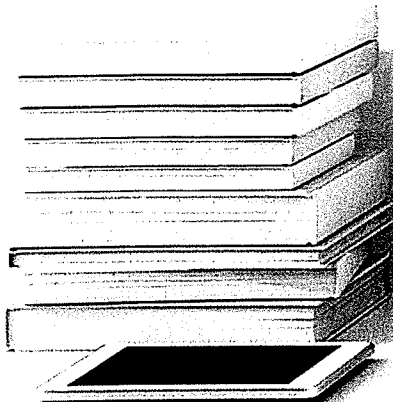
#### Blocked words list

Merge, merger, merged, merging, principal, superintendent, school district, assistant, instructor, congrats, congratulations, vote for, vote no, vote down, lol, wtf, defeat  
budget, nice, reckless, waste, http, com, org, xxx, name, info, biz, the, of, and, a, to, in, is, you, that, it, he, was, for, on, are, as, with, his, they, i, at, be, this, have, from, or, one, had, by, word, but, not, what, all, were, we, when, your, can, said, there, use, an, each, which, she, do, how, their, if, will, up, other, about, out, many, then, them, these, so, some, her, would, make, like, him, into, time, has, look, two, more, write, go, see, number, no, way, could, people, my, than, first, water, been, call, who, oil, its, now, find, long, down, day, did, get, come, made, may, part, over, say, set, new, great, put, sound, where, end, take, help, does, only, through, another, little, much, well, work, before, large, know, line, must, place, right, big, year, too, even, live, mean, such, me, old, because, back, any, turn, give, same, here, most, tell, why, very, boy, ask, after, follow, went, thing, came, men, our, want, read, just, show, need, name, also, land, good, around, different, sentence, form, home, man, three, us, think, small, move, try, kind, hand, picture, again, change, off, play, spell, air, away, animal, house, point, page, letter, mother, answer, found, study, still, learn, should, america, world, high, saw, important, every, left, until, near, don't, children, add, few, side, food, while, feet, between, along, car, own, might, mile, below, close, night, country, something, walk, plant, seem, white, last, next, sea, school, hard, began, father, open, grow, keep, example, took, tree, begin, river, never, life, four, start, always, carry, city, those, state, earth, both, once, eye, paper, book, light, together, hear, thought, got, stop, head, group, without, under, often, second, story, run, later, miss, idea, enough, eat, face, watch, far, indian, really, almost, let, above, girl, sometimes, mountain, cut, young, talk, soon, list, song, being, leave, family, it's, body, order, music, red, color, door, stand, sure, sun, become, question, top, fish, ship, area, across, mark, today, dog, during, horse, short, birds, better, problem, best, complete, however, room, low, knew, hours, since, black, ever, products, piece, happened, told, whole, usually, measure, didn't, remember, friends, early, easy, waves, heard, reached, listen, farm, wind, pulled, rock, draw, space, voice, covered, seen, fast, cold, several, cried, hold, plan, himself, not, ice, toward, south, five, sing, step, war, morning, ground, passed, fall, vowel, king, true, town, hundred, i'll, against, unit, pattern, figure, numeral, certain, table, field, north, travel, slowly, wood, money, fire, map, upon, done, decided, plane, english, contain, system, road, course, behind, halt, surface, ran, ten, produce, round, fly, building, boat, gave, ocean, game, box, class, force, finally, note, brought, wait, nothing, understand, correct, rest, warm, oh, carefully, common, quickly, scientists, bring, person, inside, explain, became, wheels, dry, shown, stay, though, minutes, green, language, strong, known, shape, verb, island, deep, stars, week, thousands, front, less, yes, feel, machine, clear, fact, base, equation, inches, ago, yet, street, stood, government, filled, heat, full, hot, check, object, am, rule, among, noun, power, cannot, able, six, size, dark, ball, material, special, heavy, fine, pair, circle, include, built, can't, picked, legs, matter, simple, sat, square, cells, main, syllables, paint, winter, perhaps, mind, wide, bill, love, written, felt, cause, length, suddenly, rain, reason, test, exercise, kept, direction, eggs, interest, center, train, arms, farmers, blue, brother, ready, wish, race, anything, drop, present, divided, developed, beautiful, gener



al, window, store, energy, difference, job, subject, distance, edge, europe, heart, past, moon, sit, sign, region, sum, record, return, summer, finished, believe, wall, discovered, dance, forest, wild, members, probably, happy, beside, gone, sky, glass, million, west, lay, weather, root, instruments, meet, third, months, paragraph, raised, represent, soft, whether, clothes, flowers, shall, teacher, held, describe, drive, cross, already, hair, speak, instead, age, solve, phrase, amount, appear, soil, scale, metal, bed, pounds, son, copy, although, either, free, per, ice, hope, broken, sleep, spring, moment, village, case, tiny, factors, laughed, possible, result, nation, gold, jumped, quite, milk, snow, type, quiet, ride, themselves, natural, care, temperature, lot, floor, bright, stone, hill, lead, act, pushed, everyone, build, baby, method, middle, buy, section, speed, century, lake, count, outside, consonant, cat, everything, within, someone, tall, dictionary, sail, rolled, bear, wonder, smiled, angle, fraction, africa, killed, melody, bottom, trip, hole, poor, let's, fight, surprise, french, died, beat, exactly, remain, dress, iron, couldn't, fingers, row, president, yourself, least, brown, control, catch, trouble, practice, climbed, cool, report, wrote, cloud, straight, shouted, lost, rise, continued, sent, statement, itself, symbols, stick, else, wear, party, plains, bad, seeds, gas, save, suppose, england, experiment, woman, burning, engine, coast, design, alone, bank, joined, drawing, period, foot, east, wire, law, pay, choose, ears, single, clean, grass, touch, visit, you're, information, bit, grew, express, whose, skin, mouth, received, valley, yard, garden, cents, equal, please, key, decimal, strange, caught, fell, team, god, captain, direct, ring, serve, child, desert, increase, history, cost, maybe, business, separate, break, uncle, hunting, flow, lady, students, human, art, feeling, supply, guess, thick, corner, silent, blood, electric, trade, lie, insects, rather, spot, crops, compare, bell, tone, crowd, fun, hit, poem, loud, sand, enjoy, consider, doctor, elements, suggested, provide, indicate, thin, thus, except, position, won't, expect, entered, cook, flat, fruit, bones, seven, tied, tail, interesting, rich, board, sense, dollars, modern, string, send, compound, blow, sight, mine, famous, chief, wasn't, value, japanese, fit, wings, stream, addition, movement, planets, belong, pole, rhythm, safe, exciting, eight, soldiers, branches, science, major, observe, tube, necessary, weight, meat, lifted, process, army, hat, property, particular, swim, terms, current, park, sell, shoulder, industry, wash, block, spread, cattle, wife, sharp, company, sister, radio, oxygen, we'll, plural, action, various, capital, agreed, factories, opposite, settled, wrong, yellow, chart, isn't, prepared, southern, pretty, truck, solution, fair, fresh, printed, shop, wouldn't, suffix, ahead, especially, chance, shoes, born, actually, level, nose, triangle, afraid, molecules, dead, france, sugar, repeated, adjective, column, fig, western, office, church, huge, gun, total, similar, deal, death, determine, score, evening, forward, nor, stretched, rope, experience, cotton, rose, apple, allow, details, fear, entire, workers, corn, washington, substances, greek, smell, women, tools, bought, conditions, led, cows, march, track, northern, arrived, create, located, british, sir, difficult, seat, match, division, win, effect, doesn't, underline, steel, view

FORECAST5ANALYTICS.COM





# POWERFUL DATA ANALYTIC TOOLS BUILT TO DRIVE DECISIONS WITH STATEWIDE INFORMATION

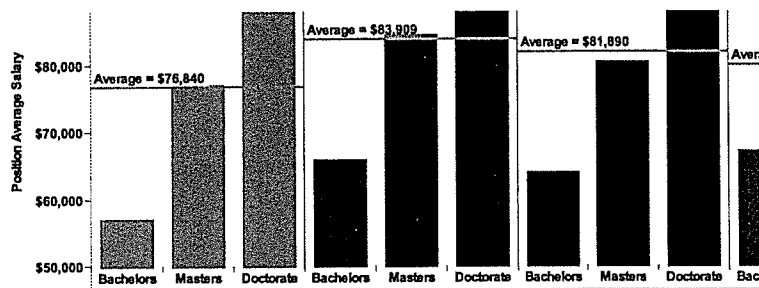


# Sight FOR NEW YORK STATE SCHOOLS

Delivering data and interactive analytics covering key areas of school operations including...

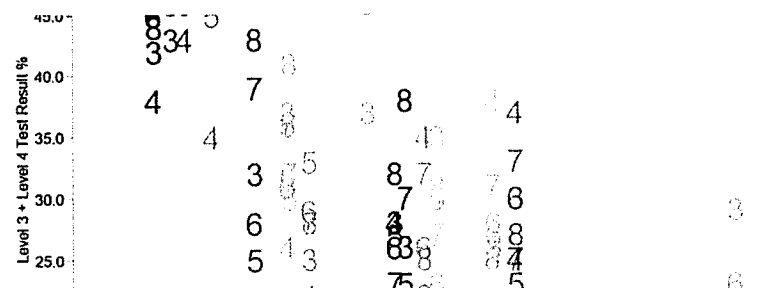
## STAFFING AND COMPENSATION

Analyze compensation levels and staffing ratios by position. Compare the results to area districts or custom built peer groups.



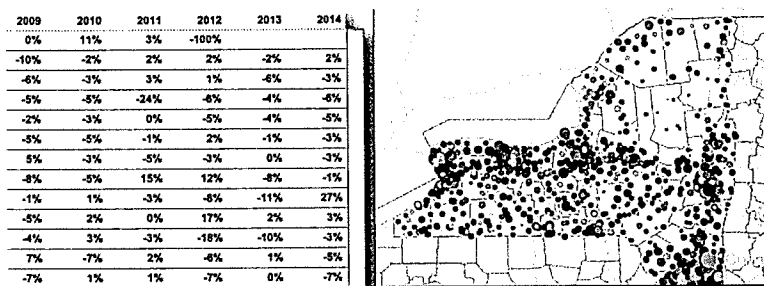
## ACADEMIC PERFORMANCE

Generate new insights on student achievement with powerful trend and comparison data. Create data visuals at the District or Building level.



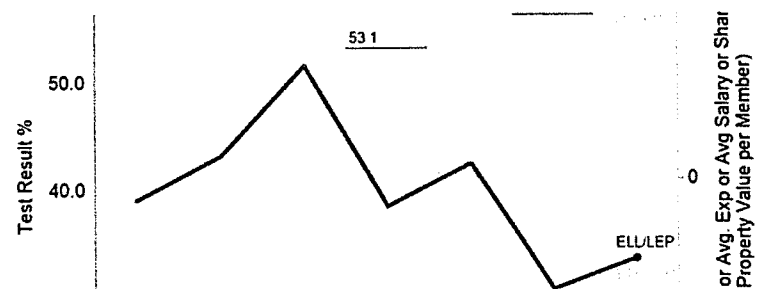
## ENROLLMENT TRENDS AND DEMOGRAPHICS

Develop enrollment projections at the District and Building level. Use the historical database to identify changing demographic trends.



## ENGLISH LANGUAGE LEARNERS

Analyze historical test performance for ELL students and identify service opportunities.



## BUDGET PERFORMANCE

Identify financial opportunities with the comparative analytics engine. Slice and filter your financial data to track performance against KPIs.

| Fund                                      | Object Revenue Level 1            | Object Revenue Level 2           | 2011 | 2012       |
|---|-----------------------------------|----------------------------------|------|------------|
| 17 Special Reserve Fund for Other Than .. | 8000-8799 Revenues                | 8600-8799 Other Local Revenues   |      | \$42,781   |
|   |                                   | Total                            |      | \$42,781   |
| 21 Building Fund                          | 8000-8799 Revenues                | 8600-8799 Other Local Revenues   |      |            |
|   |                                   | Total                            |      |            |
| 35 County School Facilities Fund          | 8000-8799 Revenues                | 8600-8799 Other Local Revenues   |      | \$28,552   |
|   |                                   | Total                            |      | \$28,552   |
|   | 8400-8999 Other Financing Sources | 8600-8929 Interfund Transfers In |      |            |
|   |                                   | Total                            |      |            |
| 51 Bond Interest and Redemption Fund      | 8000-8799 Revenues                | 8300-8599 Other State Revenues   |      | \$15,800   |
|   |                                   | 8600-8799 Other Local Revenues   |      | \$1,349.0  |
|   |                                   | Total                            |      | \$15,800.0 |

# FORECAST5 OFFERS UNIQUE ANALYTIC SOLUTIONS THAT FOCUS ON THE PRESSING ISSUES IN NEW YORK EDUCATION

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Schools across the nation are using Forecast5 applications to...

## **Save Time and Create Efficiency**

Forecast5 applications allow school administrators to complete projects and answer questions efficiently and effectively.

## **Generate Financial Opportunities**

Forecast5 applications can generate actionable business strategies that can save schools money and ensure that budgets are aligned with strategic objectives.

## **Communicate Effectively with Stakeholders**

Forecast5 applications allow school administrators to communicate complex issues with confidence and compelling visualizations of data.



## Maps

A geospatial analytics tool that provides actionable insights with visual perspectives into geographic referenced data.

## Sight

An analytics tool that allows users to generate business insights with performance data and the ability to create customized benchmark peer groups.

## Cast

A powerful budgeting and forecasting tool that allows users to simulate “what-if” scenario analysis for the purpose of developing multi-year financial forecasts.

## Share

A private online community that has been designed for peer to peer communication to maximize the use of data and analytics.

## INDIANA ASSOCIATION OF PUBLIC SCHOOL SUPERINTENDENTS

"The graphical nature of the analytic tools will make the data more user friendly, viewer friendly and easier to understand when presented to school boards and community groups. With accountability and transparency for schools today, the Forecast5 analytic tools will become the new imperative for school leaders in Indiana."

— J.T. Coopman, Executive Director,  
Indiana Association of Public School  
Superintendents

## PENNSYLVANIA ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

"We are very pleased to join with Forecast5 in providing new tools for PASBO members to show their taxpayers, parents, students, school board members and staff that educational resources are being maximized to achieve student success. The focus on reducing the cost of programs and personnel during the last five years creates a need for new tools that will allow school leaders to analyze the effects on school finances and student achievement."

— Jay D. Himes, CAE, Executive Director,  
Pennsylvania Association of School  
Business Officials

## BUCKEYE ASSOCIATION OF SCHOOL ADMINISTRATORS

"Forecast5 tools will enable key decision makers the ability to navigate through a sea of data that quite often can be more distracting than enlightening. These tools provide a laser-like focus in the critical areas of finance and personnel that can ultimately impact the educational outcomes of our students."

— Kirk Hamilton, Executive Director,  
Buckeye Association of School  
Administrators

# FORECAST5 ASSOCIATION PARTNERS

## TEXAS ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

"TASBO prides itself on being the trusted resource for school finance and operations within the state and has historically given members a rich set of financial data in the eFACTS+ platform. We are excited about the transition of this platform to Forecast5. The 5Sight product takes the data previously available through eFACTS+ to a higher level by adding new features, additional metrics and rich visualizations."

— Tracy Ginsburg,  
Executive Director, Texas Association  
of School Business Officials

## NEW YORK STATE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS

"NYSASBO believes Forecast5's analytical tools will be a tremendous asset to school districts and their business officials in developing budgets and long-range fiscal plans."

— Michael J. Borges, Executive  
Director, New York State Association  
of School Business Officials

## TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS

"The data analytics provided by Forecast5 will offer a unique opportunity for Texas school leaders to analyze key areas of school operations to ensure effective and efficient decision making. These tools will be especially helpful in communicating financial and academic performance data to parents and community members, enabling their involvement in important decisions regarding the education of their children, while also assuring the district's accountability to the community."

— Dr. Johnny Veselka,  
Executive Director, Texas Association  
of School Administrators

## FORECAST5 CORPORATE PARTNERS...



## HEALTH INSURANCE

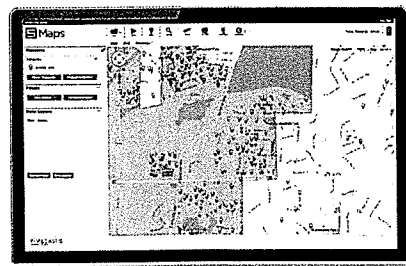
"We used 5Sight to analyze our comparable schools and the medical plans that are offered. We were able to drill down to not only costs of family and single and the portions that each district pays versus the employees, but the deductibles and plan documents provided the opportunity to increase the deductibles of our plans to reduce costs. When sharing this data and information with our employees, we were able to have open and honest conversations that 'driving a Cadillac' is not an option with the costs. Our plans are in line with industry standards and we were able to hold our health care budget FLAT for four years in a row with the use of the cube."

*Assistant Superintendent,  
High School District*

## BOUNDARY ANALYSIS

"5Maps was an invaluable tool during our reorganization process. As we moved from schools of choice to neighborhood schools this was a daunting project. With 7 schools and over 4,000 students, being able to import the data from our student database and have them appear on a map with all of their attributes allowed us to balance our schools. This would have taken thousands of hours without the help of 5Maps. I couldn't imagine doing this without 5Maps. The team at Forecast5 was extremely helpful through the process, helping guide us through setup, use, and through the final upload of our map to allow our community to determine their new school."

*Associate Superintendent,  
K-8 School District*



# CLIENT SUCCESS STORIES

View more stories at [www.forecast5analytics.com](http://www.forecast5analytics.com)

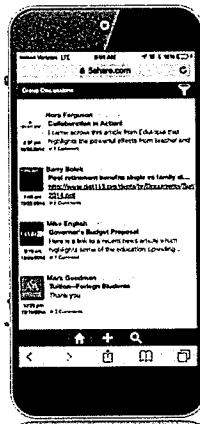
## BUDGETING AND COLLABORATION

"When facing additional budget reductions our district was challenged to find creative ways to continue to balance the budget. Using 5Sight as a resource, decision making was made with ease. Our district was able to view data from comparable schools to learn more about trends in class sizes, salary ranges by position, number of FTE per student population, and dollars allocated by funding source. The 5Sight tool simplified difficult decisions through data driven decision making."

Additionally, I have joined a professional learning network through 5Share, a platform where administrators interested in collaborating share best practices. Shortly after receiving a prompting question about strategic compensation I posted information about the current plan in our district. What followed were many more posts from other districts that shared creative ways to further develop our local comprehensive compensation plan. After receiving this wealth of useful information I soon learned that each individual school will benefit more through the interdependence in 5Share than a school would in isolation.

The tools in 5Sight and 5Share are game changers that every school should be equipped with."

*Superintendent, K-12 School District*



## STAFF NEGOTIATIONS

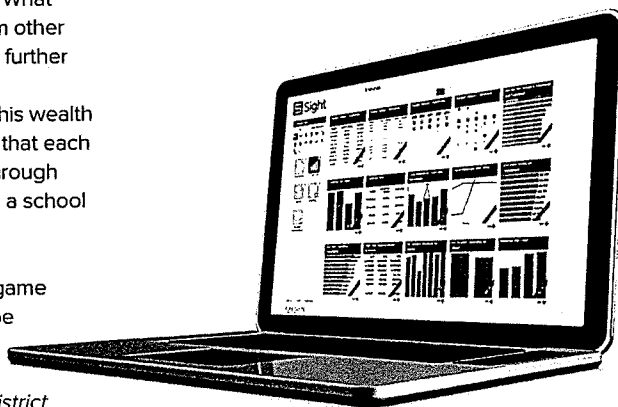
"We used every single one of your salary and staffing comparison analytics to successfully end our strike. If you ever need someone to speak to the value of this system, let us know and I will be there. We want to continue to use this system however we can."

*Superintendent, K-12 School District*

## TRANSPORTATION

"Early on, with the roll out of Forecast5, I was able to review our district's expenditures in certain areas compared with districts in our part of the state. One of those expenditure comparisons was related to transportation costs, where our district appeared to be rather high in relation to others. The information generated by Forecast5 prompted us to complete a full bidding of transportation services two years ago, which in turn, has resulted in nearly \$1 million in savings annually."

*Administrator, K-12 School District*



# FORECAST5<sup>TM</sup>

## ANALYTICS

2135 CITYGATE LANE, 7TH FLOOR, NAPERVILLE, ILLINOIS 60563  
630.955.7500 | FORECAST5ANALYTICS.COM

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**For a live demonstration and to learn more  
about Forecast5 Analytics, please contact:**

**Scott Smith**

*SVP Sales and Engagement*

P 630.955.7601

E [ssmith@forecast5analytics.com](mailto:ssmith@forecast5analytics.com)

# How are District Leadership Teams Using the Forecast5 Program?



## Finance

Revenue & Expenses  
Analysis/Benchmarking

Budget Planning & Preparation

Building Budget Presentations

Negotiations Planning

Salary Benchmarking

Enhanced Communication  
& Transparency



## Planning

Scenario Modeling  
& Comparisons

Multi-year Projections

Enrollment Trend  
Analysis & Projections

Staffing Analysis

Boundary Planning



## Organizational

Credit Rating Presentations

Board Member Orientation

Board Reports  
& Dashboards

Monthly Insights for  
Board Members



## Student

Student Performance  
Analysis/Benchmarking

Student Growth Metrics

Program/Service  
Delivery Analysis

Transportation Analysis

## Highlights of the Forecast5 Team

- **Analytics expertise** – The Forecast5 team has 75 employees focused entirely on analytics for schools and other local governments.
- **Domain expertise** – Forecast5 has 32 team members who are former School Business Officials, Superintendents, and other Administrators.
- **Relationships** – Forecast5 is focused on getting to know you and your district and tailoring the service to the specific needs the tools can help address.

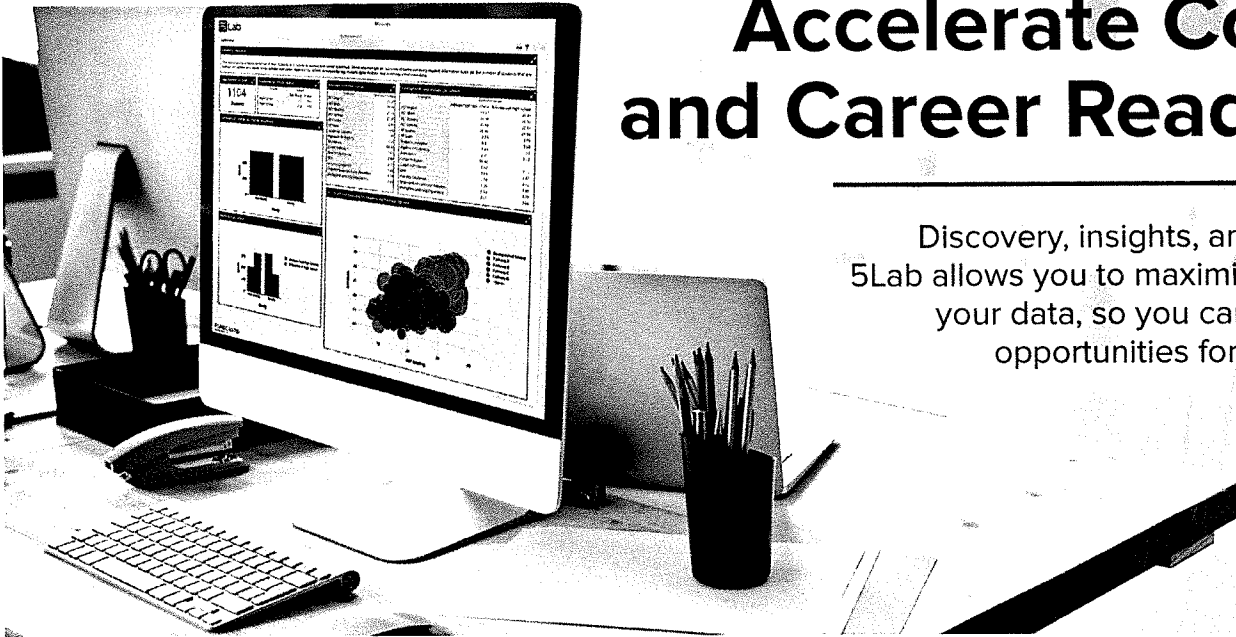
## What is part of the Forecast5 user experience and related professional development opportunities?

- Live Workshops
- User Group calls/ Webinars
- Live 1-on-1 Webinars with the Forecast5 Customer Success Team
- Sharing of best practices
- Needs analysis for your district and recommended analytics/reports
- Designated analytics team for your district



# Accelerate College and Career Readiness

Discovery, insights, and innovation –  
5Lab allows you to maximize the value of  
your data, so you can maximize the  
opportunities for your students.



A robust and scalable solution that  
allows schools to generate powerful  
analytics, reports and customized dashboards by  
connecting disparate datasets into an analytic “sandbox”.

Combine all your disparate datasets into one desktop  
to analyze and develop action plans for improving  
student outcomes. 5Lab presents your information  
in easy-to-understand visual dashboards. You can  
quickly build and customize the views of your data  
for all levels of administration and building leadership.

## Features

- Use Guided Analytics with predefined views and dashboards
- Build your own custom dashboards and visualizations the way you want to see your data
- Explore and filter all your data with easy-to-use pivot tables
- Create colorful, interactive charts and export for reports or publish to a website
- Generate dashboard views for each level of administration or management

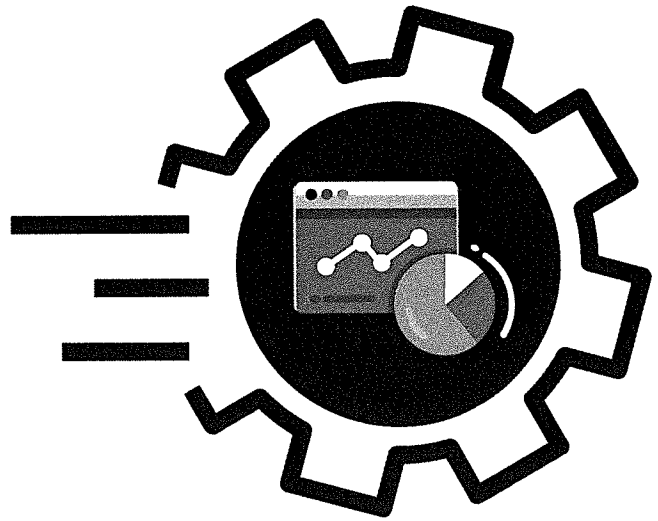
## Benefits

- Upload your information as quickly as you receive it
- Compare student achievement and performance results, discipline information and attendance data from across a variety of sources, so you can view trends and explore connections
- Easily create and monitor progress reports for each student
- Benchmark comparisons across schools in your district
- Drill down into pathways to identify gaps and further insights

# Make decisions with the future in mind.

5Cast™ budget planning and reporting software is designed to enable local governments to create budget projections and instant scenario comparisons to support data-informed decisions. Analyze your financial data, develop your budget, create multi-year financial projections, print your reports and then share it on your website.

We offer you an annual model with the option to upgrade to our monthly model - so you can spend less time doing calculations and more time analyzing and communicating results.



## Cast.

A **multi-year** quantitative analysis and projection engine used to assist local governments in developing annual budgets and financial projections.

- Analyze historical and projected financial data
- Develop multi-year budgets
- Create multi-year financial projections
- Simulate multi-year “what-if” scenarios based on assumption changes
- Advance visualization and communication of results for best practice reporting

## Cast. *Plus*

Everything you need for multi-year budgeting and projecting - **Plus** the ability to do **monthly** recording and analyzing of your detailed financial activity throughout the current budget period.

- Upload detailed expenses and revenues for processing, analysis and reporting on a monthly and/or quarterly basis
- Project and analyze current year financial data based on monthly historical trend data
- Provide key indicators for year-end budget variances of revenues, expenditures and fund balances

Scott Smith *SVP Sales and Engagement*  
630.955.7601 | [ssmith@forecast5analytics.com](mailto:ssmith@forecast5analytics.com)

**FORECAST**5™  
ANALYTICS

4.3.1

## Long Range Planning Committee

Minutes October 16th 2017

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

The committee was provided with several documents to review. The first was a complete list of courses offered at the high school from 2009 through 2018 and the number of students that selected each class broken down by grade. The committee will compare this list to the actual enrollment for the current year. The next two documents were the master schedules for the middle and high school. As the group reviewed these it was clear that we had many questions for Dr. Davenport, and it was decided that members would write out their questions and we would compile a list for our next meeting. The final document was a realtor's market overview by school district that includes a 10 year history. We did not have time to review this at today's meeting. After a presentation at this past weekend's NYSBA conference the committee is fully in favor of having the district move forward with the purchase of forecast5 software. The members feel this will be a valuable tool as we move forward with long range planning. It can also be used in other areas of the district and should be a time saver for our business office. This product is BOCES aid able at about 50%. Joe will send an email to the full board to make sure everyone is in support. The post office asked us to make some changes to our postcard before it can be mailed out. Tom will work on it this week with Laura's help if needed. The goal is to mail it out by the end of the week and to have the survey sent out about 1 week later. Those questions are ready to go. There was a short discussion about the details of putting together a base model plan. This plan would show what the district would offer if the school only offered those services that are mandated. For instance 4 years of English is required in the high school but the type of class AP/honors etc is not. Further thought as to how to present this base plan model is needed.

### **On-going LRP To-Dos:**

- Administrative meetings
- Steve Boucher
- Sheldon Tieder
- Steve Jensen/Marvin Kreps
- Ed Davenport/John Kemnitzer
- Emily Davison
- Develop Advisory Committee Charter
- Explore Shared Svc opportunities

- Long-Range Planning software purchase
- Statistical Neighbor review & School engagement
- Organizational Charts - District & Building Level
- State Mandated Services vs Rhinebeck offerings
- Develop ongoing survey questions/timing
- Set up Listening Sessions/Coffees with the Board - timing & topics
- Set up meeting with Realtors
- Additional research as ideas are generated

*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.*

Next meeting October 30th

Respectfully Diane Lyons

4.3.2.1

## **Curriculum Committee Meeting Minutes**

October 18, 2017

Submitted by Jaclyn Savolainen

Attendees: Stephen Jensen, Marvin Kreps, Joe Phelan, Jaclyn Savolainen, Laura Schulkind

Guest: Dr. Davenport

### **Update from Dr. Davenport**

Dr. Davenport shared with the committee two new pilots: the NYSED Seal of Biliteracy and the PERTS "Growth Mindset Feedback Tool".

First, as of this year, Rhinebeck High School will be offering a Seal of Biliteracy for students.

"The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society."

<http://www.nysed.gov/bilingual-ed/schools/new-york-state-seal-biliteracy-nyssb>

Some curriculum work is needed at RHS to create an implementation process and a rubric to evaluate the portfolio component. Current seniors will be eligible to apply for the seal if they choose to do so. Other than the cost of the curriculum development work and the price of the seal itself (to emboss or stamp on diplomas), there is no additional cost to the district.

The second pilot involves implementing a "Growth Mindset Feedback Tool", developed by PERTS (Project for Education Research that Scales) at Stanford University. The Growth Mindset Feedback Tool will be used with our 9th graders and involves two modules of reading and writing exercises, approximately 30 minutes each, delivered in students' English classes approximately four weeks apart. The first module will likely be conducted after the winter holidays.

The basic concept follows: if students think intelligence is flexible and can be developed like a muscle, they experience higher levels of achievement and lower levels of anxiety than if they think intelligence is a static quality. Teachers learn to use language praising *process* rather than *product*.

Dr. Davenport said he will analyze results from the project, largely through anecdotal and narrative evidence provided by the teacher. He and the English teachers are potentially interested in doing this every year with 9th graders.

### **Old Business**

Marvin wants to bring for approval the new curricula for the Journalism and Kinesiology and Anatomy classes, both electives which were developed over the summer. He commended the work done by the teachers involved in developing these new courses. Laura noted that ENTA (Education Network for Teachers & Artists) does a paper arts/science activity in Red Hook that might work well for this course. Marvin will pass along the lead. The new 12th grade English curriculum is not quite ready for approval.

**New Business**

Marvin also shared the products of a substantial effort from CLS: six “placemats” (laminated sheets) laying out the school's version of Fountas & Pinnell's balanced literacy program. These placemats were created by K-5 vertical teams to agree upon a school-wide approach to curriculum coherence and instructional coherence for balanced literacy. Mr. Phelan pointed out that this is an example where we can celebrate the positives of a smaller school district. Laura asked if there could be some continuity between this work and the bridge to middle school work.

The committee briefly discussed NYSED's new curriculum standards in Math, ELA, Social Studies, Science and the Arts, but agreed to dedicate a larger block of time for a detailed presentation by Marvin at an upcoming meeting.

The committee also discussed the new middle school technology curriculum and asked for regular updates from Marvin, Stephen and John Kemnitzer. Stephen will also update the committee on our progress in the ongoing goal of K-12 technology integration.

Stephen referred back to last month's discussion about online learning and machine learning, and asked for clarification about what we would like to hear from him. Joe said it would be good to hear an overview of what's being done in other school districts, including a broad sense of benefits, drawbacks and pitfalls, before we go into great detail on any one platform or program. Laura mentioned a model in Elizabethtown that shares online classes across schools and brings the online teacher into each school at times to have some face-to-face interactions.

**Items for next month's agenda**

NYSED new curriculum standards (Marvin)

Update on K-12 technology integration (Stephen)

## Appendix 1

## Earning the New York State Seal of Biliteracy

[\[Back to Table of Contents\]](#)

- A. Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma\*;
- B. In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three (3) points** in each of the **two (2) areas** listed below:

| Criteria for Demonstrating Proficiency in English  | Point Value | Criteria for Demonstrating Proficiency in a World Language  | Point Value |
|--|-------------|---|-------------|
| Score 75 or higher on the NYS Comprehensive English Regents Examination or score 80 or higher on the NYS Regents Examination in English Language Arts (Common Core)*<br>or<br>English Language Learners (ELLs) score 75 or above on two Regents exams other than English, without translation. | 1           | Complete a Checkpoint C level World Language course, with a grade of 85 or higher, or a comparable score using another scoring system set by the district and approved by the Commissioner, for both the coursework <u>and</u> final examination consistent with Checkpoint C standards.  | 1           |
| ELLs score at the Commanding level on two modalities on the New York State English as a Second Language Achievement Test (NYSESLAT).   | 1           | Provide transcripts from a school in a country outside of the U.S. showing at least three years of instruction in the student's home/native language in Grade 8 or beyond, with an equivalent grade average of B or higher.   | 1           |
| Complete all 11 <sup>th</sup> and 12 <sup>th</sup> grade ELA courses with an average of 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.  | 1           | For students enrolled in a Bilingual Education program, complete all required Home Language Arts (HLA) coursework and the district HLA exam with an 85 or higher or a comparable score using another scoring system set by the district and approved by the Commissioner.   | 1           |
| Achieve the following scores on the examinations listed below:<br>-3 or higher on an Advanced Placement (AP) English Language or English Literature examination, or<br>-80 or higher on the Test of English as a Foreign Language (TOEFL).   | 1           | Score at a proficient level on an accredited Checkpoint C World Language assessment (See "Checkpoint C World Language Assessments and Minimum Scores" on the following page.)   | 1           |
| Present a culminating project, scholarly essay or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.  | 2           | Present a culminating project, scholarly essay, or portfolio that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language. | 2           |

Testing accommodations recommended in an individualized education program or section 504 Accommodations Plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy. Students with disabilities should also receive these testing accommodations on Checkpoint C World Language Assessments, as permitted.

\* Students in schools with an alternate pathway for graduation approved by the Commissioner will be held to those schools' criteria.

## Checkpoint C World Language Assessments and Minimum Scores

(based on ACTFL Intermediate High standards)

Completing one or one group of these examinations will yield one point towards the three total points necessary on the criteria point system for demonstrating world language proficiency.

| ASSESSMENT  | MIN SCORE   |
|---|---|
| <b>AP – Advanced Placement Examination</b><br>Chinese, French, German, Italian, Japanese, Latin, Spanish, Spanish Literature  | 4   |
| <b>IB - International Baccalaureate</b>   | 5   |
| <b>STAMP4S - Standard Based Measurement of Proficiency</b><br>Arabic, Chinese (Traditional and Simplified), English, French, Hebrew, Japanese, Spanish, German, and Italian   | 6   |
| <b>DELE (Diplomas of Spanish as a Foreign Language) – through Cervantes Institute NYC</b>   | B1  |
| <b>AAPPL -The ACTFL Assessment of Performance toward Proficiency in Languages</b><br>Arabic, Chinese, French, German, Portuguese, Russian, Spanish, and ESL   | I-5   |
| <b>OPI – The ACTFL Oral Proficiency Interview</b><br>Afrikaans, Akan-Twi, Albanian, Amharic, Arabic, Armenian, Azerbaijani, Baluchi, Bengali, Bosnian, Bulgarian, Burmese, Cambodian, Cantonese, Cebuano, Czech, Dari, Dutch, English, French, Ga, Georgian, German, Greek (Modern), Gujarati, Haitian, Creole, Hausa, Hebrew, Hiligaynon, Hindi, Hmong-Mong, Hungarian, Igbo, Ilocano, Indonesian, Italian, Japanese, Javanese, Kashmiri, Kazakh, Kikongo-Kongo, Korean, Krio, Kurdish, Lao, Malay, Malayalam, Mandarin, Mandingo-Bambara, Nepali, Norwegian, Pashto, Persian-Farsi, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian/Croatian, Sindhi, Sinhalese, Slovak, Somali, Spanish, Swahili, Tagalog, Tajik, Tamil, Tausug, Telugu, Thai, Tigrinya, Turkish, Turkmen, Uighur, Urdu, Uzbek, Vietnamese, Wolof, Wu, and Yoruba<br><b>OPIc - The ACTFL Oral Proficiency Interview by Computer</b><br>Arabic, English, French, German, Italian*, Korean, Mandarin, Pashto, Persian, Farsi, *Portuguese, Russian and Spanish. (*Limitations apply)<br><b>WPT/BWT – The ACTFL Writing Proficiency Test/Business Writing Test</b><br><b>Paper &amp; Pen:</b> Albanian, Arabic, Chinese-Cantonese, Chinese-Mandarin, English, French, German, Greek, Haitian Creole, Hebrew, Hindi, Italian, Japanese, Korean, Persian, Polish, Portuguese, Russian, Serbian/Croatian, Spanish, Turkish, Urdu, and Vietnamese<br><b>-Internet:</b> Arabic, Chinese-Cantonese, Chinese-Mandarin, Danish, English, French, German, Greek, Hindi, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, Turkish, Vietnamese<br><b>RPT – The ACTFL Reading Proficiency Test</b><br>English, French, German, Italian, Portuguese, Russian, and Spanish<br><b>LPT – The ACTFL Listening Proficiency Test</b><br>English, French, Italian, Portuguese, Russian, Spanish, and German. | <b>Intermediate High</b><br><br>In this section, Students must take exams in all four modalities (speaking, listening, reading and writing) to qualify for Checkpoint C credit<br><br>(When applicable) |
| <b>ALIRA – The ACTFL Latin Interpretive Reading Assessment</b>  | I-4   |
| <b>SLPI: ASL – American Sign Language Proficiency Interview</b>   | Intermediate Plus   |

**NOTE:** Some exams do not give results until after June, so students/advisors may need to plan accordingly.



## 60-Second Overview

Here's the short and sweet description of Growth Mindset for 9<sup>th</sup> Graders. The rest of the packet goes into considerable detail about each of the sections below.

### The 60-Minute Module: Research, Content, and Impact

Growth Mindset for 9<sup>th</sup> Graders is an evidence-based program designed to increase 9<sup>th</sup> grade students' academic motivation, resilience, and achievement. As we describe in The Research: An Introduction to Growth Mindset, it takes aim at the common misconception that intelligence is fixed — a pernicious misconception that erodes students' motivation and makes them less likely to persist and succeed when they encounter academic difficulties. The online module is broken up into two 30-minute sessions and consists of survey questions, brief passages of reading, and writing exercises. In previous randomized controlled studies, Growth Mindset for 9<sup>th</sup> Graders has led to improved academic performance and persistence — including increased course pass rates and GPAs.

### Program Implementation Guide

Students can complete the two 30-minute online sessions any time within the participation window (August - April of a given academic year). The two sessions should be spaced about 1-4 weeks apart. It typically takes about 2-4 weeks to finalize the program logistics for your school and less than one hour to register and get set up on our online platform. In a nutshell, program implementation looks like this:

1. *Learn and Discuss.* Download this Program Information Packet to learn how participation works and discuss your options with your colleagues. Wow — you're already on top of it! Amazing!
2. *Sign up.* Enter your email at [perts.net/orientation/hg17](https://perts.net/orientation/hg17), create a user account and decide how your students will participate. The Registration and Setup section goes into considerable detail about how to get your school set up to participate using our online platform.
3. *Participate.* 9<sup>th</sup> grade students complete the two 30-minute modules during class. The modules should be spaced 1-4 weeks apart. Students can participate in the program at any time between August and April of a given academic year. Remember that no student should participate in the program more than once.
4. *Track Impact.* Track participation in real time to see how many students completed the program, and come back to download a report about the program's impact on student survey outcomes. There are two reporting periods in an academic year.

## Growth Mindset Feedback Tool

Growth minded language motivates students to ensure they remain persistent, resilient, and focused on the process of learning. It is important to give learners feedback about how their process leads to a result so they can understand that their abilities will develop with effort.

**Use these language frames in the following situations:**

### When they struggle despite strong effort

- OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.
- What learning strategies are you using? How about trying some different ones?
- You are not there yet. *or*, When you think you can't do it, remind yourself that you can't do it yet.
- I expect you to make some mistakes, since we're learning new things. If we examine what led to our mistakes we can learn how to improve.
- Mistakes are welcome here! Our brains grow if we learn from our mistakes.
- You might be struggling now, but you are making progress. I can see your growth (in these places). (Note: Say this only if they're indeed making progress).
- Yes, it's tough – we come to school to make our brains stronger! If it were easy you wouldn't be learning anything!
- You can learn to do it – it's tough, but you can; let's *develop our brains* break it down into steps.
- Let's stop here and return tomorrow with a fresher brain.
- I admire your persistence and I appreciate your mental effort. It will pay off.

### When they are lacking specific skills needed for improvement

- Let me add new information to help you solve this.
- Here are some strategies to figure this out.
- Describe your process for completing this task.
- Let's practice this so we can move it from our short-term to our long-term memory.
- Give it a try – we can always fix mistakes once I see where you are getting held up.
- What parts were difficult for you? Let's look at them.
- Let's ask [another student] for advice—they may be able to explain it in a new way, suggest some ideas, or recommend some strategies.
- Let's write a plan for practicing and learning.
- If you make [these specific] changes, we can reassess your score. Let's discuss a plan for you.

### When they are making progress

- Hey, do you realize how much progress you've made?
- That's a tough problem/task/concept that you've been working on for a while. What strategies are you using? They are really working for you.
- I can see a difference in this work compared to your earlier work. You have really grown with \_\_\_\_.
- I see you using your strategies/tools/notes/etc. Keep it up!
- Hey! You were working on this for a while and you didn't quit!
- Your hard work is clearly evident in your process/project/essay/assignment.
- Look at how much progress you've made so far! Do you remember how difficult this was when you first started?

### When they succeed with strong effort

- ① I am so proud of the effort you put forth.
  - I am very proud of you for not giving up, and look what you have to show for it!
  - Congratulations – you really used great strategies for studying, managing your time, controlling your behavior, etc.
  - I want you to remember for a moment how challenging this was when you began. Look at how far you have come!
- ② All that hard work and effort paid off!
  - The next time you have a challenge like this, what will you do?
  - What choices did you make that you think contributed to your success?
  - It's exciting to see the difference in your work now when we compare it to your earlier work.
  - Doesn't it feel good to master this? How does it feel to master this?
  - Are you proud of yourself? Tell me what makes you most proud.

### When they succeed easily without effort

- It's great that you have that down. Now we need to find something a bit more challenging so you can grow. That's what we all come to school to do.
- It looks like your skills weren't really challenged by this assignment. Sorry for wasting your time!
- I don't want you to be bored because you're not challenging yourself.
- We need to raise the bar for you now.
- ① You're ready for something more difficult.
  - What skill would you like to work on next?
  - What topic would you like to learn more about next?
  - Could you find two other ways to solve that problem? Solving problems in different ways helps us deepen our understanding and be able to apply it.
  - Can you help Billy learn what you've learned? By helping others, we not only contribute to their success, but we also deepen our own understanding.

### When they don't put in much effort and then don't succeed

- I understand that it may seem daunting at first. How can we break this down into smaller tasks so it's not so overwhelming?
- What are your goals for this assignment/class/year? How can you make a plan to achieve those goals? What effort will be required?
- It looks like you're not putting forth much effort. Is this the way you see it? If not, what is it that you are doing, and how can I help you with some new strategies?
- What are the barriers to your success? How can I help you overcome them?
- Remember when you worked really hard for \_\_\_\_ and were successful? Maybe you could try those strategies again.
- If improvement is your goal, it's going to take effort and practice to get there. Our brains won't grow if we don't try hard things.
- What choices are you making that contribute to this outcome? If you want a different outcome, maybe you need to make different choices.

# NEW YORK STATE LEARNING STANDARDS IMPLEMENTATION TIMELINE

| SCHOOL YEAR        | ENGLISH LANGUAGE ARTS/MATHEMATICS  | SCIENCE   |   |
|--------------------|--|---|---|
| <b>2017 - 2018</b> | <p>September: Adoption of Next Generation Learning Standards</p> <p>Awareness Building</p> <ul style="list-style-type: none"> <li>Two-day assessments measuring the current standards</li> <li>Professional development on Next Generation Learning Standards</li> </ul> | <p>July: New Science Standards take effect. Adopted from Next Generation Science Standards (5 Year Plan)</p> <p>Phase I:</p> <ul style="list-style-type: none"> <li>Initial Transition - Raise Awareness and Build Capacity of new NYSSLS</li> <li>Collaborate with relevant stakeholder groups to build awareness of the new NYSSLS across the state</li> <li>Develop and propose assessment frameworks for State assessment in science</li> </ul> | Current Exam Global History and Geography (Grades 9 & 10)   |
| <b>2018 - 2019</b> | <p>Capacity Building</p> <ul style="list-style-type: none"> <li>Two-day assessments measuring the current standards</li> <li>Professional development on Next Generation Learning Standards continues</li> </ul>   | <p><i>Tentative</i></p> <p>Phase II: Transition and Implementation</p> <p>Capacity building toward full implementation continues</p>  | <p>January Administration: Current Exam Global History and Geography (Grades 9 &amp; 10) (Last Administration)</p> <p>June Administration: Transition Exam Global History and Geography (Grade 10) (First Administration)</p> <p>August Administration: Transition Exam Global History and Geography (Grade 10)</p>   |
| <b>2019 - 2020</b> | <p>Capacity Building</p> <ul style="list-style-type: none"> <li>Two-day assessments measuring the current standards</li> <li>Professional development on Next Generation Learning Standards continues</li> </ul>   | <p><i>Tentative</i></p> <p>Phase II: Transition and Implementation</p> <p>Capacity building continues toward full implementation continues</p>  | <p>January Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>June Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>New Framework Exam Global History and Geography II (Grade 10) First Administration</p> <p>August Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>New Framework Exam Global History and Geography II (Grade 10)</p> |
| <b>2020 - 2021</b> | <p>September: Full Implementation of the Next Generation Learning Standards</p> <p>Spring: New grade 3-8 tests measuring Next Generation Learning Standards</p>  | <p>Proposed State Assessments: Grades 5 and 8</p> <p>Proposed new teacher created Regents Exams in Biology, Chemistry, Earth and Space Science, and Physics</p>   | <p>January Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>New Framework Exam Global History and Geography II (Grade 10)</p> <p>June Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>New Framework Exam Global History and Geography II (Grade 10)</p> <p>August Administration: New Framework Exam Global History and Geography II (Grade 10)</p>                |
| <b>2021 - 2022</b> |  | Phase III: Implementation and Sustainability  | New Framework Exam Global History and Geography II (Grade 10)   |
| <b>For Support</b> | <p>Rebecca Green - rebecca.green@dcbooces.org</p> <p>Matt Miller - matt.miller@dcbooces.org</p>  | Barbara Recchio - barbara.recchio@dcbooces.org  | Barbara Recchio - barbara.recchio@dcbooces.org  |

Ms. Cora Stempel, Deputy Superintendent  
845.486.4840 ext. 2250 | cora.stempel@dcbooces.org

**Definition**

A 1:1 conversation in which aspects of a student's reading development are discussed (First Steps Glossary)

**Conferencing**

*"There are no substitutes for individual interactions with students around their reading lives. Having regular one-to-one conferences is a scheduling challenge, but well worth it."*  
Fountas & Pinnell

**Purpose/Value**

Conferencing provides opportunities to...

- Validate individual progress
- Build independence
- Individualize instruction
- Review use of skills & strategies taught
- Monitor ability to self-select text or be guided by teacher

**Process****Time:**

- Conferences with individual students should last approximately 7-10 minutes

**Frequency:**

- Schedule conferences with students on Independent Reading books at least once per month (may vary according to grade level, time of the year, focus, etc.)

**Classroom Organization:**

- Establish procedures and practices for Conferences, such as: seating arrangements, what students should come prepared with – book bags, logs/journals
- Establish routine to achieve monthly Conferences, such as: removing Guided/Small group instruction from schedule for one week
- Establish note-taking/monitoring procedures

**Guidelines for selecting text****Teacher**

Monitor and guide student text selection for suitability

- Strategy application
- Independent reading level ("just right" book)

**Student**

- Appropriate text selection for the purpose

**Ideas for Hooks**

The hook will set the tone for conference, and may include:

- Prepared strategy to teach/model
- "I noticed..."
- Compliment student on one thing they did well
- Initiate a conversation with student—asking about the book they are reading, what they are enjoying, how they feel about a character, etc.



## **Roles**

|  | TEACHER   | STUDENTS  |
|--|---|---|
| <b>B<br/>E<br/>F<br/>O<br/>R<br/>E</b> | <ul style="list-style-type: none"> <li>• Prepare recording sheet</li> <li>• Plan for independent reading time, every day</li> <li>• Prepare a schedule for conferences; implement a system or plan</li> <li>• Prepare teaching point based on previous notes and observations from reading groups etc.</li> <li>• Conference immediately or soon after book shopping</li> <li>• Conference during first reading of book</li> <li>• Conference with familiar text</li> </ul> | <ul style="list-style-type: none"> <li>• Choose appropriate text</li> <li>• Choose a strategy they may wish to work on</li> </ul> |
| <b>D<br/>U<br/>R<br/>I<br/>N<br/>G</b> | <ul style="list-style-type: none"> <li>• Ask open ended questions</li> <li>• "Listen in" on reading</li> <li>• Teach one strategy</li> <li>• Provide scaffolding</li> <li>• Explicitly name and explain "How to..."</li> <li>• Coach while student is reading</li> <li>• Take notes and observe reading behaviors &amp; use of strategies</li> <li>• Help student to identify next reading goal</li> </ul>  | <ul style="list-style-type: none"> <li>• Read while working on a goal or strategy</li> </ul>                                      |
| <b>A<br/>F<br/>T<br/>E<br/>R</b>       | <ul style="list-style-type: none"> <li>• Prepare next steps</li> <li>• Record &amp; review observations</li> </ul>  | <ul style="list-style-type: none"> <li>• Apply strategies while reading independently</li> </ul>                                  |



### Definition

Small, flexible group reading instruction that teaches how to read, with comprehension and fluency, across a gradient of texts that meet ever increasing demands. (P.373)



## Guided Reading

Guided reading plays a particular and very important role in reading workshop. Its purpose is to help readers develop systems of strategic actions for processing increasingly challenging texts.  
Fountas & Pinnell p.373

### Guidelines for selecting text

- Choose high quality texts that may be aligned to curriculum that students will connect to, enjoy, and want to explore (high interest)
- Select texts based on desired teaching points, topic (content or interest related) and instructional/challenging level
- Vary length of text – passages, articles, books, novels
- Intentionally vary genre – fiction, non-fiction, poetry, reader's theater etc.
- Ensure sufficient quantities of text – one for each student and one for the teacher

### Ideas for Hooks

The hook will set the tone for guided reading, and may include:

- Activation of schema/ background knowledge
- A connection to previous lessons, texts, or experiences
- Draw attention to specific purpose (setting, genre, point-of-view etc.)
- Raise interest by using words, tone of voice and questions
- Ensure a variety of hooks are used
- Include reference – tables p. 226-233 examples

### Purpose/Value

Guided Reading provides opportunities for students to...

- Focus on specific skills or strategies with teacher monitoring application of learned skills
- Read the same text and work on challenges together in small, flexible groups
- Increase reading ability and levels over time
- Experience a range of texts
- Build vocabulary/language skills
- Build knowledge of Concepts About Print (CAP), phonics and phonemic awareness
- Read with phrasing and fluency
- Build stamina and focus
- Increase accuracy
- Apply fiction understandings – characters, setting, plot, themes
- Apply non-fiction understandings – determining main idea, details, text features
- Apply understanding of author's craft – vocabulary, figurative language, author's purpose
- Discuss comprehension and understanding of text
- Improve writing about reading

Refer to The Reading Strategies Book – see Goals in Table of Contents page # \_\_\_\_

### Process

The following management structures need to be in place to ensure a successful Guided Reading lesson is possible:

#### Time:

- Mini lesson/Shared Reading should precede Guided Reading lesson - approximately 10-15 minutes
- Small group lesson should be conducted for approximately:
  - Levels A-F: approximately 10 minutes
  - Levels F-M: approximately 10-15 minutes
  - Levels N+: approximately 15-25 minutes
- Whole group lesson closure – to reconnect independent and small group learning with initial whole group lesson – 5-10 minutes
- Schedule groups when additional support person is in classroom (whenever possible)

#### Frequency:

- Most often with children who are furthest from target (expected) level
- Lowest group: Ideally every day
- Slightly below: At least 3 times per week
- On and slightly above: 2-3 times per week
- Well-above: 1-2 times a week
- Above level readers could be working in Reciprocal Teaching Groups (see attachments) (3<sup>rd</sup> Grade+) based on ability to work independently
- Once a month suspend Guided Reading to conduct conferences with individual students to monitor independent application of teaching points

#### Classroom Organization and Management:

- Establish a suitable meeting area for Guided Reading – that allows comfortable seating, students to readily manage/handle text, students to focus on lesson (minimize distractions), teachers to achieve eye contact with students, teacher to move easily among students to listen in on reading
- Groups should not exceed six students.
- Groups may be formed according to levels and/or strategy
- Establish and practice rules and expectations, including: no interruptions during group sessions (Problem Scale – see attachment), availability of resources, coming to group prepared, knowing and understanding work expectations
- Establish expectations for students who are not working with the teacher – practicing/applying skills and strategies learned during mini lesson, including but not limited to the following: independent reading, word work, reciprocal teaching (Gr 3+), centers (related to any literacy skill required by children), book clubs/literature circles (only for well-above and highly independent students)

#### Assessment and Monitoring:

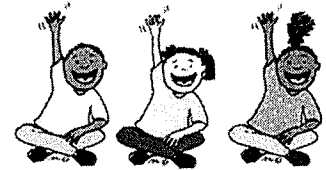
- Teacher monitors students before, during, and after Guided Reading lesson (see reverse side of page)
- Establish and practice record keeping system that is effective for teacher and specific students – see attached possible recording forms and monitoring techniques
- Re-group students based on evidence gathered during small group instruction and/or assessment
- Student work products showing evidence of level of understanding, including: Exit slips, reading responses, work samples

#### Purpose:

- Teacher selects teaching point and appropriate text to achieve purpose
- Prepare text, task, or activity sheets

## **Roles**

|  | TEACHER   | STUDENTS   |
|--|---|--|
| <b>B<br/>E<br/>F<br/>O<br/>R<br/>E</b> | <ul style="list-style-type: none"> <li>Name the purpose for the lesson</li> <li>Engage students in thinking about text</li> <li>Encourage students to engage in conversation/discussion about teaching point and text</li> <li>Conduct formative assessment of mini-lesson to monitor student understanding of teaching point</li> </ul>  | <ul style="list-style-type: none"> <li>Activate background knowledge of content and literacy</li> <li>Come prepared – writing implements, text, activity sheets, completed work tasks</li> <li>Complete pre-reading, for above level readers, when assigned</li> </ul>   |
| <b>D<br/>U<br/>R<br/>I<br/>N<br/>G</b> | <ul style="list-style-type: none"> <li>Introduce book/text – orally or with picture walk (Levels A-D/E)</li> <li>Introduce some vocabulary words – not all words as students need to solve problems in supportive environment of small group</li> <li>Activate prior knowledge – from previous lessons, where text is being read over multiple sessions</li> <li>Repeat and revisit stated purpose for lesson</li> <li>Listen to and monitor students 'whisper read'</li> <li>Model or guide reading behaviors</li> <li>Engage students in thinking and sharing thoughts about text and reading</li> <li>Guide and discuss text structures and features</li> <li>Monitor and record student progress</li> <li>Address and correct any misconceptions/misunderstandings</li> </ul> | <ul style="list-style-type: none"> <li>Actively engage in reading process</li> <li>Listen attentively</li> <li>Point to words where appropriate (approximately Levels A-E)</li> <li>Apply strategies and attend to reading – stay on task</li> <li>Read aloud <b>ONLY</b> for fluency practice – Reader's Theater, etc.</li> <li>Think critically about the text/apply teaching point</li> <li>Engage in discussions and answer questions related to text</li> <li>Respect ideas and pose questions or wonderings</li> <li>Identify text features – covers, author/illustrator, genre specific features</li> </ul> |
| <b>A<br/>F<br/>T<br/>E<br/>R</b>       | <ul style="list-style-type: none"> <li>Name and revisit the teaching point</li> <li>Monitor follow-up task/activity to ensure students demonstrate understanding</li> <li>Reflect on student progress</li> <li>Evaluate grouping of students and re-group students as often as appropriate</li> <li>Encourage students to share their reflections with whole group</li> </ul>   | <ul style="list-style-type: none"> <li>Share thinking with peers and teacher</li> <li>Re-read when appropriate</li> <li>Apply skill/strategy to independent reading</li> <li>Complete follow-up activity/task and submit or share with group</li> <li>Evaluate their conversations about the text (peer or self)</li> </ul>  |





### Definition

A reading procedure in which students are in charge of their own reading – they choose their own books, do their own reading & take responsibility to work through any challenges in the text (p. 216)

An opportunity for students to practice integrating skills & strategies using self-selected texts that match both their reading interests & abilities (p. 239)

## Independent Reading



*"Independent reading is a context within which children can see themselves as readers and build habits that can last a lifetime."*  
Fountas & Pinnell

### Purpose/Value

Independent reading provides opportunities for students to...

- Exercise choice as a reader
- Develop habit of spending time reading
- Engage in fluent reading, daily
- Learn about themselves as readers
- Develop awareness of personal favorite books/genre/authors/topics
- Develop/increase fluency
- Build independence and confidence
- Develop reading stamina
- Practice and apply strategies and skills learned through lessons

### Process

#### Time:

- Plan for students to increase uninterrupted blocks of time engaged in thoughtful reading up to at least:
  - K-1: 15-20 minutes
  - 2-3: 20-30 minutes
  - 4-5: 30+ minutes

#### Frequency:

- Engage students in independent reading DAILY

#### Classroom Organization:

- Establish procedures and practices for Independent Reading- such as: seating arrangements, reading locations, and the rotation of special 'reading spots'
- Establish 'book shopping' routines – who changes books, when, and how
- Establish acceptable protocols for abandoning books
- Remove barriers to active engagement in independent reading, such as: chatting, eating, playing
- Establish accountability through recording routines and procedures, such as: reading logs, journal entries – what students are expected to complete, how often and minimum requirements

### Guidelines for selecting text

#### Teacher

- High interest books
- Appropriate level
- Genre variety
- Rotate frequently

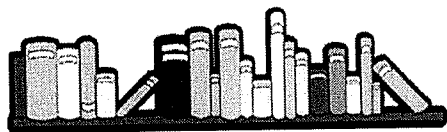
#### Student

- Topic of interest
- Preview book—look at covers, read blurb, or selected pages
- Vary text selected—genre, author, or title
- Personalize with text before abandoning

### Ideas for Hooks

The hook will set the tone for independent reading, and may include:

- Foreshadow the problem
- Lay the groundwork, in diverse settings (p. 226-227)
- Draw attention to tools
- Raising interest in a topic or themes
- Raise questions to spark curiosity
- Alert readers to...
- Invite personal connections



## **Roles**

|                            | TEACHER   | STUDENTS  |
|----------------------------|---|---|
| B<br>E<br>F<br>O<br>R<br>E | <ul style="list-style-type: none"> <li>Select teaching point/instructional focus</li> <li>Teacher directed purpose – some of the time</li> <li>Motivating readers</li> </ul>  | <ul style="list-style-type: none"> <li>Activate background knowledge of content &amp; literacy</li> <li>Student directed purpose</li> <li>Take responsibility for learning</li> <li>Make a plan, prepare for reading</li> <li>Select a comfortable spot for reading</li> <li>Set goals</li> <li>Select text according to interest and levels</li> </ul>   |
| D<br>U<br>R<br>I<br>N<br>G | <ul style="list-style-type: none"> <li>Assess student reading behaviors</li> <li>Confer with students</li> <li>Observe students</li> <li>As other students read independently, teacher may work with groups of students (small group instruction including: strategy, guided reading, reciprocal teaching)</li> </ul> | <ul style="list-style-type: none"> <li>Place 'post-its' to reflect thinking</li> <li>Write, record thoughts and responses</li> <li>Read for extended period of time</li> <li>Attentively and actively read</li> <li>Be engaged in/with book</li> <li>Locate evidence to support teaching point</li> <li>Transfer statement – how to take what was learned during read-aloud/mini-lesson and apply to independent reading</li> </ul> |
| A<br>F<br>T<br>E<br>R      | <ul style="list-style-type: none"> <li>Guide students to share learning</li> <li>Record &amp; review observations</li> <li>Review successes and challenges, especially those related to teaching point</li> </ul>   | <ul style="list-style-type: none"> <li>Reflecting on goals</li> <li>Reading logs or journal entries – weekly/daily</li> <li>Sketch or write responses to the text</li> <li>Share reflections to close loop</li> <li>Set next steps</li> </ul>   |



### Definition

An active process, in which the teacher reads aloud to students. Both the teacher and the students think about, talk about, and respond to the text.



## Interactive Read Aloud

*"Reading aloud is not a luxury, but a necessity."*

Fountas & Pinnell 2006

### Purpose/Value

Interactive read aloud provides opportunities for students to...

- Develop an appreciation for and enjoyment of literature
- Improve listening comprehension
- Think about what is happening in text without needing to attend to processing of text
- Develop a shared/common language through interaction with others in a literate culture that listens, discusses and self-reflects
- Experience/listen to a model of fluent, phrased reading
- Stretch their thinking about text with teacher support
- Blend prior knowledge with information gained through listening to text and/or participating in discussion
- Develop awareness of the features of a range of texts
- Think about what the writer has implied, but not explicitly stated
- Experience text beyond their reading level
- Expand linguistic and content vocabulary and knowledge

### Process

- Set up physical environment according to demands and needs of selected text (books, smartboard)
- Select appropriate text
- Identify key vocabulary words
- Select, turn, and talk buddies.
- Consider options for "checks-for-understanding" as exit slips.
- Analyze the text for points of inquiry for teaching points and peer interaction.
- Create a planned sequence of several texts over a few days or a week to build a connection between the content and the students (p. 225)

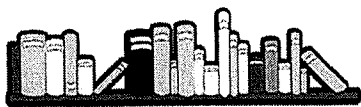
### Guidelines for selecting text

- Factors to consider when making selections:
  - Text students and/or teachers like
  - Choose high quality texts aligned to curriculum that students will connect to, enjoy, and want to explore
  - Vary genre so that students listen to many different kinds of text; fiction, non-fiction; articles, poems etc.
  - Text suitable for intentional talk that connect to other texts, genre, highlight language, reflect diversity, and expand thinking
    - Text of suitable length
- Text should provide accessibility to concepts, combine texts and art, have a maturity of themes and ideas and include enough variety for a range of reading levels
- See text formats and structures chart Fountas and Pinnell p. 126-128 (see attachments)

### Ideas for Hooks

The hook will set the tone for the read aloud, and may include:

- Activation of background knowledge
- A connection to past read-alouds or experiences
- Predictions about the book based on title, cover or illustrations
- Raising questions in the listeners' minds
- Raise interest by using words, tone of voice and questions
- Include reference – tables p. 226-233 examples (see attachments)
  - p. 227 Firefighters
  - p. 228 What Do You Do With a Tail Like This?
  - p. 229 If You Find a Rock
  - p. 230 Henry & Mudge



## **Roles**

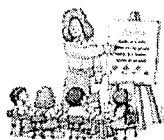
|                            | TEACHER   | STUDENTS  |
|----------------------------|---|---|
| B<br>E<br>F<br>O<br>R<br>E | <ul style="list-style-type: none"> <li>Warm up brain—book cover, title, author, illustrator, picture (where appropriate)</li> <li>Set children up to be ready to read—genre/content and text features</li> <li>Review skills and strategies</li> <li>Introduce challenging vocabulary</li> <li>Activate prior knowledge</li> </ul>  | <ul style="list-style-type: none"> <li>Activate background knowledge of content and literacy skills and strategies.</li> </ul>  |
| D<br>U<br>R<br>I<br>N<br>G | <ul style="list-style-type: none"> <li>Identify purpose for lesson/reading</li> <li>Make eye contact with students</li> <li>Model stretching of thinking to elaborate and apply strategies and thinking skills</li> <li>Reading in a clear voice with appropriate expression and fluency</li> <li>Relates the text to other texts</li> <li>Draw attention to the writer's craft</li> <li>Expand childrens' understanding by facilitating new and varied interpretations</li> <li>Model changes in tone of voice to show character's feelings – use of punctuation</li> <li>Raise questions in readers' minds</li> <li>Bring texts to life</li> <li>Use meaningful terms to use in talking about texts until they are ready for technical terms</li> <li>Enjoy language rhythm, rhyme and repetition (p. 224)</li> </ul> | <ul style="list-style-type: none"> <li>Think and talk about texts</li> <li>Listen intently and actively think about the text</li> <li>Make comments and build on the comments of others</li> <li>Ask questions when something is unclear or confusing</li> <li>Turn and talk</li> <li>Notice connections</li> <li>Think critically about a text, to include evaluating and forming opinions</li> <li>Act on the meaning of written texts after reading (p. 10)</li> <li>Respect each others' ideas &amp; pose questions or wonderings</li> <li>Stay on topic long enough to gain depth of knowledge and get several perspectives</li> </ul> |
| A<br>F<br>T<br>E<br>R      | <ul style="list-style-type: none"> <li>Invite discussion of the overall meaning of the text</li> <li>List books read on a large chart to create a reminder of shared experiences</li> <li>"Sum up" students' thinking</li> <li>Turn the conversation back to the students asking for deeper understanding</li> <li>Facilitate student talk</li> </ul>   | <ul style="list-style-type: none"> <li>Respond to the whole text</li> <li>Link the text to other texts</li> <li>Sketch or write responses to the text</li> <li>Form opinions about text</li> <li>Understand their schema</li> <li>Evaluate their conversations about the text</li> </ul>  |

Chart on p. 221

Self-evaluation questions on p.230-231

### Definition

*Teachers and students collaborate to read common text.*



## Shared Reading

"For the young child, shared reading provides easy entry into behaving like a reader. As readers grow proficient, they may no longer need the support of the group to read a text, but their understanding and enjoyment can be greatly enhanced through performed reading."

Fountas & Pinnell, 2006

### Guidelines for selecting text

- Choose high quality texts aligned to curriculum that students will connect to, enjoy, and want to explore (high interest)
- Select texts based on desired teaching points and purpose
- Vary text formats (Big Book, projectable, enlarged text/chart, student copies) and genre so that students apply learning to a range of text
- See text formats and structures chart p. 126-128

### Purpose/Value

#### Learning to Read

- Apply knowledge of phonemic awareness and phonics
- Learn the reading process
- Apply comprehension strategies
- Experience a range of texts
- Build vocabulary/language skills
- Practice fluency
- Engage in the social experience of group reading
- Practice reading behaviors

#### Reading to Learn

- Increase fluency
- Engage in the social experience of group reading
- Practice reading behaviors
- Apply comprehension strategies
- Learn structures of written language
- Acquire new vocabulary

### Process

The following steps should be implemented for a successful Shared Reading lesson:

#### Step 1: Introduce the Text

- Brief opening statement that involves students in conversation
- Prompt children to make connections

Steps 2 & 3 – combine both steps or choose one or the other – based on purpose

#### Step 2: Modeling the Reading of the Text

- Teacher reads the text expressively, demonstrating fluency and phrasing
- Point to words, as required

#### Step 3: Reading the Text Together

- Read the text with variations, in unison, where appropriate

#### Step 4: Discussing the Text

- Discuss the meaning of the text
- Recall details to support teaching point
- Summarize important information
- Apply strategies, as appropriate for teaching point

#### Step 5: Teaching Point

- Teacher makes specific teaching points related to the reading process
- Teacher ensures students apply teaching point to text, including inferences & predictions

See p. 313 Fountas & Pinnell

#### Preparation:

- Set goal/s and purpose for lesson
- Select interesting texts that will engage students and meet purpose of the lesson
- Pre-select stopping points, engagement points or highlights
- Ensure print can be accessed by students – enlarged, copied or technology available
- Prepare suitable classroom environment – meeting area

### Ideas for Hooks

The Hook will set the tone for the shared reading experience, and may include:

- Activation of schema/background knowledge
- A connection to previous lessons, texts, or experiences
- Prompt predictions about the book based on title, cover or illustrations
- Draw attention to specific purpose (setting, genre, point-of-view etc.)
- Raise interest by using words, tone of voice & questions
- Ensure a variety of hooks are used
- Include reference – tables p. 226-233 examples



## **Roles**

### Learning to Read and Reading to Learn:

|  | TEACHER   | STUDENTS   |
|--|---|--|
| <b>B<br/>E<br/>F<br/>O<br/>R<br/>E</b> | <ul style="list-style-type: none"> <li>Name the purpose for the lesson</li> <li>Engage students in thinking about text</li> <li>Encourage students to engage in conversation/discussion about teaching point and text</li> </ul>  | <ul style="list-style-type: none"> <li>Activate background knowledge of content and literacy</li> <li>Anticipate and become excited to share in reading of text</li> <li>Engage in conversation – relating to teacher expectations – make predictions, ask questions</li> </ul>  |
| <b>D<br/>U<br/>R<br/>I<br/>N<br/>G</b> | <ul style="list-style-type: none"> <li>Initiate reading process</li> <li>Point to text or engage students in following process</li> <li>Model and guide word solving strategies</li> <li>Model or guide reading behaviors</li> <li>Engage students in thinking and sharing thoughts about text and reading</li> <li>Read text multiple times – 1<sup>st</sup> to familiarize students with text, 2<sup>nd</sup> for another purpose, selected by teacher</li> <li>Guide and discuss text structures and features</li> </ul> | <ul style="list-style-type: none"> <li>Think and talk about texts</li> <li>Actively engage in reading process</li> <li>Listen actively</li> <li>Turn and talk, as appropriate</li> <li>Read in unison, where appropriate</li> <li>Think critically about the text, to apply teaching point</li> <li>Respect each others' ideas and pose questions or wonderings</li> </ul>             |
| <b>A<br/>F<br/>T<br/>E<br/>R</b>       | <ul style="list-style-type: none"> <li>Name and revisit the teaching point</li> <li>Engage students in discussion on meaning of text, leading back to lesson purpose</li> <li>Guide student observations of text structure</li> <li>Turn the conversation back to the students asking for deeper understanding</li> <li>Highlight features of writer's craft</li> <li>Reflect on self-evaluation questions (see attachment)</li> </ul>  | <ul style="list-style-type: none"> <li>Share thinking with peers and teacher</li> <li>Re-read, when appropriate</li> <li>Dramatize the text, respond through writing or drawing, listen to recorded version of text, where appropriate</li> <li>Notice vocabulary and language</li> <li>Evaluate their conversations about the text</li> <li>May reread text, independently</li> </ul> |



### Definition

Word work involves multi-faceted experimentation, memorization and application of: phonology, morphology, syntax, vocabulary, semantics, figurative language (p. 20-22, F&P)



## Word Work

*"Phonological and orthographic knowledge is key to becoming an effective word solver."  
"...phonological and orthographic analyses are situated within a language context – meaning and language structure also play a part."  
Word Matters, Fountas & Pinnell*

### Purpose/Value

Word work provides opportunities for students to...

- Create competent word learners through: phonics, language, word structure, meanings of words (p. 525, F & P)
- Need to notice new words, become curious about them, and select some to be part of their own language use (p. 525, F & P)
- Become aware of our world becoming smaller and knowing our language is enriched by other languages (p. 524, F & P)
- Understand that an extensive vocabulary contributes to reading comprehension (p. 543, F & P)
- Expand speaking, listening, reading, and writing vocabulary (p. 524, F & P)
- Access many sources of information simultaneously in learning new vocabulary (F & P)
- Become competent word learners (F & P)
- Access background knowledge, express ideas, communicate effectively and learn about new concepts (p. 296, RS-JS)
- Understand and use words in context or in isolation, know multiple meanings of words, connotations, and figurative uses (p. 527, F & P)
- Learn at least 3,000 words per year (p. 543, F & P)
- Effectively use word choice, inferring, using words in correct context, decoding, word recognition (p. 299, RS-JS)
- Apply understanding that word solving is not just word learning – its power lies in the discovery of the principles underlying the construction of the words they make-up a written language (p. 23, Word Matters)
- Show an interest in words (p. 543, F & P)
- Make connections among words and discover richer meanings for words (p. 543, F & P)
- Truly understand what they read - they MUST understand words not just decode (p. 297, RS-JS)
- Put letters together to make words, then words together to make a sentence
- Apply knowledge of the alphabet and letter sounds to make words, then put words together to make a sentence
- Follow a continuum of explicit vocabulary instruction (p. 530, F & P) (see attachment)
- Develop receptive (listening and reading) and productive (reading and writing) vocabulary (p. 526, F & P)

### Teaching Opportunities

- Early concepts: K – 1 – labels, colors, numbers, sight words, synonyms
- Dynamic and effective options for teaching vocab, word meaning, interactive, connection to curriculum
- A combined approach to vocabulary instruction: rich definitions, many examples and illustrations, array of specific techniques (p. 528, F & P)
- Vocabulary instruction should take place alongside rich encounters with words in texts through shared reading, interactive read-alouds, guided reading, independent reading etc. (p. 528, F & P)
- Follow open ended questions about text with direct interactive vocabulary instruction (F & P)
- Many sources are used to enhance vocabulary
- Use word, make it yours – is the best way to acquire words
- Vocabulary is taught directly and learned indirectly through reading; need to incorporate both
- Various instructional processes, including: word webs, word analogies, word substitutions, words in context, word sorting, semantic mapping, semantic features, compare/contrast, hierarchies, linear relationships (p. 537-539, F & P)
- Learn words by studying definitions
- Engage in vocabulary instruction that is: intentional, interactive, and integrated (p. 529, F & P)
- Integrate vocabulary instruction (p. 541, F & P) (see attachment)

**\*\*For specific guidelines see grade band Word Work Categories and Standards documents.\*\***

### Guidelines for Selection of Words

- Embedded in text
- Foundations
- Sight words and high frequency
- Content related words
- Student interest
- Current events

### Ideas for Hooks

The hook will set the tone for word work, and may include:

- Stories/text
- Activate prior knowledge
- Games and center/kinesthetic activities
- Visuals/images
- Sparking curiosity and excitement about word origins

# MEMO

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TO: CDEP Team

FROM: Marvin Kreps, Director of Curriculum & Instruction

CC:

DATE: October 18, 2017

RE: CDEP Meeting October 18, 2017

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Colleagues,

The purpose of this message is to remind you that the CDEP meetings for SY 2017-18 are scheduled as follows in the Community Room (please note this is the same location as the last meeting) at Chancellor Livingston Elementary School. Please note our first meeting is this **Wednesday, October 18, 2017**. Please confirm your attendance to this meeting by replying to this email message.

1. Wednesday, October 18, 2017 from 8:30-11:30.
2. Wednesday, February 7, 2018 from 11:30-2:30 (snow date February 8, 2018).
3. Tuesday, April 24, 2018 from 8:30-11:30.

As you may know, the Rhinebeck Board of Education approved the latest version of the Comprehensive District Education Plan. There is a copy of the document attached to this message for your consideration. You are encouraged to thoroughly review this document prior to the first meeting. At a recent District Superintendent's Conference Day on September 22, 2017, faculty had the opportunity to review the plan in detail and make recommendations regarding goal priorities. It is anticipated that the CDEP team will be discussing those priorities at the first meeting. Thank you in advance for your ongoing flexibility and commitment to the process as it is recognized that this will present some scheduling challenges. If you have any questions or would like to add an item to the agenda please do not hesitate to contact our office or raise the topic at the meeting.

**Agenda:**

- ✓1. Welcome and Introductions
- ✓2. Review and Discussion of the Approved Plan
- ✓3. Discuss feedback and input from Superintendent's Conference Day, September 22, 2017
- ✓4. Overview of recent NYSED initiatives and timelines for implementation
- ✓5. Discussion of CDEP Team agenda for SY 2017-2018
6. Other?



# CDEP COMMITTEE 2017-18

| NAME                                | ADDRESS                    | TELEPHONE       | EMAIL  | AFFILIATION              |
|-------------------------------------|----------------------------|-----------------|--|--------------------------|
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| <b>BULKELEY MIDDLE SCHOOL</b>       |                            |                 |  |                          |
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| <b>CHANCELLOR LIVINGSTON SCHOOL</b> |                            |                 |  |                          |
| Brett King                          | PO Box 351, Rhinebeck      | 871-5570 x 5572 | <a href="mailto:bking@rhinebeckcsd.org">bking@rhinebeckcsd.org</a>                 | CLS - Principal          |
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| Erin O'Brien                        | PO Box 351, Rhinebeck      | 871-5570 x-5201 | <a href="mailto:eobrien@rhinebeckcsd.org">eobrien@rhinebeckcsd.org</a>             | CLS - Faculty            |
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| <b>ADMINISTRATION</b>               |                            |                 |  |                          |
| Joseph Phelan                       | PO Box 351, Rhinebeck      | 871-5500 x 5522 | <a href="mailto:jphelan@rhinebeckcsd.org">jphelan@rhinebeckcsd.org</a>             | ADM - Superintendent     |
| Marvin Kreps                        | PO Box 351, Rhinebeck      | 871-5570 x 5560 | <a href="mailto:mkreps@rhinebeckcsd.org">mkreps@rhinebeckcsd.org</a>               | ADM - Dir. Curr. & Inst. |
| Steve Jensen                        | PO Box 351, Rhinebeck      | 871-5570 x 5557 | <a href="mailto:sjensen@rhinebeckcsd.org">sjensen@rhinebeckcsd.org</a>             | ADM - Dir of Tech & Comm |
| <b>BOARD OF EDUCATION</b>           |                            |                 |  |                          |
| Laura Schulkind                     | 14 Peacock Road, Rhinebeck | 876-8253        | <a href="mailto:lschulkind@gmail.com">lschulkind@gmail.com</a>                     | Board of Education       |
| <b>COMMUNITY MEMBERS</b>            |                            |                 |  |                          |
| Cynthia Ping                        | 272 Vlei Rd, Rhinebeck     | 876-5571        | <a href="mailto:sping@mindspring.com">sping@mindspring.com</a>                     | PTSO/Community Member    |
| Sarah Hutchings                     |                            |                 | <a href="mailto:adoisca@gmail.com">adoisca@gmail.com</a>                           | PTSO/Community Member    |
| <b>A.N.I.E.</b>                     |                            |                 |  |                          |
| Beth Heady                          | PO Box 351, Rhinebeck      | 871-5500        | <a href="mailto:bheady@rhinebeckcsd.org">bheady@rhinebeckcsd.org</a>               | A.N.I.E. Member          |

# PROJECT SCHEDULING

2017-18

## CDEP MEETINGS

| Dates    | Time            |
|----------|-----------------|
| 10/18/17 | 8:30 – 11:30 am |
| 2/7/18   | 11:30 – 2:30 pm |
| 4/24/18  | 8:30 – 11:30 am |

## CONFERENCE DAYS:

| Dates    | Activity   |
|----------|--|
| 9/22/17  | CDEP Work 8:00-12:00 (All faculty by school)<br>SH/BB/RTK (all staff 1:00-3:00 auditorium) |
| 10/27/17 | School Climate/Culture/behavior  |
| 2/16/18  | Technology   |

## 2-HOUR AFTER SCHOOL SESSIONS

| Dates   | CLS | BMS | RHS |
|---------|-----|-----|-----|
| 11/2/17 | SLO | SLO | SLO |
| 3/1/18  | TBD | TBD | TBD |

## HALF DAY EARLY DISMISSAL

| Dates    | CLS  | BMS                             | RHS                          |
|----------|--|---------------------------------|------------------------------|
| 10/20/17 | Regular School Day   | BMS Madagascar Day<br>Afternoon | TBD                          |
| 11/30/17 | P-T Conference   | Regular school day              | Regular school day           |
| 12/1/17  | Regular School Day   | P-T Conference<br>12:20-2:35    | P-T Conference<br>12:20-2:35 |
| 12/4/17  | RTK/BB/SH (District<br>Non-instructs only 1-<br>2:35 auditorium)<br>P-T Conference | P-T Conference<br>5:30-8:30     | P-T Conference<br>5:30-8:30  |
| 3/16/18  | Regular School Day   | BMS Health and<br>Wellness Day  | TBD                          |

# NEW YORK STATE LEARNING STANDARDS IMPLEMENTATION TIMELINE

| SCHOOL YEAR        | ENGLISH LANGUAGE ARTS/MATHEMATICS  | SCIENCE   | SOCIAL STUDIES  |
|--------------------|--|---|---|
| <b>2017 - 2018</b> | <p>September: Adoption of Next Generation Learning Standards</p> <p>Awareness Building</p> <ul style="list-style-type: none"> <li>Two-day assessments measuring the current standards</li> <li>Professional development on Next Generation Learning Standards</li> </ul> | <p>July: New Science Standards take effect. Adopted from Next Generation Science Standards (5 Year Plan)</p> <p>Phase I:</p> <ul style="list-style-type: none"> <li>Initial Transition - Raise Awareness and Build Capacity of new NYSSLS</li> <li>Collaborate with relevant stakeholder groups to build awareness of the new NYSSLS across the state</li> <li>Develop and propose assessment frameworks for State assessment in science</li> </ul> | <p>Current Exam Global History and Geography (Grades 9 &amp; 10)</p>  |
| <b>2018 - 2019</b> | <p>Capacity Building</p> <ul style="list-style-type: none"> <li>Two-day assessments measuring the current standards</li> <li>Professional development on Next Generation Learning Standards continues</li> </ul>   | <p><i>Tentative</i></p> <p>Phase II: Transition and Implementation</p> <p>Capacity building toward full implementation continues</p>  | <p>January Administration: Current Exam Global History and Geography (Grades 9 &amp; 10) (Last Administration)</p> <p>June Administration: Transition Exam Global History and Geography (Grade 10) (First Administration)</p> <p>August Administration: Transition Exam Global History and Geography (Grade 10)</p>   |
| <b>2019 - 2020</b> | <p>Capacity Building</p> <ul style="list-style-type: none"> <li>Two-day assessments measuring the current standards</li> <li>Professional development on Next Generation Learning Standards continues</li> </ul>   | <p><i>Tentative</i></p> <p>Phase II: Transition and Implementation</p> <p>Capacity building continues toward full implementation continues</p>  | <p>January Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>June Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>New Framework Exam Global History and Geography II (Grade 10) First Administration</p> <p>August Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>New Framework Exam Global History and Geography II (Grade 10)</p> |
| <b>2020 - 2021</b> | <p>September: Full Implementation of the Next Generation Learning Standards</p> <p>Spring: New grade 3-8 tests measuring Next Generation Learning Standards</p>  | <p>Proposed State Assessments: Grades 5 and 8</p> <p>Proposed new teacher created Regents Exams in Biology, Chemistry, Earth and Space Science, and Physics</p>   | <p>January Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>New Framework Exam Global History and Geography II (Grade 10)</p> <p>June Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>New Framework Exam Global History and Geography II (Grade 10)</p> <p>August Administration: New Framework Exam Global History and Geography II (Grade 10)</p>                |
| <b>2021 - 2022</b> |  | <p>Phase III: Implementation and Sustainability</p>   | <p>January Administration: Transition Exam Global History and Geography (Grade 10)</p> <p>New Framework Exam Global History and Geography II (Grade 10)</p>   |
| <b>For Support</b> | <p>Rebecca Green - rebecca.green@dcbooces.org</p> <p>Matt Miller - matt.miller@dcbooces.org</p>  | <p>Barbara Recchio - barbara.recchio@dcbooces.org</p>   | <p>Barbara Recchio - barbara.recchio@dcbooces.org</p>   |

Ms. Cora Stempel, Deputy Superintendent  
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**DUTCHESS BOCES**  
EDUCATIONAL RESOURCES

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# I. Introduction













## The 13 Dimensions of School Climate Measured by the CSCI

| Dimensions                           | Major Indicators  |
|--------------------------------------|---|
| <b>Safety</b>                        |   |
| 1 Rules and Norms                    | Clearly communicated rules about physical violence; clearly communicated rules about verbal abuse, harassment, and teasing; clear and consistent enforcement and norms for adult intervention.  |
| 2 Sense of Physical Security         | Sense that students and adults feel safe from physical harm in the school.  |
| 3 Sense of Social-Emotional Security | Sense that students feel safe from verbal abuse, teasing, and exclusion.  |
| <b>Teaching and Learning</b>         |   |
| 4 Support for Learning               | Use of supportive teaching practices, such as: encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention. |
| 5 Social and Civic Learning          | Support for the development of social and civic knowledge, skills, and dispositions including: effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision making.   |
| <b>Interpersonal Relationships</b>   |   |
| 6 Respect for Diversity              | Mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.   |
| 7 Social Support—Adults              | Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concern for students' problems.  |
| 8 Social Support—Students            | Pattern of supportive peer relationships for students, including: friendships for socializing, for problems, for academic help, and for new students.   |
| <b>Institutional Environment</b>     |   |
| 9 School Connectedness/Engagement    | Positive identification with the school and norms for broad participation in school life for students, staff, and families.   |
| 10 Physical Surroundings             | Cleanliness, order, and appeal of facilities and adequate resources and materials.  |
| <b>Social Media</b>                  |   |
| 11 Social Media                      | Sense that students feel safe from physical harm, verbal abuse/teasing, gossip, and exclusion when online or on electronic devices (for example, facebook, twitter, and other social media platforms, by an email, text messaging, posting photo/video, etc.).                                    |
| <b>Staff Only</b>                    |   |
| 12 Leadership                        | Administration that creates and communicates a clear vision, and is accessible to and supportive of school staff and staff development.   |
| 13 Professional Relationships        | Positive attitudes and relationships among school staff that support effectively working and learning together.   |

## Why use the CSCI?

The **Comprehensive School Climate Inventory (CSCI)** is a nationally-recognized school climate survey that provides an in-depth profile of your school community's particular strengths and needs. With the CSCI, you can quickly and accurately assess student, parent, and school personnel perceptions, and get the detailed information you need to make *informed decisions* for lasting improvement.

| Major Features   | Benefits  |
|--|---|
|  <p><b>Assesses 13 Dimensions of School Climate</b></p>   | <p><b>Get the complete picture</b> of your school's climate for learning – the CSCI measures the nationally-recognized 13 essential traits within:</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Teaching &amp; Learning</li> <li>• Interpersonal Relationships</li> <li>• Institutional Environment</li> <li>• Leadership &amp; Professional Relationships</li> <li>• Social Media</li> </ul> |
|  <p><b>Assesses Student, Staff and Parent Perceptions of School Climate</b></p>   | <p><b>Get the widest range of assessment</b> for deep understanding of all possible relationships</p> <p><b>Learn where to best direct your efforts</b> by looking at consensus and divergence across broad populations and sub-groups</p>  |
|  <p><b>Provides Option of Paper or Online Surveys – takes only 15-20 Minutes to complete</b></p><br> <p><b>English or Spanish Language</b><br/>       (+ ability for further translations)</p> | <p><b>Easy to administer and complete</b> the survey</p> <p>Ensures you can <b>reach all populations in your community</b> in a multitude of ways</p>   |
|  <p><b>Comprehensive, Customized Report with Graphics and Explanatory Text</b></p> <p><u>(within 2 weeks of survey completion)</u></p>  | <p><b>Get in-depth findings</b> of your school's unique strengths and needs</p> <p><b>Get specific information</b> based on sub-group data (grade level, gender, race, departments, positions, etc)</p> <p><b>Get the report and run with it</b> – data is intuitive and comes with recommended guidelines and action charts for your action planning</p>   |

| More Features  | Benefits   |
|--|--|
|  <p>Survey and Report based on<br/><b>10 Years of Research and Testing</b></p>                  | <p><b>Make major decisions</b> for your yearly initiatives and assess your programs with confidence</p> <p><b>Work with data that has been cross-checked and tested</b> for reliability and validity with districts and State Departments of Education across the country</p>            |
|  <p>Includes Unlimited Access to<br/><b>Secure Online Portal Customized for Your School</b></p> | <p><b>Get detailed guidelines, form letters, best practices and advice</b> from other schools, real-time survey response feeds, action planning worksheets and more supports through your school's personal online portal</p>  |
|  <p><b>Ability to Customize Your Surveys and Your Reports</b></p>                               | <p>Understand initiatives and challenges <b>specific to your school</b> by adding open-ended and demographic questions</p> <p><b>Track your yearly progress</b>, and show rankings at the <b>district-level</b> through our aggregate and network reports</p>                            |
|  <p><b>Ability for Customized Workshops</b></p>   | <p>NSCC professional development workshops are directly aligned with <b>CSCI findings</b>, providing you with flexibility of choosing the most appropriate mix of supports for your school's particular needs (<u><a href="#">The full training options can be viewed here</a></u>).</p> |
|  <p><b>On-Staff Support</b></p>   | <p>Have full staff support for survey administration and <b>dig deep into your report</b> with expert assistance</p>   |

#### FOR A PRICE QUOTE, CONTACT:

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**Communications Committee Meeting**

October 18, 2017

**Attendees:** Liz Raum, Jaclyn Savolainen, Laura Schulkind, Joe Phelan, Steve Jensen

**NYSSBA Recap**

Laura and Joe reviewed the Communications sessions attended at the NYSSBA convention with the members. The first focused on ways to be responsive to our community while being responsible to our school's mission when addressing communications issues that arise in the District. We will try to get a digital version of the session presentation to share with the committee members as we work through the many communications opportunities in our schools.

The second was a discussion of managing "chaos" on social media, particularly in the event of a crisis, i.e. fire in a building, etc. The session provided suggestions for communicating with staff and the larger community while dispelling false stories that can seem to overtake online communication.

The last was a discussion of managing a school's online identity and ways to promote the successes in your District.

**Social Media Presence**

We spent the remainder of the meeting discussing if and how Rhinebeck should develop a stronger social media presence. Joe pointed out that, due to our size, there are a few people doing multiple jobs to communicate which decentralizes the "message." We must be aware of the pitfalls and benefits of any online communications.

- How does a school "own" its message?
- How does a school monitor online chatter to address issues?
- Who is responsible?
- How do we promote the District as the "voice of authority?"
- What financial and personnel resources are required?

The consensus of opinion seemed to be that it was time for RCSD to more fully engage with social media, but we want to make sure that it is done well and appropriately. Steve will reach out to his colleagues at area BOCES to determine if we could set up a consultative session to learn more about effective uses of social media in a school setting. Joe cautioned that, once we're in it, we can't retreat, so the plan for implementation needs to be solid.

**Coffee with the Board**

The committee would like to host 3 Coffee with the Board sessions this year. As a reminder, we host a 9:00 session at Chancellor and an evening session at the MS/HS Library at 7:00.

We would like to host an early November session, once the first LRP survey has been released. The topic could be about "what's important about a Rhinebeck education." We would like the second session, in mid-winter, to discuss our students' social and emotional well-being. The District's School Climate survey will have been conducted and responses compiled, so we will be able to target more specific questions. Finally, we will host the third session in the spring to open discussions around the budget.

**November 9 Agenda**

- continued social media discussion
- Chamber/Realtor outreach
- continued LRP projects as needed

Respectfully submitted by Laura Schulkind