

School start time committee minutes - September 24, 2015

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

Guest: Mr. Paul Finch superintendent of Red Hook schools

The committee discussed possible ways to gather student feedback. One idea was to have a debate at the high school discussing the issue. This could be videotaped for the students to view. The idea of surveys at both schools tailored to the different ages was discussed. Joe will discuss this with the building principals.

The committee would like to do a phone survey to get parent feedback. Tom said it is possible to do this with our system. He will look into the details.

Of the three scenarios for changing to a later start time, the committee back in June eliminated two of these options:

1- Single tripping system. This would mean all three schools starting at approximately the same time with students K-12 riding the same busses. This option would add additional cost to the district

2- Flipping the start time of the HS/MS with the elementary school. This option has no financial impacts but is seen as too disruptive to elementary students and would negatively affect before and after school programs at all buildings

The committee feels that a slight shift to a later time is the best possibility and would like to continue to pursue this option. This would mean shifting the BMS/RHS schedule 30 minutes later and pushing CLS roughly 15 minutes later. That would give BMS/RHS an 8:00 am start time and 2:46 pm end time and CLS a 9:10 am start time and 3:40 pm end time. The committee would like the full board to give permission to consider pursuing this option. If the full board is in support of continuing on this path, the committee would like to proceed in the following way.

1 -During the December 8 BOE meeting, the committee would present all the information gathered to this point. Instead of making a video, this meeting would be recorded and the video could be shown to the public as a separate clip. Any recommended change would be piloted first and reevaluated after a year.

2-After the December 8 meeting, the committee would send out surveys to parents/staff and students to gather feedback. The committee would also reach out to the ESL families.

3-In the spring, reassess the bus situation and how a shift would affect our current bus routes. Additional busses may be necessary for afternoon runs and sports runs. It would be very important to review this carefully given the difficulties the district experienced this year.

The committee next meets Oct 15th 2015.

Respectfully submitted by Diane Lyons

4.1.2

Curriculum Committee Meeting

September 30, 2015

Attendees: Deirdre d'Albertis, Laura Schulkind, Rick Walker, Marvin Kreps, Joe Phelan

"Penultimate" K-8 ELA curriculum documents were provided to the rest of the Board Members for their review at our September 22, 2015 Regular Meeting. **If our colleagues have any questions or concerns, please provide those prior to the meeting so we can best address those questions during our October 7 meeting.**

K-8 ELA Curriculum

The goal of these documents is to teach students:

- How to think independently
- How to build strong content knowledge
- How to respond to various audiences, tasks and disciplines
- How to comprehend and critique what they read
- How to value evidence
- How to use technology strategically
- How to understand other perspectives and cultures

The committee asked about the place for enrichment. In re-designing lesson plans, teachers were tasked with reviewing their enrichments programs with an eye toward how these connect back to curricular goals. In the past, Marvin has spoken about the rigor of our new curriculum and stressed that the "best" of what Rhinebeck teaches remains today. The focus may be adjusted in some cases, but there are still Field Trips, Arts-in-Ed programming and performance in the new curriculum.

The committee is gratified to see the role of imagination and literature firmly embedded within these documents allowing students to explore varying opinions through the lens of their own experiences and beliefs while learning how to articulate and defend a position.

It is also important to note that despite the whims of the State Ed Department and NYS government, the curriculum developed for Rhinebeck is based on solid pedagogical principals and will continue to be valid regardless of potential policy changes.

Dissemination of Curriculum

Once the Board has approved these documents, they will be made available on the District website in a 2 tiered format. Tier 1 will include the documents approved by the Board with links to the tier 2 collateral material including Balanced Literacy Plans and Assessment documents. As soon as Marvin is able to upload these pages, Joe will send a District-wide email with a direct link to all.

RHS English Curriculum

The committee reviewed the draft documents developed over the summer and is equally impressed with the level of thoughtful planning that has gone into this work. Discussion turned to the topic of managing differentiation in these classes. It was noted at our last meeting that "Modified classes" were no longer the norm in Rhinebeck, but we are concerned that every student receive appropriate levels of instruction. Marvin shared some historical perspective on the elimination of "M-classes" in the sciences and reported that the concerns raised about students not being able to keep up were unfounded. In fact, students who had previously not been eligible to sit for Science Regents exams performed very well once they were integrated into the Regents courses. They were successful specifically because wrap-around supports had been put in place to address each student. At this point, the extent of the supports that will be required is to be determined, but the Writing Lab and Resource Room continue to be available. Additional support requirements will be addressed on a case-by-case basis in the monthly Child Study Group meetings.

What's Next - Math?

Currently, the curriculum is aligned through Algebra II/Trig. Chancellor continues to work with Everyday Math 2012 which is aligned with the Common Core. It will need to be reviewed for alignment with state assessments however, as the pacing of the program doesn't necessarily line up with what students will be tested on in May.

Marvin's goal is to develop consistency both vertically and across grade level. This will require additional professional development and curriculum writing. During summer 2015, most of the CLS teachers began to review their program to look for inconsistencies. A consultant will be brought in to assist in aligning the entire program. At this point, it is still unknown whether Everyday Math sufficiently prepares students for the middle school.

At BMS, the focus begins to shift toward preparing students for Regents-level coursework. Teachers are using a combination of modules from engageNY, text from Houghton Mifflin and teacher-created material. Lessons were developed as they were being released from the State and will continue to be reviewed.

At RHS, Algebra I, Geometry and Algebra II/Trig have been built off the engageNY modules. Teachers spent a year reviewing and fixing answer keys while ensuring that they were covering all the material students were expected to know for the Regents assessments. The 2016 Algebra II/Trig Regents will be the first to be aligned with the Common Core standards. Marvin has asked the teachers to keep notes on their classes, how they are teaching, what they are teaching and best practices so it can be memorialized in some sort of formal curriculum document. He is hopeful that this work will be concluded during the summer of 2016.

What's Next - Science & Social Studies?

The Next Gen Science Standards are still being reviewed at the state level. Until we have received final approval of the standards, we will not begin a re-alignment project. Science has been integrated into the K-5 ELA documents up for approval.

In June 2018, students will sit for the new Social Studies Regents (Global Geography and American History). Last summer, the social studies department reviewed and revised their lessons to shift the focus toward "inquiry based" learning. In this way, students will be asked to review original documents, historical arguments and the social sciences in order to put history into context. Instruction will not be based solely on recall but on deeper reading, analysis and writing.

Agenda - Next meeting tentatively scheduled for October 30

- Ed Davenport will report on the 5 year history of RHS Electives.
- Explore ways the work of the CDEP Committee should and will interface with the Curriculum Committee
- Update on BMS Tech curriculum
- Forward planning for projects in the works

Respectfully Submitted by Laura Schulkind

4.1.3

**RHINEBECK CENTRAL SCHOOL DISTRICT
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)
COMMITTEE MEETING MINUTES
Tuesday, September 22, 2015
8:30 a.m. – 11:30 a.m.**

Present

Victor Britton
Edwin Davenport
Jackie Dedrick
Clare Dwyer
Nancy Erlanger
Steve Jensen

John Kemnitzer
Brett King
Marvin Kreps
Erin O'Brien
Joseph Phelan
Cynthia Ping

Megan Rodier
Laura Schulkind
Kelly Toussaint
Susan Van Vlack
Liz Yearwood

Absent

Bobbie Bie

Diane Linenbroker

Dr. Lloyd Jaeger opened the meeting with an overview of the agenda and the opportunities for engaging stakeholders 2015-2016.

Dr. Jaeger explained that the District is in the "Launch" stage of the timeline to work on engaging stakeholders, analyzing data, and making a recommendation for action to inform budget development.

Mr. Kreps reported on 2014-15 student achievement data including 3-8 ELA/Math Assessments, 4 and 8 Science Assessments and Regents exams. The 3-8 Math and ELA assessments are designed to be predictive of how students will achieve on a Regents; and the Regents are predictive of how students will perform in college level classes. The State testing program is designed to assess student progress toward college and career readiness.

Dr. Jaeger made two observations:

1. The District is in a position of strength.
2. The District has plenty of opportunity for growth.

Dr. Jaeger explained that the District has already started a journey with the Mission, Vision, and Core Values document which has been drafted to include goals for college and career readiness. The committee discussed different pathways to graduation.

Dr. Jaeger suggested that the District continues on the current pathway then it is likely it will continue to get the same results. It was further suggested that the CDEP process is designed to identify a preferred possible future. The process is designed as an inquiry into the current state of the District and the articulation of a plan to move toward and preferred future. It is with this purpose in mind that the CDEP committee adapted and revised the existing Mission, Vision, Core Values. The draft M-V-CV statement introduces new and explicit language that is intended to become understood, embraced, and actionable.

The group watched a portion of John F. Kennedy's speech at Rice Stadium on September 12, 1962 and discussed whether the draft M-V-CV is a "moon" shot. Members of the group expressed concern that not all success can be measured with data. Although we know NYSED's definition of success, many members felt that the District wishes to have students meet aspirational measures to graduate as well as have additional opportunities that are not related nor can be measured by state metrics.

**RHINEBECK CENTRAL SCHOOL DISTRICT
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)
COMMITTEE MEETING MINUTES
Tuesday, September 22, 2015
8:30 a.m. – 11:30 a.m.**

The CDEP team conducted a lengthy conversation about the meaning of college and career readiness as well as what it means to be a good citizen.

It was noted that the current 6th grade class will be required to meet more rigorous graduation requirements and that given their current performance on State assessments they may find these requirements challenging. This raises a question regarding what new objectives and strategies will be developed to support these students to ensure that they meet the challenges before them. Dr. Jaeger asked, "If the 2015-16 school year is a plan year and the 2016-17 school year is a launch year, what is going to be different and what will it take to get there?"

The committee discussed several issues:

- Curriculum writing with the above goals in mind
- Data review of Kindergarten and first grade (since they are the only grades that received CCLS instruction from the start)
- Helping students who are not proficient and not getting the help they need
- Examine the patterns of successful students versus students who find grade level academic standards challenging. What interventions and supports are currently implemented and what new interventions should be developed?
- How can the schools more effectively meet the needs of the whole child?
- Student concerns for scores while they lose their love for learning
- Caught up with standards and lose sight of humanistic approach to learning
- How can the District supplement a rigorous curriculum with vigorous curriculum that fully engages students in meaningful learning?

The Committee discussed who, when, how, and to what end to orient and engage stakeholders. The Committee broke up into groups for discussion and reported the following:

- After consideration, the elementary, middle and high school faculties will meet on October 21, 2015 during a two hour professional development session to discuss and review the CDEP process for the purpose of making recommendations at the next CDEP meeting scheduled on October 27, 2015.
- At the community level, someone will attend a PTSO meeting to inform them of the current status of the CDEP process and to invite their input in advance of the next CDEP meeting.
- At the District level, someone will report to the Board of Education.

Dr. Jaeger recommended that members come back with questions, considerations and action ideas for the next CDEP meeting. In addition, he challenged the team to consider what activities should be scheduled for the second half of the school year. Dr. Jaeger closed with speaking about two different types of talking; "dialogue", which involves understanding and clarity and "discussion", which weighs the pro/cons of an issue and then decide on closure.

The meeting was adjourned.

MISSION STATEMENT

The Rhinebeck Central School District is an educational community that provides an excellent learning environment and is dedicated to the development of every student's generosity of spirit, passion for learning, and ultimate success.

VISION STATEMENT

The Rhinebeck Central School District meets the changing needs of our community with courageous programming consistent with State Standards and mindful of best learning practices. Each student enjoys an enriching experience while mastering the skills and knowledge to reach his or her maximum potential. We educate our students to become self-directed learners, complex thinkers, collaborative workers, quality producers, community contributors, and ethical decision-makers.

CORE VALUES

Quality Education Includes:

- **Safety and Health:** Students and staff need a healthy and safe environment.
- **Resources:** A successful education program requires appropriate facilities, equipment, and materials
- **Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- **Responsibility:** Each person is responsible for what he or she says and does.
- **Courage:** Courage is required to grow, change, take risks, and make commitments.
- **Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one's speech and actions. Adults model this process.
- **Whole Child:** In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- **Collaboration:** The education of our students is a process involving the entire educational community: students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large.
- **Student Achievement:** Continuous growth and improvement occur when there is use of best practices, an articulated/ aligned curriculum and pertinent data.
- **Recognition:** Acknowledging and celebrating successes, large and small, nurtures growth and a sense of community.

MISSION STATEMENT

The Rhinebeck Central School District is an educational community that provides an excellent learning environment, prepares students to meet the challenges of the 21st century, and is dedicated to the development of every student's generosity of spirit, passion for learning, and success.

VISION STATEMENT

The Rhinebeck Central School District meets the changing needs of our community with courageous programming consistent with State standards and mindful of best learning practices. Each student enjoys equality of access in an enriching environment allowing for mastery of skills and knowledge necessary to earn a high school diploma. We create and encourage opportunities for all graduates to become:

- **Self-directed learners**, who use positive core values to create a positive vision for themselves and their future, set priorities, and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.
- **Collaborative workers**, who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.
- **Complex thinkers**, who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.
- **Community contributors**, who contribute their time, energies, and talents to improving the welfare of others and the quality of life in their diverse communities.
- **Quality producers**, who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of appropriate advanced technologies.
- **Ethical decision-makers**, who exemplify the principles of trustworthiness, respect, responsibility, integrity, fairness, caring and citizenship.

CORE VALUES

Quality Education Includes:

- **Safety and Health:** Students and staff need a healthy and safe environment.
- **Resources:** A successful education program requires facilities, equipment, and materials to meet the rigor of an evolving curriculum.
- **Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- **Responsibility:** Each person is responsible for what he or she says and does.
- **Courage:** Courage is required to grow, change, take risks, and make commitments.
- **Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one's speech and actions. Adults model this process.
- **Citizenship:** We are citizens of our school, community, state, nation, and the world.
- **Whole Child:** In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- **Collaboration:** The education of our students is a process involving the entire educational community: students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large.
- **Student Achievement:** Continuous growth and improvement occur when learning is made visible, there is use of best practice, an articulated/aligned curriculum, and pertinent data.
- **Recognition:** Acknowledging and celebrating successes, large and small, nurtures growth and a sense of community.



A Look Ahead to 2015 - 2016

WE ARE HERE!

MAY 2015

JUNE 2015

SUMMER 2015
PREPARE FOR "LAUNCH" OF 2015-16

QUARTER 1

THRU NOV. 2015
LAUNCH

QUARTER 2

THRU JAN. 2016
SUPPORT

QUARTER 3

THRU APRIL 2016
FULL
IMPLEMENTATION

QUARTER 4

THRU JUNE 2016
ASSESS PROGRESS

QUARTER 1

DATA
ANALYSIS &
CDEP WORK
WITH
DISTRICT

QUARTER 2

FINISH CDEP PLAN

QUARTER 3

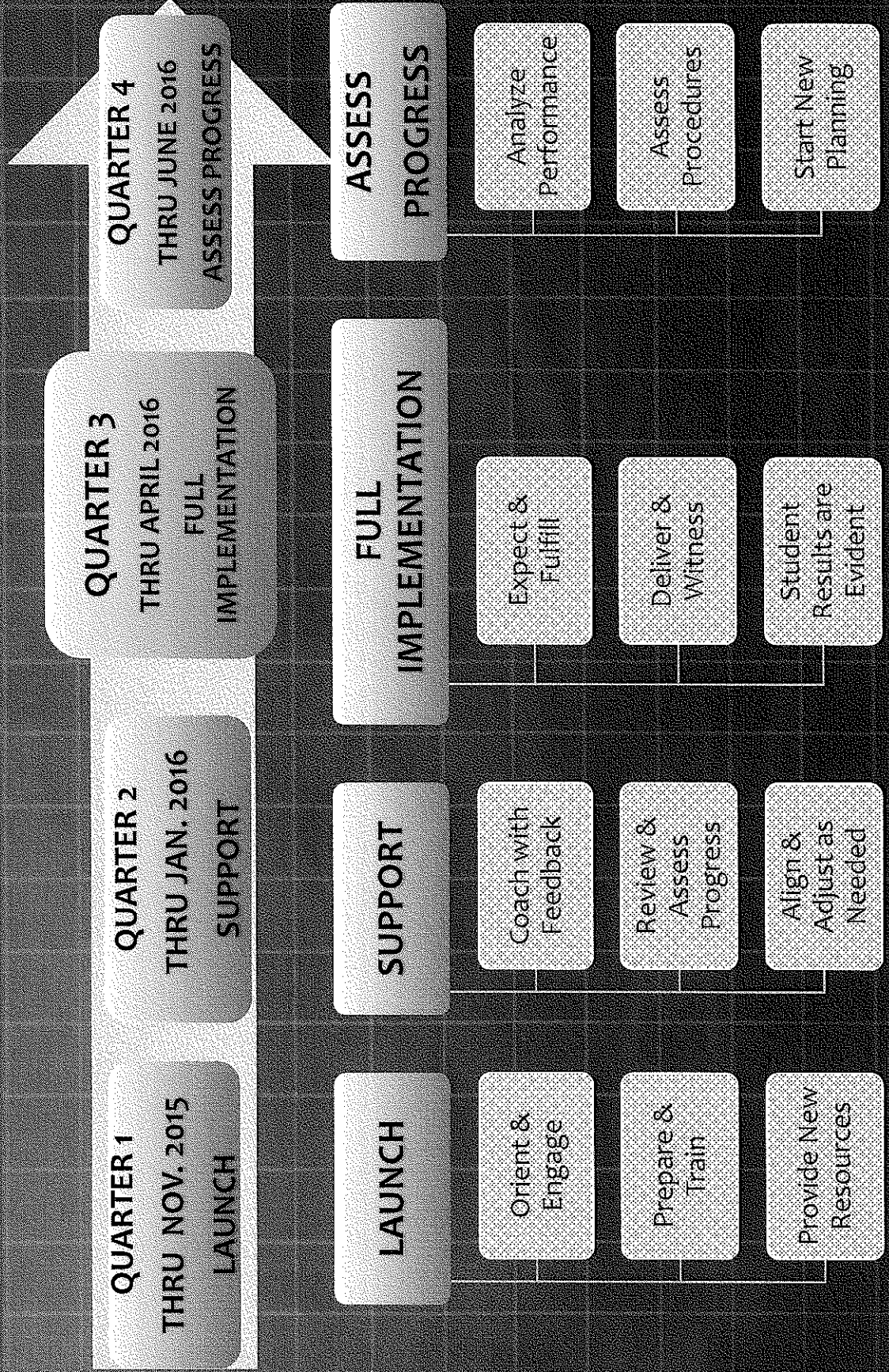
2016-17 BUDGET
DEVELOPMENT

QUARTER 4

CDEP PREP
FOR 2016-17



A Closer Look at 2015 – 2016



Communications Committee Minutes

October 2, 2015

Present: Steve Jensen, Joe Phelan, Deirdre d'Albertis, Laura Schulkind, Deirdre Burns

1. Breakfast with the Board

- All agreed that this morning's event continues to be an important way to connect personally with faculty and staff. Good to hear about the largely positive start to school unrelated to transportation issues.

2. Web site.

- The committee continues to look at various aspects of the web site.
- Looked at new guidance office page. Steve is working with the enthusiastic guidance office staff to continue to develop, but it looks great. Considering adding a "crawler" at the top of the page with time sensitive information. Scholarship page needs to be populated but will be an important resource for students.
- A couple of questions are on the "Ask the District" link. Steve added a message that the questioner will remain anonymous when the questions are posted. Adding a date to the answers will be helpful.
- Need a Food Service link that includes a link to My SchoolBucks and any newsletters that Larry Anthony produces.
- Club pages are organized well and a great resource. Steve to add live email address links for advisors.
- Steve took great pictures from the PTSO picnic, which was terrific community event. Can use some throughout the web site.
- A letter to parents will go out soon encouraging them to check out the site and its new features. The committee thanks Steve for all his work in getting the site to where it is. There are countless details to attend to and we are gratified by the progress.

3. School Start Time Comm communications

- Discussion of the School Start Time Committee's communication plan.
- All parents will receive a brief (2 question plus comment box) survey about start time. Questions not yet developed.
- A sampling of students will be surveyed (8th grade?) in social studies classes. RHS still examining how to conduct a student survey.
- Communication with Student Council as well.
- Mr. Lackaye may pose the issue to the Debate Club for a point/counterpoint debate.
- Feedback from staff through a voluntary after school meeting and perhaps a survey.
- No informational video will be made.
- Will make a specific link to this topic in an announcement of our first "Coffee with the Board." Looking to schedule this in the first two weeks of November. Joe will look at the school calendar and suggest a date.
- Tentative date set for a community meeting on the topic, which will include a report from the Start Time Committee: December 8 at 6:30, before the BOE meeting that evening.

4. Bus issues

- Brief discussion around transportation problems. It was noted that communication from the district is critical during such a challenging time. Also discussed the problem of misinformation on social media. Is there a way to address this? Joe, Deirdre d'A. and Laura will be attending the NYSSBA pre-convention communications workshop. The committee will examine lessons learned from our own experiences, and from the workshop, at a later meeting.

5. Board goals that relate to this committee.

- CDEP communications: Joe is attending PTSSO meeting next week - will share information about CDEP planning. It was suggested we send a notice to parents when ELA curricular documents are approved and posted. More to discuss on this.
- Tax levy cap and the 2016-17 budget. Need to reach out to community groups in January/February.
- Advocacy goal. Should there be an ad hoc board committee? Or is this goal better located in the Communications Comm? Deirdre d'A. noted the importance of sharing with parents the various ways to advocate on behalf of our schools at the state level; communicating options about testing, etc. other than "opting out." Also to give feedback to the BOE about their concerns so we can effectively advocate on behalf of our community. The committee decided we should discuss the various dimensions of advocacy at our November 6 meeting. What are the issues of concern to us? Where/how to direct advocacy efforts? Other board members would be welcome to attend.

Next meeting:

Friday, November 6, 9:30am.

Agenda: Board advocacy goal, continue to look at web site progress.

Submitted by Deirdre Burns