

# THE STATE OF SPECIAL EDUCATION IN THE RHINEBECK CSD ANNUAL REPORT

---

Emily Davison, Director of Special Education / Programs

January 10, 2017

4.1.1

# In this presentation we will:

- Identify the special needs population, their needs and the delivery of services in the Rhinebeck Central School District
- Examine trends in the student population and delivery of service
- Outline current district initiatives to enhance the delivery of service for our special needs population

# Current Special Education Enrollment

Please refer to tables 1 and 2

**Total Special Education Students: 124**

**Classification Rate: 11.8**

## **Special Education Students by Disability:**

Learning Disability: 39

Other Health Impairment: 37

Autism: 21

Speech / Language Impairment: 12

Intellectual Disability: 6

Emotional Disturbance: 4

Multiple Disabilities, Hearing Impairment, TBI: Less than 5

# Current Special Education Students in District

Please refer to tables 3 and 4

## Total Students Served by District programs:

CLS: 36

BMS: 28

RHS: 43

Homebound Instruction: 1

**Total Special Education Students Parentally Placed/Home Schooled: 6**

# The Rhinebeck Central School District

## Provides:

The Rhinebeck Central School District provides a variety of special education services and programs from the NYSED Continuum of Special Education including:

**Related Services:** *Speech – Language Therapy, Occupational Therapy, Physical Therapy, Hearing Services, Vision Therapy, Counseling, Parent Training and Counseling*

**Consultant Teacher Services (Direct / Indirect)**

**Resource Room**

**Integrated Co-Teaching**

**Special Class Programming**

In addition, a variety of program accommodations and modifications provided by all teachers, as indicated by student's IEPs.

# CSE Approved Out of District Placements

Please refer to Tables 5a and 5b.

- Private Day Placements: 7
- Private Residential Placements: 1
- Public Placements
  - BOCES: 8

In addition the Rhinebeck Central School District Partners with Agencies to Provide:

- School to Work Programming
- Occupational Therapy
- Physical Therapy
- Parent Training and Counseling

# Our Students Are Graduating with...

Table 6: SPECIAL EDUCATION EXITING CREDENTIALS

	REGENTS Diploma	Local Diploma	IEP DIPLOMA (disc. 2013/14)	CDOS new in 2013/14)	Skills and Achievement Credential	GED	Drop out
2003	4	3	1	NA	NA	1	3
2004	1	4	0	NA	NA	0	3
2005	0	3	3	NA	NA	1	3
2006	1	5	1	NA	NA	0	0
2007	2	7	1	NA	NA	0	1
2008	3	2	1	NA	NA	0	0
2009	3	2	1	NA	NA	0	0
2010	3	2	3	NA	NA	1	1
2011	7	2	1	NA	NA	1	2
2012	3	4	1	NA	NA	0	1
2013	0	4	2	NA	NA	2	1
2014	1	3	2	0	1	1	1
2015	7	2	NA	0	0	1	0
2016	5	2	NA	1	1	0	0

# Committee on Preschool Special Education

Please refer to the CPSE data sheet.

CPSE is a partnership between the school district in which the student resides, who is responsible for overseeing the administrative aspects of CPSE services, and the county who funds and contracts the providers and evaluators.

CPSE serves students aging out of Early Intervention (at the age of 3) until students are Kindergarten age (5).

CPSE enrollment numbers have remained steady, on average 15 students at any given time.

Currently we are projecting 10 CPSE students aging into Kindergarten in the 2017/18 school year.



# English Language Learners

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
English Language Learners	9	7	7	11	13	16	12	12	13	17	16

The Part 154 Regulations, which govern English Language Learners, have recently been revised

(June 2015), including but not limited to the following changes:

- increased faculty requirement to participate in ELL professional development
- required allotment of service and type of service depending on the student's proficiency level, with an emphasis on remaining in the classroom and co-teaching
- increase parent education and participation, including the establishment of Language Proficiency Teams

# McKinney – Vento Students

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
McKinney – Vento Eligible Students	1	1	1	0	0	5	3	2	4	6	6

The Every Student Succeeds Act (December 2015) has offered additional guidance for schools meeting the needs of McKinney – Vento eligible students including but limited to:

- staff and faculty education and professional development
- removal of barriers for McKinney – Vento students to access school resources, clubs and activities
- additional guidance regarding unaccompanied minors

# Current Initiatives in Special Education

## Examination of Current District Programs

- Ensure IEPs and classroom practices are aligned and appropriate to meet the needs of the students
- Identify area(s) of professional growth
- Refine programs to meet the evolving needs of special education students

## Focus on High School Preparedness and Post Secondary Transition Planning:

- Increasing district-wide understanding of a variety of graduation options available to students with disabilities
- Development of a cohesive transition planning process starting in 6<sup>th</sup> grade which will guide the teacher, student, parent and committee in decision-making
- Connecting students and families to adult services and community-based services, as appropriate



The State of Special Education in the Rhinebeck Central School District  
January 10, 2017  
Supplemental Data Tables

Special Education Enrollment Data

Table 1: TOTAL SPECIAL EDUCATION ENROLLMENT						
School Years	School Population	CSE out of district	Total CSE in district	Moved in (CSE)	Moved out (CSE)	
2000	1298		114	5	4	
2001	1283		114	8	6	
2002	1269		114	9	5	
2003	1284		121	13	2	
2004	1245		116	9	7	
2005	1240		112	6	4	
2006	1248		113	9	9	
2007	1215		109	5	1	
2008	1194		113	7	4	
2009	1189		112	5	4	
2010	1162		117	7	1	
2011	1157		116	6	2	
2012	1140		103	1	4	
2013/14	1119		108 (All CSE in/out)	6	11	
School Years	School Population at CLS/BMS/RHS	CSE out of district	Total CSE in district at CLS/BMS/RHS	Moved in (CSE)	Moved out (CSE)	
2014/15	1098	17	108	13	4	
2015/16	1085	15	114	11	3 (Home-2)	
2016/17	1048	16	108	5	6	

4.1.2

# The State of Special Education in the Rhinebeck Central School District

January 10, 2017

## Supplemental Data Tables

**Table 2: SPECIAL EDUCATION POPULATION BY CLASSIFICATION**

	Autism	Emotional Disturbance	Hearing Impairment	Intellectual Disability	Learning Disability	Multiple Disabilities	Other Health Impairment	Speech or Language Impairment	Traumatic Brain Injury
2001-2002	3								
2002-2003	6								
2003-2004	6								
2004-2005	7								
2005-2006	7								
2006-2007	8								
2007-2008									
2008-2009	10								
2009-2010	12								
2010-2011	14								
2011-2012	13								
2012-2013	19								
2013-2014	14								
2014-2015	18	3	2	6	40	2	37	12	0
2015-2016	22	3	2	6	39	2	42	11	1
2016-2017	21	4	2	6	39	2	37	12	1

# The State of Special Education in the Rhinebeck Central School District

January 10, 2017

## Supplemental Data Tables

### Special Education Program Data

Table 4: IN-DISTRICT SPECIAL EDUCATION

In-District	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Kindergarten	1	2	1	1	1	1	4	3	4	1
First	1	3	1	3	3	0	1	3	4	6
Second	4	7	6	2	4	3	6	5	8	6
Third	11	6	7	9	3	5	6	8	5	8
Fourth	11	13	8	7	10	7	5	10	10	5
Fifth	11	10	12	10	11	11	9	7	7	10
Sixth	8	16	11	11	13	11	7	10	9	9
Seventh	10	11	14	11	12	12	12	8	9	11
Eighth	12	12	13	15	10	11	16	11	12	8
Ninth	1	10	12	14	13	11	10	17	13	10
Tenth	4	12	11	12	14	11	10	8	15	9
Eleventh	6	6	13	9	12	14	9	12	8	13
Twelfth	4	5	3	10	10	6	6	8	9	11
CSE Homebound Instruction					1	1	1	0	0	1

Table 5a: APPROVED CSE PRIVATE PLACEMENTS

Day Program	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Center for Spectrum Services	1	1	0	2	2	3	4	4	4	3	3
Abilities First	0	0	0	1	2	2	1	1	2	2	2
The Center For Discovery	0	0	0	0	0	0	0	0	0	1	1
Cardinal Hayes Day School	0	0	0	0	0	0	0	0	0	0	1
Residential											
Anderson Center	1	2	2	4	2	1	2	1	1	0	0
Crotched Mountain	0	0	0	0	0	0	0	1	1	0	0
Springbrook	0	0	0	0	0	0	0	0	0	1	1
<b>TOTAL</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>8</b>

Table 5b: APPROVED CSE PUBLIC PLACEMENTS (OUT OF DISTRICT)

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
BOCES - District	3	5	5	3	3	1	1	1	1	2	3
BOCES - Salt Point	1	3	4	2	0	0	0	0	3	4	3
BOCES - ALT H.S.	1	0	0	0	0	0	0	0	1	1	0
BOCES - ADT - HS	1	2	2	7	5	3	0	0	1	0	0
BOCES - GED*	2	0	1	1	0	1	1	0	2	0	0
BOCES - ABC	0	0	0	1	1	3	2	1	1	0	0
BOCES - PEACCE	0	0	0	0	0				1	1	1
BOCES - Pathways*	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	1
<b>TOTAL</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>13</b>	<b>9</b>	<b>8</b>	<b>4</b>	<b>2</b>	<b>9</b>	<b>8</b>	<b>8</b>

\*Not Special Education Placements



# The State of Special Education in the Rhinebeck Central School District

January 10, 2017

## Supplemental Data Tables

Table 6: SPECIAL EDUCATION EXITING CREDENTIALS							
	REGENTS Diploma	Local Diploma	IEP DIPLOMA (disc. 2013/14)	CDOS new in 2013/14)	Skills and Achievement Credential	GED	Drop out
2003	4	3	1	NA	NA	1	3
2004	1	4	0	NA	NA	0	3
2005	0	3	3	NA	NA	1	3
2006	1	5	1	NA	NA	0	0
2007	2	7	1	NA	NA	0	1
2008	3	2	1	NA	NA	0	0
2009	3	2	1	NA	NA	0	0
2010	3	2	3	NA	NA	1	1
2011	7	2	1	NA	NA	1	2
2012	3	4	1	NA	NA	0	1
2013	0	4	2	NA	NA	2	1
2014	1	3	2	0	1	1	1
2015	7	2	NA	0	0	1	0
2016	5	2	NA	1	1	0	0

The State of Special Education in the Rhinebeck Central School District

January 10, 2017

Supplemental Data Tables

Miscellaneous Special Education Data

<b>Classification rate:</b>	<b>Suspension Records:</b>
11.6% (2010-2011)	For 2006-07: 11 students had 94 days
9.9% (2011-2012)	For 2007-08: 12 students had 29 days
10.5% (2012-2013)	For 2008-09: 21 students had 73 days
9.7% (2013-2014)	For 2009-10: 12 students had 36 days
11.0% (2014-2015)	For 2010-11: 5 students had 18 days
11.7% (2015-2016)	For 2011-12: 11 students had 31 days
11.8% (2016-2017) (as of 1/3/17)	For 2012-13: 7 students had 28 days
	For 2013-14: 8 students had 24 days
	For 2014-15: 11 students had 32 days
	For 2015-16: 3 students had 5 days
	For 2016-17: 4 students had 15 days (as of 1/3/17)

**Number of Impartial Hearings:** 0 (2009-2010); 0 (2010-2011); 1 (2011-12); 0 (2012-2013); 0 (2013-2014); 0 (2014-2015); 1 Settlement (2015-16); 0 (2016-17)

The State of Special Education in the Rhinebeck Central School District  
January 10, 2017  
Supplemental Data Tables

**Committee on Preschool Special Education  
(3 years to 5 years)**

September	Current Enrollment	Pending
2000	17	(+5 pending)
2001	16	(+ 6 pending)
2002	13	(+ 3 pending)
2003	15	(+ 3 pending)
2004	16	(+ 4 pending)
2005	21	(+ 1 pending)
2006	12	(+3 pending & 1 awaiting Transition from Early Intervention, EI)
2007	15	(+ 1 pending)
2008	15	(as of 10/1)
2009	13	(+ 1 pending, as of 10/7/09)
2010	11	(+ 1 pending, as of 10/6/10)
2011	13	(+1 pending, as of 10/5/11)
2012	19	(+ 1 pending, as of 10/3/12)
2013	18	(+2 awaiting transition from EI)
2014	16	(+2 pending, as of 1/6/2015)
2015	5	
2016	16	(+1 pending, as of 1/01/17)

# The State of Special Education in the Rhinebeck Central School District

January 10, 2017

## Supplemental Data Tables

### Committee on Preschool Special Education Aging into Kindergarten

CPSE Students who aged in on 9/2006	12
CPSE students who aged in on 9/2007	6
CPSE students who aged in on 9/2008	9
CPSE students who aged in on 9/2009	9
CPSE students who aged in on 9/2010	10
CPSE students who aged in on 9/2011	3
CPSE Students who aged in on 9/2012	7
CPSE Students who aged in on 9/2013	11
CPSE Students who aged in on 9/2014	12
CPSE Students who aged in on 9/2015	11
CPSE Students who aged in on 9/2016	3 (1 placement)
CPSE Student who will age in on 9/2017	10 (2 possible placements)

The State of Special Education in the Rhinebeck Central School District  
 January 10, 2017  
 Supplemental Data Tables

**McKinney-Vento & ESL**

	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Homeless	1	1	1	0	0	5	3	2	4	6	6
ESL	9	7	7	11	13	16	12	12	13	17	16



## **Rhinebeck BOE Goals for 2016-17**

**1. Comprehensive District Enrollment Planning:** The Board will initiate a study of District enrollment trends and the potential impact on class size, programs and services, and staffing. Honoring its commitment to providing a diversity of opportunities for our students, the Board will identify key issues and develop potential models in response to such trends. The Board also will begin a process of community engagement to support the ongoing work of building a strong future that sustains dynamic schools.

**2. Social and Emotional Wellness of Our Students:** The District will work with the school community to raise awareness about the importance of our students' social-emotional health and well-being. Consulting broadly with teachers, administrators, staff, parents, and, most importantly, students the Board will assess the impact of the new school start time pilot, make a recommendation continuing the later secondary start time, and communicate throughout the year about supporting the development of our students' emotional and physical well-being.

**3. Technology Integration Across the K-12 Curriculum:** The Board will study the progress made within the District towards its goal of technology integration across the K-12 curriculum, with a focus on assessing skill sets at each grade level. Since the implementation of the CELT Audit recommendations in 2013-14, which laid out a direction for a Districtwide technology plan, the Board will examine how effectively technology education standards are being met and make recommendations on how to respond to gaps in integration.

**4. Contract Negotiations:** The District will initiate contract negotiations with the Rhinebeck Teachers Association, affirming the value of a timely, collegial and collaborative process.

**5. Facilities Capital Project:** The Board will continue the process of developing a capital project referendum allowing for responsible stewardship of Rhinebeck's two school campuses. With a focus exclusively on facilities maintenance, the Board will provide opportunities to engage community members in defining the scope of the project, with a potential referendum vote to be held in the future.

## **SUPERINTENDENT'S 2016-2017 ADMINISTRATIVE GOALS**

### **GOAL #1:**

**Board Goal #1:** Comprehensive District Enrollment Planning: The Board will initiate a study of District enrollment trends and the potential impact on class size, programs and services, and staffing. Honoring its commitment to providing a diversity of opportunities for our students, the Board will identify key issues and develop potential models in response to such trends. The Board also will begin a process of community engagement to support the ongoing work of building a strong future that sustains dynamic schools.

**Administrative Goal #1:** The Superintendent will complete a District enrollment study, to include class size impact projections and appropriate response models.

### **GOAL #2:**

**Board Goal #2:** Social and Emotional Wellness of Our Students: The District will work with the school community to raise awareness about the importance of our students' social-emotional health and well-being. Consulting broadly with teachers, administrators, staff, parents, and, most importantly, students the Board will assess the impact of the new school start time pilot, make a recommendation continuing the later secondary start time, and communicate throughout the year about supporting the development of our students' emotional and physical well-being.

**Administrative Goal #2:** The Superintendent will assess the impact of the District's school start time initiative in support of a recommendation to the Board of Education regarding the continuation or modification of the School Start Time initiative.

### **GOAL #3:**

**Board Goal #3:** Technology Integration Across the K-12 Curriculum: The Board will study the progress made within the District towards its goal of technology integration across the K-12 curriculum, with a focus on assessing skill sets at each grade level. Since the implementation of the CELT Audit recommendations in 2013-14, which laid out a direction for a Districtwide technology plan, the Board will examine how effectively technology education standards are being met and make recommendations on how to respond to gaps in integration.

**Administrative Goal #3:** The Superintendent will evaluate the District's progress toward technology integration across the K-12 curriculum at each grade level and develop a plan to respond to technology integration gaps.



**GOAL #4:**

**Board Goal #4: Contract Negotiations:** The District will initiate contract negotiations with the Rhinebeck Teachers Association, affirming the value of a timely, collegial and collaborative process.

**Administrative Goals #4: The Superintendent will serve as the District's chief negotiator in collective bargaining with the Rhinebeck Teachers Association during a limited informal period of negotiations as mutually agreed upon by both parties.**

**GOAL #5:**

**Board Goals #5: Facilities Capital Project:** The Board will continue the process of developing a capital project referendum allowing for responsible stewardship of Rhinebeck's two school campuses. With a focus exclusively on facilities maintenance, the Board will provide opportunities to engage community members in defining the scope of the project, with a potential referendum vote to be held in the future.

**Administrative Goal #5: The Superintendent will develop a capital project referendum for the consideration of the District's registered voters during the 2016-17 school year.**

4.4.1.1

## **School Start Time Committee Meeting**

December 14, 2016

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

**Invited Guests:** Ed Davenport, Marc Burg, John Kemnitzer, Brett King

School Administrators were invited to share any information gathered regarding the change in start time thus far. Marc Burg provided quantitative attendance and morning tardy data though cautioned that there are many variables that contribute to the data.

### **Attendance**

Though there wasn't a large increase in school attendance in grades 6-12, there seems to be a slight uptick in attendance in all 6 grades. At BMS, the attendance rate for the first quarter was 96.71% compared with 95.42% in 2015-16 while at RHS we saw a 95.43% attendance rate vs. 95.20% in 2015-16.

### **Tardies**

Though we still see a large number of "excused" tardies at RHS, there seems to be a marginal decrease in the number of students arriving at the first bell or later: 193 students in 2016-17 vs. 245 students in 2015-16. Tardies at BMS showed fairly significant improvement however with only 79 students in the first quarter vs. 116 students in 2015-16.

Marc will continue to collect data every quarter throughout the year for comparison purposes.

Anecdotally, he reported that the day is much "smoother" and less "chaotic" since the change.

Disciplinary referrals and social/emotional factors seem unchanged at this point.

Ed Davenport concurred with Marc's assessment and reported that his informal polling of students during lunch time turned up no complaints about the later time. No students are arriving between 6:30-6:45 as was feared before the pilot, though approximately 10 students arrive around 7:15.

The passing time is manageable though not perfect. Ed reported that students could be more diligent about getting to class but when asked if they need an escort, all decline the opportunity. They are not seeing students who actually don't have time to get from point A to point B, but they certainly don't have time for "social detours."

John Kemnitzer agreed with the RHS report and noted that the chaos and scramble to get to first period has reduced dramatically. In fact, the halls are quiet for the starting bell. He also reported that teachers are seeing students seemingly more focused during 1st period, and he has received no complaints from parents since the roll-out. BMS passing times have never really been an issue, and 6th graders always have a bit of a transition in their new school. Getting from Tech to Band or Chorus can be difficult, but it's clear to the teachers who is making a concerted effort to get to class on time.

Thus far, there have been no concerns reported to Ed or John regarding JV and Varsity sports schedules or club times, nor has there been any uptick in students being pulled out of 9th period early. The committee asked both Principals to provide sports and after school club participation numbers through the end of November for comparison purposes with last year.

At CLS, Brett was pleased to report that there is more before and after school enrichment than ever this year with 12-13 different programs running. Because the time for enrichment was shortened, CLS now offers 12 x 45 minutes sessions vs. the previous 10 x 60 minutes sessions. Most students arrive on time for 8:00 am sessions, but some arrive about 10 minutes early. These students are able to wait in the

cafeteria where there is an aid on duty from 7:40-9:10. Brett also noted that there has been no increase in students being picked up before the end of the day.

The greatest concerns around making the change centered around transportation. Data regarding bus arrival at CLS in the morning and the end of the day has been collected since the first day of school. With the exception of one bus in the beginning of the year, all buses arrive at CLS by 8:50 for the 9:00 start of school. The afternoon has been more problematic in that the time between bus arrival at CLS and when they have to pull out at 3:35 was fairly tight in some cases. Since the adjustments in bus runs, that issue is greatly reduced. The "on-time" arrival at CLS is 3:20, and as of the end of November, all buses are arriving on time. Brett also conveyed that adjustments to old routines have alleviated many of the student management issues including changing the times when students leave their classrooms after the buses start arriving, staging students in the cafeteria if their bus has not yet arrived, and pulling the BMS/RHS "late bus" students into the cafeteria to wait. There is increased management and communication required around the afternoon departure, but Brett is pleased with the improvement.

### **SST News #3**

The latest issue of the School Start Time newsletter will be emailed to district parents and hard copies will be provided at the Greeter's Desks. This issue outlines the committee's assessment plan as well as providing links to articles regarding safe driving and ways to manage winter tiredness.

### **Next Meeting:**

### **Upcoming Agenda:**

Prepare Survey for Parents, Students and Teachers to be administered in January  
Meet with Pupil Personnel Services re: student wellness

Respectfully submitted by Laura Schulkind



## Understanding the Effects of the Later Start Time

The School Start Time (SST) committee has established a clear time line for assessing this year's pilot program so that the Board of Education can make a decision to either adopt or rescind the 8:00 start time next year.

On the agenda:

- An electronic survey to parents, students, teachers/staff will be distributed by late January;
- Following the survey, SST group will set aside time for focus group discussion with interested faculty and staff from each building;
- SST team will meet with Pupil Personnel Services (school psychologist, social worker, guidance, nurse) to gather qualitative feedback;
- Principals will be consulted for quantitative data in December and again in the spring;
- Athletic Director will be invited to share concerns/issues that may have arisen with scheduling games this year;
- Sleep Questionnaire to be distributed to BMS and RHS students in early spring;
- Our goal is to work toward a full board discussion and vote on adoption or revocation of the new start time by late March or mid-April (pending feedback from all stakeholders).

As always, we welcome your feedback. Please email us: [Email the Board of Education](#)

## Drive Safely!

With every hour of lost sleep, the crash rate for motor vehicles rises. A report released recently by the AAA Foundation for Traffic Safety explains: <https://www.aaafoundation.org/acute-sleep-deprivation-and-crash-risk>



*Best wishes for a happy, healthy and safe winter season!*

Though the coming weeks may be full of activity, they can also be a time to rest and recharge. Help your child regain some of those lost hours of sleep.

\*\*\*

## The Winter Solstice is December 21

Though we're fast approaching the winter solstice, and the daylight hours are few, there are ways you and your children can offset the effects of the natural desire to hibernate.

- Go outside
- Exercise regularly
- Get a good night sleep
- Relax
- Eat the right foods

For more information on beating "winter tiredness," read on: <http://www.nhs.uk/Livewell/tiredness-and-fatigue/Pages/winter-tiredness.aspx>

## Did You Know?

Seasonal Affective Disorder (SAD) is a serious condition. Learn more about helping you and your family get through the dark days of winter:

<http://www.parents.com/health/mental/does-your-child-have-seasonal-affective-disorder/>

4.4.1.2

**Minutes**

**School Start Time Sub-Committee**

**January 4, 2017**

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

Members of the committee convened to draft a schedule for the spring. Working backward from an April 4<sup>th</sup> BOE vote on whether or not to continue with the new school start time, the group decided to make its final presentation and recommendation to the board at its March 21<sup>st</sup> regular meeting. There are three possible course of action: 1) keep the change if it is determined that the impact has been neutral to positive, 2) revert to the previous start time, 3) push the time later still (not likely since it would depend on all area schools also changing their start time). Joe asked—and the group discussed—if there is any budgetary impact to be expected with adopting the later start time. It was agreed that this option remains budget neutral (as it was last year).

To date, the district has received a series of emails, all positive, from parents with feedback on the change in start time. We will collect these messages as one indicator to consider as we assess the pilot program for this year.

The group spent much of its time crafting language for the survey to parents and to faculty/staff to be distributed electronically later this month.

The student survey will be administered in the second half of February (using the same instrument—a sleep questionnaire—provided by Dr. Chatr-Aryamontri last spring—and collated in early March.

The SST committee will invite Pupil Personnel Services staff to meet in late February. Joe will invite the Athletic Director, Mr. Boucher, to share his feedback with the full board on January 24<sup>th</sup> at its regular meeting. Focus group discussions with teachers in both CLS and BMS/RHS will be scheduled for Tuesday, February 21<sup>st</sup>.

The SST group plans to meet again on February 24<sup>th</sup> (pending confirmation) to review data and begin planning for its final presentation to the board.

Respectfully submitted,

Deirdre d'Albertis

4.4.21

## Personnel Committee Minutes

December 15, 2016

Present: Joe Phelan, Lisa Schulkind Steve Jenkins, Diane Lyons

Joe updated the committee on upcoming negotiations.

The group then participated in an online demo of the SuperEval Superintendent evaluation software that the Board is considering for use this year on a trial basis. Mr. Michael Horning Jr. led the online demo and answered all the Committees' questions.

The Committee felt that this tool will not only save time, but is a more professional and efficient process for all parties. It is the group's hope that this tool will lead to even greater reflection and discussion between the Board and the Superintendent.

Joe will provide the full board with a link to a video that gives a quick overview of the product. The net cost of the software with BOCES aid (at a rate of 49.7%) is just under \$1,000 per year. The Committee is in full agreement that the Board should try this software.

The Committee also spent a few minutes developing questions for our upcoming Special meeting with David Shaw on Tuesday, January 17, 2017 at 7:00 pm.

Next meeting - January 19<sup>th</sup> 2017

Respectfully submitted by Diane Lyons

## Curriculum Committee Meeting - December 19, 2016

**Attendees:** Deirdre Burns, Deirdre d'Albertis, Laura Schulkind, Joe Phelan, Marvin Kreps, Steve Jensen

### BMS Computer Lab Curriculum

Prior to our meeting, Marvin compiled all of the feedback received to date for the committee's review. The questions and comments range from overarching impressions of the work thus far, to granular questions about particular lesson delivery choices. Marvin shared that Laurie Keating's role in the development process was to provide not only a best practice overview for K-12 technology integration, but also to provide direction on Middle School Computer coursework and build out of the lab.

Steve re-iterated that Middle School teachers have found tremendous variation in skill level of the students coming up from the elementary school. The committee acknowledged this but also pointed out that it was our responsibility to address this variation for each child. This seems the most appropriate place for differentiation of instruction across all 3 grade levels. The draft presented does not address this point and feels somewhat one-dimensional. What are the range of options and solutions for differentiation? Are there curricula from other schools that we could look to for guidance?

Deirdre d'Albertis asked about the appropriate timing to begin coding for students? The scope document doesn't seem to outline at what age coding skills should be introduced. When and how should students be scaffolded when learning particular skills at different grade levels? Marvin explained that the scope document is tied to the national ISTE and Computer Science standards and is meant to provide guidance on the developmentally appropriate timing for skill introduction.

This led to further discussion regarding the granularity of the scope document for 2 of the ISTE domains (Empowered Learner and Digital Citizenship) but the scant outline for the remaining 5 domains. The committee would like to see further development for the Knowledge Constructor, Innovative Designer, Computational Thinker, Creator and Communicator, and Global Collaborator domains as these are critical to developing students' understanding of how to use the technology tools available over a multitude of disciplines. Joe agreed that a casual reader of this document may not understand the depth of learning in each domain. Perhaps Laurie Keating could work further with the team to develop explicit benchmarks.

So too, the committee asked for a better understanding of the concept of "Mastery." Certainly, cutting and pasting are skills that can be mastered with relative ease, however ethical behavior in the use of digital technologies that change over time as well as developing analytical skills in assessing sources should be concepts that continue to cross-cut multiple classes throughout a student's career. The committee is concerned that "mastery" at a particular grade level for certain "skills" would not accurately portray the importance of revisiting these concepts - not as lessons per se but as part of a student's digital development.

In order to present the ideas surfaced over our last 2 meetings, Marvin asked that we take the time to synthesize the comments thus far and develop the "essential questions" for curriculum review. He will then be able to reconvene the development team. The committee questioned whether the K-12 portion of the document should be separate from the BMS Computer lab curriculum. Marvin suggested that the scope portion provides a context for the BMS course work but that, in terms of curriculum approval, there might be benefit to making them distinct documents. He will consider the best course of action and make a recommendation.

### Next Meeting Agenda: January 23, 2017

- BMS Computer Curriculum update

### Additional Topics for discussion:

- Kindergarten entry age follow up
- CLS Health Curriculum
- CLS Math Review
- RHS SS update

4.4.4

**COMMUNICATIONS COMMITTEE MINUTES**  
**December 20.2016**

**Attendance:** Deirdre Burns, Deirdre d'Albertis, Laura Schulkind, Steve Jensen, Joe Phelan.

Following the district's successful Capital Project Referendum, the Communications Committee turned its attention to defining its agenda moving forward. A date was set for a Community Round Table discussion on Friday, Feb 3<sup>rd</sup> at noon in the District Offices. Representatives from the PTSO, RSF, Culture Connect, and ENTA will be invited to participate in what we expect will be an extended conversation about "Sustaining Dynamic Schools in Rhinebeck."

One of the BOE's five goals for 2016-17 provides us with our point of departure:

**Comprehensive District Enrollment Planning: The Board will initiate a study of District enrollment trends and the potential impact on class size, programs and services, and staffing. Honoring its commitment to providing a diversity of opportunities for our students, the Board will identify key issues and develop potential models in response to such trends. The Board also will begin a process of community engagement to support the ongoing work of building a strong future that sustains dynamic schools.**

The Community Round Table will initiate this "process of community engagement to support the ongoing work of building a strong future" for Rhinebeck's school system. In many respects, RCSD is at a crossroads. Its programs have never been more robust; student achievement is demonstrable and impressive. Yet our community is changing in ways that may have a profound influence on education in our area. Enrollment is declining in the northeast, New York State, and in Dutchess County. The board is committed to getting out ahead of these trends to begin planning prudently for the future.

As the first stage of a conversation that will grow progressively broader and more inclusive (reaching out to include realtors, members of the business community, and other Rhinebeck associations), on February 3<sup>rd</sup> we aim to articulate for ourselves both challenges and opportunities. We will consider:

- 1) Changes in the town and village of Rhinebeck that impact the future of the district (economic growth, the housing market, rise of Airbnb properties, an aging population),
- 2) How financial planning for the district is curtailed within the current tax cap environment,
- 3) Enrollment patterns and projections for the immediate future.

The committee views the Round Table as a listening/brainstorming session to solicit input at this early stage. Openness and creativity will be at a premium. Our job is to be stewards of limited tax dollars in a tax cap era: what does the community see as our first priority in allocating resources? How will our decisions be influenced by the larger context of educational policy at the federal level with a new administration in Washington, DC? So too, we want to retain a strong vision of what makes Rhinebeck's schools distinctive: this is a powerful moment to reaffirm the values we hold dear. Creating a pamphlet or brochure to illustrate the many strengths of our district for different constituencies is one tangible step towards that imperative.

The group will meet next on **January 12<sup>th</sup> at 8 AM in the District Offices**. We will create a succinct agenda for the Round Table conversation at that time.

Respectfully submitted,

Deirdre d'Albertis