

BOE Meeting
Rhinebeck Central School District
February 13, 2018

TECHNOLOGY INTEGRATION

INTEGRATION GOAL

Assessing skills at
each grade level

Efficacy
implementing
technology
education standards

Respond to gaps in
integration

INITIAL TECH ANALYSIS

Technology

- Old technology infrastructure
- Limited wireless

Support

- Lack vision
- Lack cohesion

Culture

- Low trust
- Limited use

Samples of areas cited for improvement

TECHNOLOGY

1. New network (wired and new wireless system)
2. Cart based system introduced K-12
3. Office 365- New email system for staff
4. Office 365 software provided to student and staff
5. Email provided to students grades 6-12 for the first time
6. Google Apps while used in the past, it relied on private/personal emails and no oversight was available. District is now a GAFE (Google Apps For Education) district
7. Canvas- new classroom software platform designed to house curriculum and operationalized classroom procedures

TECHNOLOGY

8. Integration into the classroom with a reservation system initiated to bring the technology integrator into the classroom
9. Stem Lab at CLS was designed and incorporated into master schedule
10. New lab at BMS was designed
11. New website increasing web traffic and teacher participation
12. Subscription base software model adopted
13. New platform at CLS, BMS and RHS

TECHNOLOGY

14. Password change protocol initiated (students and staff own passwords)
15. Library system replaced (Follett)
16. Social Media presence established i.e. Twitter, other teachers/staff have additional accounts
17. Map Testing- eliminated at the secondary new web-based platform adopted at the elementary
18. New typing program initiated grades 3-8
19. Coding introduced at all levels

GRADES K-2

iPad usage integrated with Apple TV

Skill development apps

QR technology listening to stories/audiobooks

Used daily in rotation

Read the room activity throughout the year

Reading A-Z

Math App for skill development

Unit work with tech. integrator

iPads used for math/reading reinforcement

Use Raz-Kids

Used in centers

Utilize Google Maps

Summer Curriculum integration project(s)

Chatterpix

GRADES 3-5

1. Cybersecurity concepts
2. MS Word
3. Introduction to the keyboard/typing poem
4. True Flix/Raz Kids (centers)
5. Mac Book intro
6. Publishing animal report- students type their report and add nonfiction text features, such as subheadings, pictures, captions, diagrams, text boxes, etc.
7. Book's Journey - students design and type their book, including title page, copyright page, etc. found in all books

8. Utilize built in voice recognition
9. Cultural research
10. Word processing - typing several different writing assignments
11. Plant adaptation posters
12. PowerPoint
13. Google Earth research different topics across curriculum, including points of interest in New York
14. Researching different examples of figurative language in ELA
15. Math games/resources, including everydaymathonline.com
16. Google apps initiated

GRADES 6-8

Major initiative has been the incorporation of Canvas and infusion of Google Docs with Canvas

Interdisciplinary projects utilizing technology

GRADES 9-12

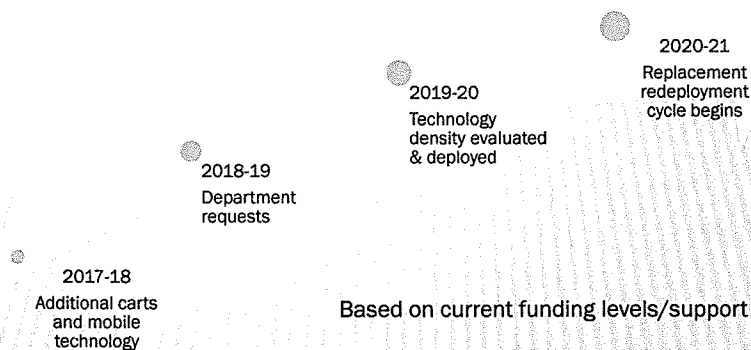
Voice recognition
Artsonia art portfolios
Notation software
Web based videos
Google classroom
Fitness monitoring software
Scientific probe ware
Digital research

Presentation software
Coding
Tablet usage
AV program
Flipped/Blended classroom
Interdisciplinary projects

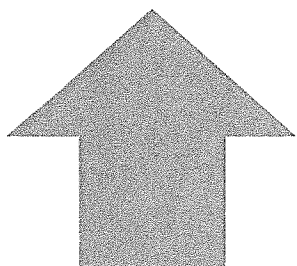
GATHERING DATA

1. Met with each K-5 grade level and shared the ISTE performance indicators
2. K-5 Technology Integration using SAMR model. Case study conducted
3. CELT Plan reviewed
4. Analysis of trouble tickets
5. Meeting with Teams and Departments (ongoing)
6. Establish the ETAC teams (elementary and secondary)
7. Supt. Conf. Day(s)

FUTURE PLANNING



FISCAL OVERVIEW



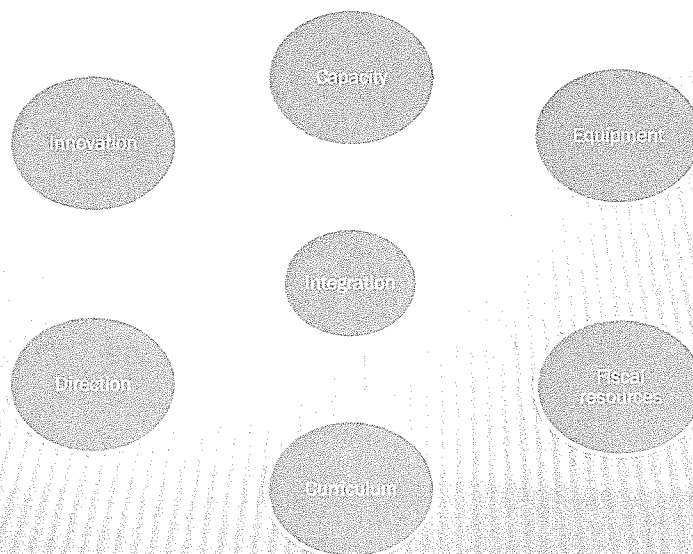
Sources

- Lease \$165K
- Equipment \$15K
- Software
- Contracts/support

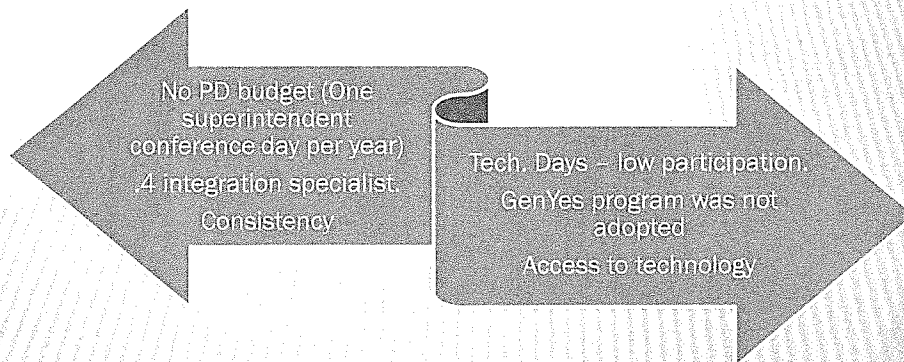
Supports

- Student Technology
- Faculty Technology
- Support Staff Technology
- Presentation Technology
- Network Infrastructure
- Printers/output technology

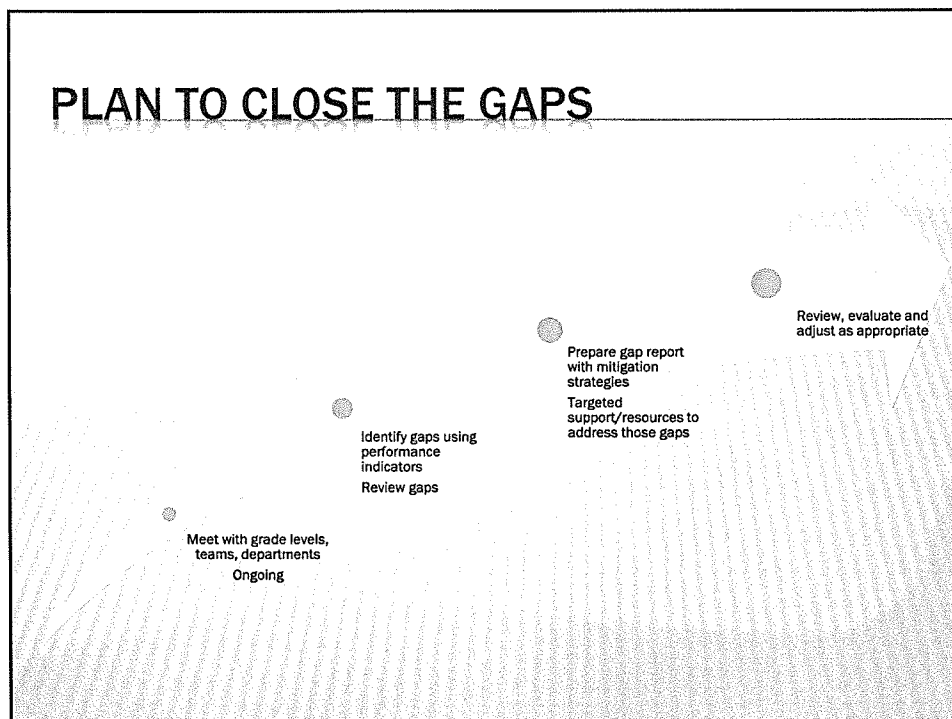
INTEGRATION- CHANGING CULTURE



CHALLENGES



PLAN TO CLOSE THE GAPS



2/9/2018

FROM THE STAFF

Google Apps for Beginners/Advanced
YouTube Channel

iMovie

Garage Band

Canvas

Canvas – Advanced

Ultrakeys and Prezi

iPads in the Classroom

Mac Basics and Plickers Assessments
System

Google Forms

Smart Response System (Senteos)

Smartboard Advanced

Enhancing Classroom

Communication Between School and Home

TI-Nspire and TI-84 Calculator Workshop

Beyond Games: Tech Integration and iPads
Mac Basics

Introduction to Excel

Digital Portfolios Using Google Drive

Apple TV: Using Apple TV for Teaching and
Student Presentations

EasyBib: Bibliography Creator

Flipped Classroom, Problem-Solving
Mondays

Technology Integration

Accessibility Features of Mac OS for Special
Education

Smartphones and iPads in the Classroom

Cyber Security Overview

Artsonia- digital art portfolios

RESULTS

The gaps are closing

Integration is a matter of changing culture

Higher demand for technology

Demands are becoming more sophisticated

Teachers/grades/departments asking for
exclusive use of technology

Efficacy in utilizing older technology

2/9/2018

QUESTIONS/DISCUSSION

4.3.1

Audit Committee Minutes

January 29th, 2018

Present: Tom Burnell, Christine Natoli, Deirdre d' Albertis, Steve Jenkins, Diane Lyons

The committee conducted interviews with four firms for our external audit.

Respectfully submitted by Diane Lyons

Curriculum Committee Meeting Minutes

February 1, 2018

Attendees: Deirdre d'Albertis, Jaclyn Savolainen, Laura Schulkind, Joe Phelan, Marvin Kreps

College & Careers

After questions regarding the College & Careers curriculum, Marvin determined that, to date, there has been no articulated curriculum for this course. It is scheduled during Sophomore and Junior years typically and runs every other day for one semester each. During the summer of 2017, Ms. Usawicz drafted College & Careers I to develop awareness of career and life choices for students after High School and/or college. In order to teach this course, schools must have a certified Family & Consumer Science teacher. This year, Ms. U has invited Megan Rodier, school social worker, to address stress and mindfulness during the class.

College & Career II has traditionally focused on college preparation through visits from school recruiters, SAT & ACT prep and college application writing.

The committee asked if there was or should be a clear structure and function for this class? It seems that some students have been able to opt-out in order to free their schedules for another selection. What are students required to do to meet the Rhinebeck graduation requirement if they choose to opt out? Joe reminded us that, 20 years ago, when the 40 hour community service requirement was put in place in the District, SED determined by decision (not education law) that service requirements had to be tied to a course of study, thus CC was born.

The rigor of the course has been up and down over the years. What are the goals of the course? Is this the most effective way to meet the goals? How does the class facilitate community service, service in general and a connection to the community? Are there aspects of the course, i.e. essay development, civic engagement that could be woven into core classes? Do our neighboring schools have this type of course? Joe was fairly certain the community service requirement is not the norm in Dutchess County. Marvin agreed it was worth reflecting on these question and possibly developing a summer curriculum project.

CLS Math Curriculum update

Since the state approved the most recent iteration of the NYS Learning Standards, rather than a formal curriculum development project, Marvin and the CLS faculty have decided to do a "textbook acquisition project." The purveyors of all the math programs used in the region will be invited to make presentations to the Math task force who will make recommendations. Once finalists have been chosen, the faculty will look at alignment with standards and how a new program will bridge into the middle school. The task force will try to reach out to other districts using the finalist programs to better understand how the program works in real time and if the middle school transition is smooth.

Health & Wellness

The committee asked Marvin to address the new regulation to include mental and emotional health education in Health & Wellness curriculum. Marvin shared that mental health is already part of the 7th and 9th grade curricula. He is awaiting guidance from the state for required adjustment to the program.

A screening of the movie "Angst" was held for our PPS staff, Health & Wellness Committee and Administrators. Our faculty is considering the best way to share this documentary with our community. It is an excellent presentation regarding anxiety and anxiety disorders though focuses a fair amount on the pathology. It would need to be properly framed with mental health professional resources available.

The next Parent Academy will be in early March (March 5?) and will bring Leadership Consultant Bonnie St. John (<http://microresilience.com/>) to discuss "micro-resilience." The committee is working with RSF to support the discussions.

Respectfully submitted by Laura Schulkind
Next meeting February 28, 2018

4.3.3.1

Personnel Committee Minutes

February 5, 2018

Present: Joe Phelan, Tom Burnell, Laura Schulkind, Diane Lyons, David Shaw

This was the first bargaining session with the A.N.N.I.E unit. The groups set ground rules and exchanged and discussed proposals.

Next meeting February 22nd 2018

Respectfully submitted by Diane Lyons

4.33.2

Personnel Committee Minutes

February 8, 2018

Present: Joe Phelan, Laura Schulkind, Diane Lyons

The committee discussed staffing at all three buildings. We looked at retirements and the effect smaller class sizes will have at CLS and BMS next year. The group discussed some possible cost saving measures in light of the current budget gap for next school year. The details of this discussion are for executive session.

Respectfully submitted by Diane Lyons

4.3.4

**RHINEBECK COLLABORATION
MEETING MINUTES
FEBRUARY 6, 2018**

Attendance: Joe Phelan, Mark Fleischhauer, Gary Bassett, Elizabeth Spinzia

Emergency Response Coordinator -

The Village/Town have hired a new Emergency Response Coordinator, Frank Intervallo. The Village/Town and the new coordinator are working on defining the role of the coordinator and refining the Village/Town Emergency Plan.

Joe reminded the Mayor and Supervisor that the high school will have a generator once the current building project is completed.

Emergency Communications –

The Village/Town are working on their communication plan. They are looking for a messaging system (similar to the RCSD School Messenger tool) that can be used to communicate with residents in an emergency.

School Evacuation Plan –

Joe has communicated with the Village/Town and Good Shepherd Church regarding housing of students in the event of an emergency evacuation of the schools. Good Shepherd is on board. The Mayor and Supervisor indicated they are on board also, but a written agreement/plan is needed to formalize the agreement.

RCSD Fiscal Stress –

The Mayor and Supervisor were briefed regarding the recent headlines that RCSD has been deemed to be in “Moderate Fiscal Stress” by the State Comptroller’s office, and what that means.

Next meeting –

April 10 at Town Hall 1PM

Communications Committee Meeting Minutes

February 8, 2018

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

A conversation with Marybeth Cale, Cale Communications/Living Rhinebeck Magazine

Jaclyn had a very informative phone conversation with communications consultant Marybeth Cale who is an alum of the RCSD. Marybeth strongly suggested that we use the human stories from our school focusing on the successful, the interesting and the feel-good alumnae stories. For example, Kathy Dobson, MIT graduate returning to our district to raise her family; Sean O'Brien showing his indie film at Upstate Films. A good resource for these stories would be Robert Haywood. These feel good stories could be used in the budget newsletter, the brochure, our website and sent out as press releases (if published these stories will show up in google searches).

One aspect that keeps coming up is the benefit of having a small school district (Marybeth Cale mentioned this) that the RCSD provides opportunities for all students to participate in any activity they chose; we don't turn kids away from our sports teams, from our theater productions, everybody gets to participate. Parents have expressed that RCSD provides private school quality in a public school. How can we boil down that message and create a tag line?

Brochure Draft

Laura and Deirdra have put together a rough draft of our brochure. They are pulling quotes from the parent survey emphasizing the benefits of having a "small school" with a "private school feel". They are also backing up opinions with data, such as graduation rates and using photos (from all buildings) to further demonstrate the quality of education RCSD provides ranging from volunteer day, Madagascar day, to the CLS children with their pumpkins and/or the fire station visitation day.

Layout is a little tricky and we are hoping to find someone with experience to volunteer.

Also, creating a tag line would be helpful . . .

Facebook

Steve is meeting with Steven Dickens, who helped tremendously with setting up Hootsuite for the playground/Dannon campaign, who will also help with the basic set up. Almost ready to launch!!

Budget Newsletter

Steve showed us a rough draft of the budget newsletter, designed with the InDesign program. The blue band, which will be purple for the final draft, has highlights from our district. Questions if we need pie charts and graphics in addition to the actual numbers (it adds a whole page, is it necessary??)

Board of Education Candidates page: sitting board members need to make an announcement if they are running or not and give the community time to react.

Respectfully submitted: Elizabeth Raum

Next Communication Meeting: March 8th

DUTCHESS CES

4.4

Richard M. Hooley, Ed.D.
District Superintendent

5 BOCES Road, Poughkeepsie, New York 12601
Phone: 845.486.4800 | Fax: 845.486.4981
E-mail: richard.hooley@dcbooces.org
February 8, 2018

Board Members
Edward L. McCormick, President
Michael Riehl, Vice President
Ralph Chiumento, Jr.
Ralph Coates
Dale Culver
Thomas Hurley
Rob Rubin

TO: Board Presidents
Board Members
Chief School Officers

Nancy M. Pisanelli
Clerk of the Board

RE: Nominations and Election for BOCES Board -- 3 Open Seats

This year the terms of office of three members of the Dutchess County Board of Cooperative Educational Services Board will expire on June 30, 2018. Mr. Dale Culver (Webutuck), Mr. Edward McCormick (Arlington) and Mr. Rob Rubin (Wappingers) have indicated that they will be candidates for nomination and re-election for another three years.

Nominations:

The Education Law does not limit the number of candidates a Board may nominate provided that:

- the nomination is by official Board resolution;
- the nominee resides in one of nine component districts (Arlington, Dover, Hyde Park, Pawling, Pine Plains, Red Hook, Rhinebeck, Wappingers or Webutuck);
- the nominee is not an employee of any component district in Dutchess County;
- March 9th is the nomination deadline.

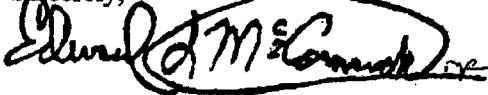
The BOCES District Clerk must reject a nominee if the person nominated is a resident in a component district that currently has a resident serving on the BOCES Board whose term will not expire at the end of the current school year. (Beacon, Poughkeepsie, Millbrook or Spackenkill)

Nominations must be received by the BOCES District Clerk on or before March 9, 2018. The BOCES District Clerk will notify component District Clerks of the names of all nominees after March 9th. Nominees attending the BOCES Annual Meeting on April 14, 2018, at 11:30 a.m. in the CTI - Dining Room will be introduced at that time.

Election:

The election, by law, must occur in either a regular or special meeting of each component Board of Education convened on April 24, 2018, for the purpose of casting ballots. This April 24th date is the only date allowable for this election. Each component district may cast only one (1) vote for each vacant seat. The candidate receiving a plurality of the votes cast will be elected, provided, however, that no more than one candidate residing in a participating component district may be elected. The results will be issued through a press release immediately thereafter. Please schedule a meeting of your Board on April 24th.

Sincerely,



Edward L. McCormick, President
ELM:nmp

Dutchess County BOCES Annual Meeting

Saturday, April 14, 2018 at 11:30 a.m.

Dutchess BOCES Career & Technical Institute - Dining Room

cc: District Clerks (w/enclosure)

Board/Annual Meeting/2018 Nomination Letter 2/8/18

Dutchess County Board of Cooperative Educational Services

Administrative Offices: 845.486.4800

www.dcbooces.org

Participating Districts: Arlington | Beacon | Dover | Hyde Park | Millbrook | Pawling | Pine Plains | Poughkeepsie | Red Hook | Rhinebeck | Spackenkill | Wappingers | Webutuck

An Equal Opportunity/Affirmative Action Employer

DUTCHESS CES

TO: CLERK OF THE BOARD
DUTCHESS COUNTY BOCES

2018 NOMINATION FORM

At a meeting of the _____ School District Board of Education, held on _____, 2018, the following individual(s) were nominated to serve on the Board of Education of the Dutchess County Board of Cooperative Educational Services:

*To fill a vacancy created by the expirations of the term of
Dale Culver, Edward McCormick and Rob Rubin.*

Name: _____	Name: _____	Name: _____
District of Residence: _____	District of Residence: _____	District of Residence: _____
Legal Address: _____ _____ _____ _____	Legal Address: _____ _____ _____ _____	Legal Address: _____ _____ _____ _____

Date

District Clerk or Board President (signature)

PLEASE RETURN THIS FORM TO THE BOCES CLERK NO LATER THAN MARCH 9, 2018

Note: The Beacon, Poughkeepsie, Millbrook and Spackenkill districts currently have a resident serving on the BOCES Board. Residents of these districts **may not** be candidates for election this year to serve on the BOCES Board.

An employee of a component school district in the Dutchess BOCES region **may not** be a candidate for election.