

# STATE OF THE DISTRICT 2016 - 2017

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New Paltz Central School District

Presented by the

District Leadership Team on December 6, 2017



# District Leadership Team

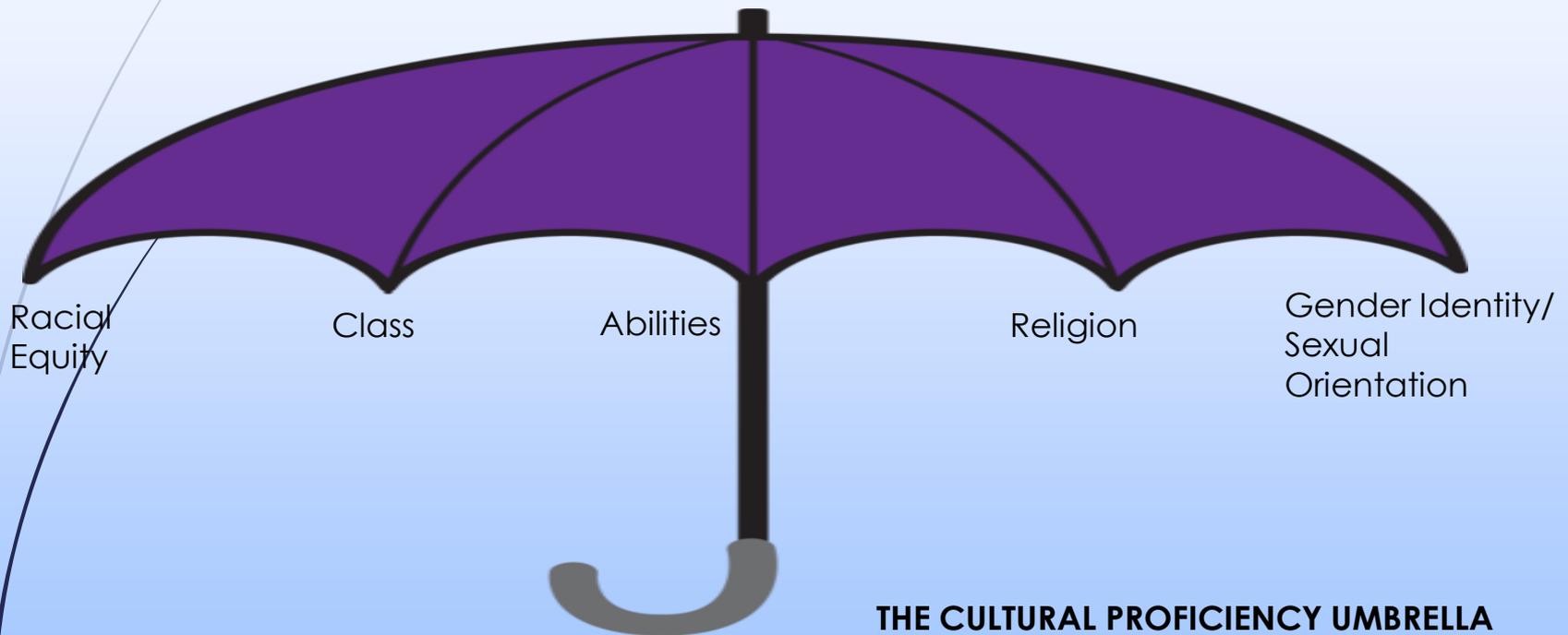
- M. Rice, Superintendent
- M. Martoni, Deputy Supt.
- R. Linden, Asst. Supt. Bus.
- B. Clinton, HS Principal
- R. Wiesenthal, MS Principal
- T. Ceng, Lenape Principal
- D. Hogencamp, Duzine Principal
- C. Hayes, PPS & Special Education Director
- G. Warren, Health, PE & Athletics Director
- K. Coughlin, 6 – 12 SE Coordinator
- K. Clark, K - 5 SE Coordinator
- T. Ryba, HS Asst. Principal
- A. Sheldon, MS Asst. Principal
- A. MacKinnon, Coordinator Student Support Services, Secondary
- W. Ball, Coordinator Student Support Services, Elementary
- S. Callahan, Facilities & Operations Director
- M. Robinson, Food Service Director
- M. Ryan, Transportation Director



# Superintendent's Overview The Educational Master Plan

- ▶ Core Intelligence – Mission, Vision, and Guiding Principles defines who we are as a district
- ▶ Guides the Work of the District through Adaptive Action Planning Process and,
- ▶ Identifies:
  - ▶ What we believe the student of this century needs to know and be able to do,
  - ▶ What the methodologies for teaching and learning are and how we might *envision* them for the future,
  - ▶ How we might structure education as a more inclusive, participatory and interactive process, and
  - ▶ How these elements impinge upon our facilities, our resources, and our financial base.
- ▶ Used to make Educational and Financial Recommendations and Decisions

# Racial Equity as a Component of Cultural Proficiency



# What is Cultural Proficiency?

Defined as an **ongoing process** by which individuals and *systems* respond respectfully and effectively to people of all cultures, languages, classes, races, sexes, ethnic backgrounds, socio-economic status, sexual orientation or identity, religions, abilities and other diversity factors “in a manner that **recognizes, affirms, and values the worth** of individuals, families, and communities, and **protects and preserves the dignity** of each.”

## Proactive

- Provides tools
- Used in any setting

## Values Based

- Behavioral
- Not Emotional

## Applied to

- Organizational Practices
- Individual Behavior

# Equity Report Card

## Data Analysis

Achieving educational equity requires a careful identification and analysis of areas of inequity in student success and participation.

Data analysis can target areas of greatest need, and highlight areas of relative success. It can also establish benchmarks against which we can measure progress toward equity expectations.

## Where We Are in the Process

- ▶ Completed Data Identification
- ▶ Created and Populated Spreadsheet
- ▶ Finalizing:
  - ▶ Disaggregation and Analysis of Data
  - ▶ Report
  - ▶ Supplement to State of the District Report for 2016
  - ▶ Use 2016-2017 data as baseline

# Board of Education Initiatives

## Non-Academic Indicators

Our focus is clear and articulates an understanding of the whole child and the necessity to address both academic and social learning.

Examples:

- Attendance
- Happy in school
- Engaged
- Social Emotional well-being

Exploring establishment of Social/Emotional Learning Team

## Indigenous Peoples Day

The BOE passed a resolution designating the second Monday in October as *Indigenous Peoples Day*. In September 2017, a staff development day was devoted to creating curriculum, instructional practices, resources, or presentations to be shared with or taught to students in concert with the resolution. Details will be in the 2017-18 State of the District Report.

## Sleep Time

Based on research Two Key factors are related to Circadian Rhythms and other related health issues

BOE meeting October 4, 2016

BOE Charge: Create a plan that provides students with 45 minutes more “sleep” and end the high school by 2:30 – 2:35 PM

# Business and Finance

“...the financial expression of the educational program.”

- **2017 – 2018 Budget Development and Final Passage**

- Tax Levy Limit was not 2% as commonly believed but rather only 1.2%
- BOE Adopted an Educationally Sound Budget which included a 2.3% Tax Levy increase
  - Since this was above the Tax Levy limit, the budget required a 60% affirmative vote for approval.
  - This budget required no programmatic reductions.
  - Budget did not require any additional tax levy increase financing the new Capital Project as per the financial plan presented to the voters in March 2015.
  - The separate bus proposition was deferred for one year.
  - Budget approved by **70%** of the voters.

- **Capital Project**

- Parts A, B, C and D were substantially completed. Work of parts E and F were started. The financial plan continues to be monitored to ensure there are no future tax levy increases to pay off the bond.

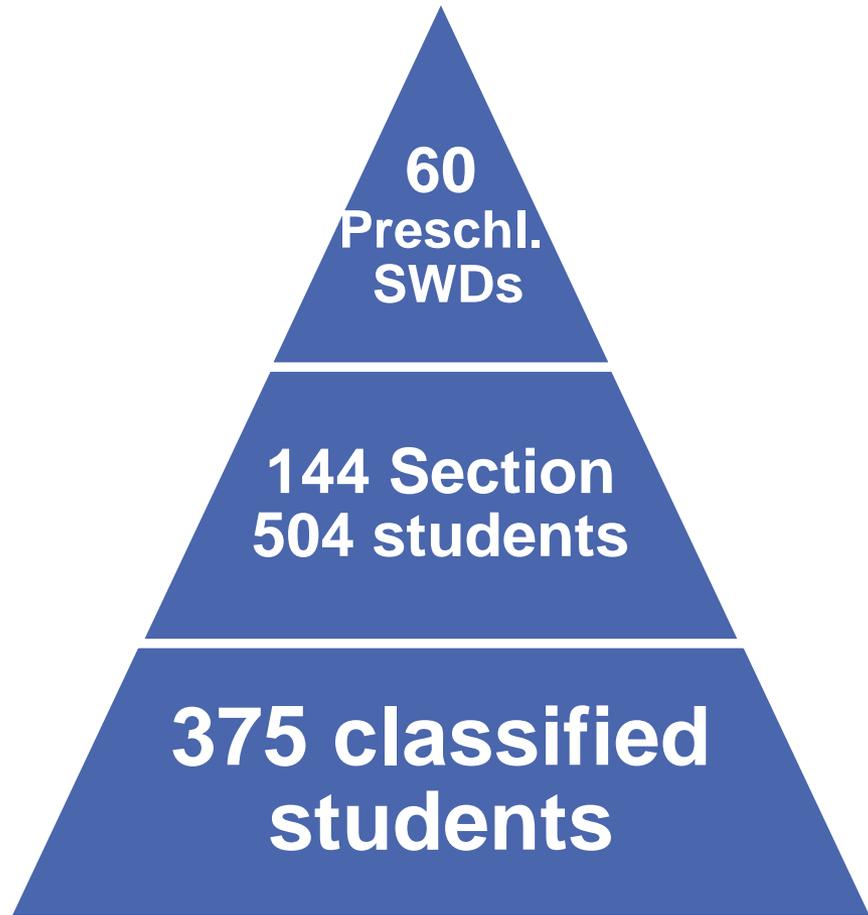
- **Expired Contracts**

- Seven new contracts were signed during the 2016-17 school year. This include:
  - NPAA (Building Administrators) – settled through 6/30/2019
  - NPUT (Teachers) – settled through 6/30/2019
  - Bus Drivers – settled through 6/30/2019
  - Directors Association – settled through 6/30/2021
  - Bus Attendants – settled through 6/30/2021
  - DO Support Staff & Technology – settled through 6/30/2021
  - Secretaries (Building) – settled through 6/30/2021

# Educational Programs

Annual Professional Performance Review (APPR)	3012.D
Professional Development	Comprehensive Professional Development Plan Multi-sensory Reading Instruction
ENL Program	Part 154 Family Night Summer Academies Ulster Literacy Translation Seal of Biliteracy
Curriculum Development	Interdisciplinary Case Studies Integrated Units 3 – 5 Math AIS Resource 3-5
Focus on Formative Assessment	Data Inquiry Instructional Study Team

# Special Education



Services Provided

## 30 SWDs Graduated

**Skills Achievement Commencement  
Credential: 0**

**Local: 18 {14 White, 4 African American}**

**Regents Diploma: 9 {9 White}**

**Advanced Regents Diploma: 3 {3 White}**

**Test Assessing Secondary Completion  
(TASC): 0**

## Declassification Rates

11/12 = 2 students declassified

12/13 = 8 students declassified

13/14 = 5 students declassified

14/15 = 22 students declassified

15/16 = 13 students declassified

16/17 = 29 students declassified

Key Points

# Pupil Personnel Services

❖ **Review of in-district programs focused on least restrictive environment for all students based on strengths**

❖ **Central Registration**

- Between 7/1/16 – 6/30/17
- Registered 161 students

Programs & Systems

## Home Instruction

- 61 Students Tutored as follows:
  - 17 Medical: 5 mental health, 12 medical
  - 13 Waiting for CSE Placements
  - 30 Suspensions
  - 1 Miscellaneous
- 47 Tutors approved

## Homeless Children and Youth

- 22 Students

## Home Schooled Students

- 47 children
- Distribution:

G	K	1	2	3	4	5	6	7	8	9	10	11	12
S	0	2	3	7	3	5	2	5	10	2	6	0	2

PPS Programs

# Health, Physical Education, and Athletics



**PE & Health**  
**Hands Only CPR/AED,**  
**Developmental Differences,**  
**Readiness/Tracking,**  
**Motor/Manipulative/Social,**  
**Measure for increase in knowledge**

**Athletic Programs**  
Sharing rubric scores individually with athletes & parents for better understanding of skill level,  
*900+ Participants, 60+ Coaches,*  
*Continued concussion certification.*

## Staff Participation

- Professional Organization Memberships
- Numerous District Committees
- Community Service



## Plans & Policies

Athletic Placement Process  
Revised District/Building Safety Plans and Procedures



# Duzine Elementary School

## Shared Learning

“...breathing life into the learning process...”

- Interdisciplinary Unit development
- Balanced Literacy practices
- Authentic, embedded assessments
- Data Inquiry



“...value all peoples and care about each other.”



- Putting Awareness into Practice:
  - Being a good school/community member
  - Learning through serving others
  - Caring for the environment
  - Being inclusive and fair
  - Caring about ourselves and others

“This collaborative learning process creates a community...”

- K-5 connections
- Supporting teaching and learning through collaboration



# Lenape Elementary School



- Data informed decision making
- Progress monitoring
- Identifying and implementing best practices
- Instructional Study Teams (IST)
- Response to Intervention (RtI)
- Responsive Classroom
- Working towards each students individual success



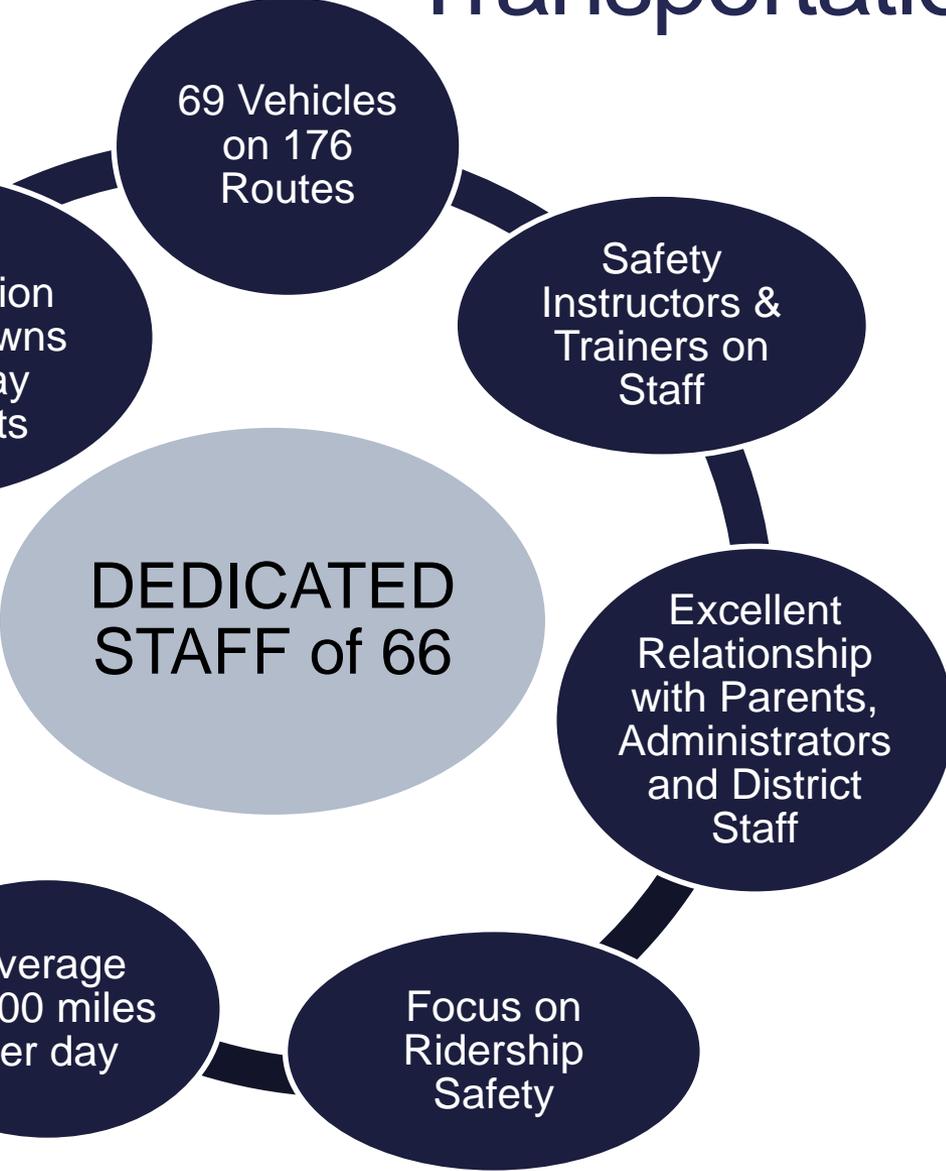
# New Paltz Middle School

<b>Data Informed Planning</b>	<b>We continue to re-evaluate our local authentic assessments to enable us to collect and use data to inform instruction.</b>
<b>Technology</b>	<b>Introduced robotics with a focus on coding, integrated with math and science. Expanded flipped classroom.</b>
<b>Focus on Learning</b>	<b>Literature Symposium, all grade 8 students, which provided foundational work prior to the reading of, <i>The Adoration of Jenna Fox</i></b>
<b>DASA</b>	<b>Anti-Bullying activities embedded into Middle School activities.</b>
<b>Non-Academic Indicators</b>	<b>Plan for integrating safe use of social media including combating cyber bullying and enhancing positive relationship building.</b>

# New Paltz High School

<b>Focus on Learning</b>	We continue to modify and augment our academic program to meet the needs of our students, increase achievement and close the gap in student performance.
<b>Non-Academic Indicators of Success</b>	We continue to recognize the needs of students beyond our academic program and provide varied resources for students outside the classroom experience.
<b>Environment for Learning</b>	The addition to the High School provides new opportunities to vary delivery and instruction and more actively engage students in their learning.

# Transportation



★  
COST SAVINGS

Cooperative Diesel Fuel Bid

Shared Transportation Services with Neighboring Districts



# Food Service Department



- New Home style entrees were introduced like Chicken Pot Pie, Shepard's Pie and Pierogies.
  - New vegetable selections were offered (i.e. sweet potato fries, garbanzo salad and couscous salad)
  - 18,304 Breakfast meals were served and 133,158 Lunch meals were served
  - We participated in a new pilot program that expanded how families qualify for meal benefits without needing to apply
- The Food Service employees received a total of 168 hours of specialized training on the Federal School Meal regulations and operational procedures
  - The Ulster County Board of Health Senior Inspector conducted special food safety and sanitation training for all of the Food Service Staff
  - The Head Cook and Cook Managers were trained in CPR, AED and fire extinguisher use.

Increased  
Food Options/ Efficiency



Other Activities

# Facilities & Operations Department

## ➤ **Safety, Security and Compliance**

- Trained personnel in Chemical Hygiene/Exposure Control/Hazard Communication Program/Lockout-Tagout/Back Safety/Partition Door/Playground/and Building Procedures

## ➤ **Repairs and Renovations**

- Processed 1,487 work orders with various levels of importance
- Installed Wireless Radio Communicators on all existing Fire & Burglar Alarms
- Converted Middle School Domestic Hot Water Boiler to Natural Gas
- Built new Storage Shed Addition on Bus Garage to house Oil Tanks & Compressor
- Rebuilt Catch Basins in Lenape Parking Lot Roadway

## ➤ **Facility Usage for School Activities and Outside User Groups**

- Processed over 400 facilities requests, representing 2,244 events which totaled 6,457 hours of building/field usage district wide

## ➤ **Preventative Maintenance**

- Inspect, service, and repair systems and equipment on a scheduled basis thereby saving money on premature equipment failure and replacement

## ➤ **Capital Project**

- Inspect all completed Construction for District Approval and Acceptance
- Review Final Bid Documents, Plans and Specifications for compatibility, economy and durability