

BOE/District Goals and Action Plans

- Developed over summer by representatives of teachers, support personnel, parents, community members, administrators and BOE
- In examining BOE/District goals and action plans, need to keep in mind educational impact as well as financial savings

Developing the 2012-2013 budget in the era of a 2% tax levy cap

- Preliminary 2012-2013 budget factors:
 - 1% increase increase in levy=\$340K
 - Staffing salaries for next year, not including % increase for PVFT=2% increase in levy or \$670K
 - ERS and TRS retirement costs=2.8% increase in levy or \$940K
 - Health Insurance costs=.44% increase in levy or \$150K
 - Estimates for fuel costs, transportation contracts, S.E. tuitions=1.5% increase in levy or \$510K
 - Preliminary Total=6.7% increase in levy for a \$2.27 Million budget increase
 - To get to 2% mandated tax levy cap need \$1.6 Million

Where do we generate the additional preliminary estimate of 1.6 Million in order to ensure 2% tax levy cap?

- Unfunded Mandates?
- Work with collective bargaining units?
- Class Sizes?
- HS and MS courses?
- Examine all programs includes athletics, extracurricular, bus runs?
- More sharing of teachers?
- Scheduling changes?

Board Goals: Curriculum & Instruction

October 27, 2011

Financial Education

- Board Goal (2010-2011): *Explore requiring a financial education course for graduation by the class of 2015*
 - There will be a presentation to the Board regarding the Financial Education Course Goal at the December 8, 2011 meeting.

Foreign Language Program

- Board Goal (2010-2011): *Determine which foreign languages will be offered to Middle School and High School students.*
- There will be a presentation to the Board regarding the Foreign Language Program at the December 8, 2011 meeting.

State Cut Scores in ELA & Math

- Board Goal: *Continue to ensure that students get the support they need to meet the standard in the current school year.*
- A variety of Academic Intervention Services have been implemented at each school.
 - Push-In / Pull Out Programs
 - Extended Time: Provides More Opportunity to Learn
 - After School Support
 - Careful monitoring of student progress
 - Writing 9 Course
 - Skills Period

Aligning the Curriculum

- Board Goal: *Align the ELA and Math Curriculum with Common Core standards with an emphasis on increasing rigor.*
 - Each school has begun the alignment process.
 - Initial focus is to develop a minimum of 2 units in ELA and Math that align with the Common Core and articulate the alignment in Performance Plus.
 - The Common Collaborative Periods and the two Superintendent Conference days will be utilized to address the alignment process.

Articulated Writing Benchmarks

- Board Goal: *Continue to align articulated benchmarks for Writing K - 12 with the Common Core Standards.*
 - This process is part of the alignment of the ELA Curriculum with the Common Core Standards.
 - Opportunity for each school to examine the writing curriculum with an emphasis on raising expectations and rigor.
 - Common Collaborative Periods and Superintendent Conference Days will be utilized to address this goal.

K - 12 Technology

- Board Goal: *Continue to assess technology integration K - 12.*

The Eight Period Instructional Day

- Board Goal:
 - *To explore the feasibility of an 8-period instructional day for the Middle School and High School and to explore the feasibility of the Consolidation of the Middle School and High School bus runs.*

Advantages of an Eight Period Instructional Day

- There will be a Common Collaborative Period for the *entire* Faculty.
- Both the Middle and High School would have the same common collaborative period to support shared staff.
- A later start time is beneficial to high school age students.
- Students will be assigned fewer Study Halls.

Challenges to Implementing an Eight Period Instructional Day

- Transportation Constraints
- Physical Constraints: Are there enough classrooms to accommodate all of the sections in an 8 period day?
- Electives: Students may not have access to as many electives as they presently have.
- Students attending the BOCES Tech Program will not have a daily lunch period, and they will have to attend the Twilight Program to make up any classes that they may have failed.
- In addition to the above constraint, Special Ed students attending the BOCES Tech Program will not have a Learn Center Program within the instructional day.

Challenges to Implementing an Eight Period Instructional Day

- The Middle School will lose their skills period.
- All “pull-outs” will come from core academic programs. This includes Speech and Language support, AIS, Music Lessons, Mandated Counseling, etc.
- Would eliminate before-school clubs and activities.

An Exploration of Grade Span

BOE Meeting
October 27, 2011



BOE/District Goal 2011-12

Goal:

Explore, for BOE presentation,
the retainment of the fifth grade
in the Elementary School.



History In Putnam Valley

1992

K – 5 at ES
6 – 9 at MS

2003

K – 4 at ES
5 – 8 at MS
9 – 12 at HS

1972

PVMS Opens
K - 6 at ES
7 - 9 at MS

1994

K – 5 at ES
6 – 8 at MS
9 to Panas

2000

PVHS Opens
K – 4 at ES
5 – 7 at MS
8 at HS



Factors Considered When Deciding on Grade Span

- Research
- Enrollment
- Space
- Financial Considerations



NYS Schools, by Grade Span

Grades K-5 or PK -5

Grades K-4 or PK-4

709

152



NYS Schools, by Grade Span

Grades 5-8

Grades 6-8

82

327



Most Common Reasons for Changing Grade Configurations

- The need to reduce spending
- The desire for students to experience fewer transitions
- To ensure diversity
- Changes in enrollment
- Issues regarding space



“Research has not provided definitive answers to the myriad possible questions about grade span, but the questions have never gone away. They are questions which arise whenever school reform, increasing or declining enrollment, or financial considerations bring about a reorganization of existing schools, the building of new schools, or consolidation of districts.

The research on the **best** grade configuration is inconclusive.”

-Paglin and Fager



Myers research (1969) supports a 6-8 middle school because of the more gradual transition from self-contained classrooms to departmental organizations.



“...a particular span of grades in individual schools will not in itself guarantee that students will learn well and be well adjusted.”

Paglin and Fager



Projected Enrollment 2012-2013

Grade	TOTAL	SEC.	FTE	Proposed Class Size
Kinder-garten	118	5	5	24
First	104	5	5	21
Second	109	5	5	22
Third	130	5	5	26
Fourth	121	5	5	24
Fifth	122	5	5	24



Space

- Are there enough classrooms at the ES to accommodate the fifth grade?
- Will the pre-fab classrooms have to be used?
- Would any additional support services/special education classrooms be necessary? If so, would there be space?
- Is there a bigger space available for PT/OT?



Financial Considerations

- Lunch Monitors
- Specialists – Physical Education, Art, Music, Band, Technology
- Updates to pre-fab



In other words....

- No particular sequence of grade spans is perfect or in itself guarantees student achievement and social adjustment.
- With thought and effort, effective practices can be implemented in a variety of grade configurations.

