

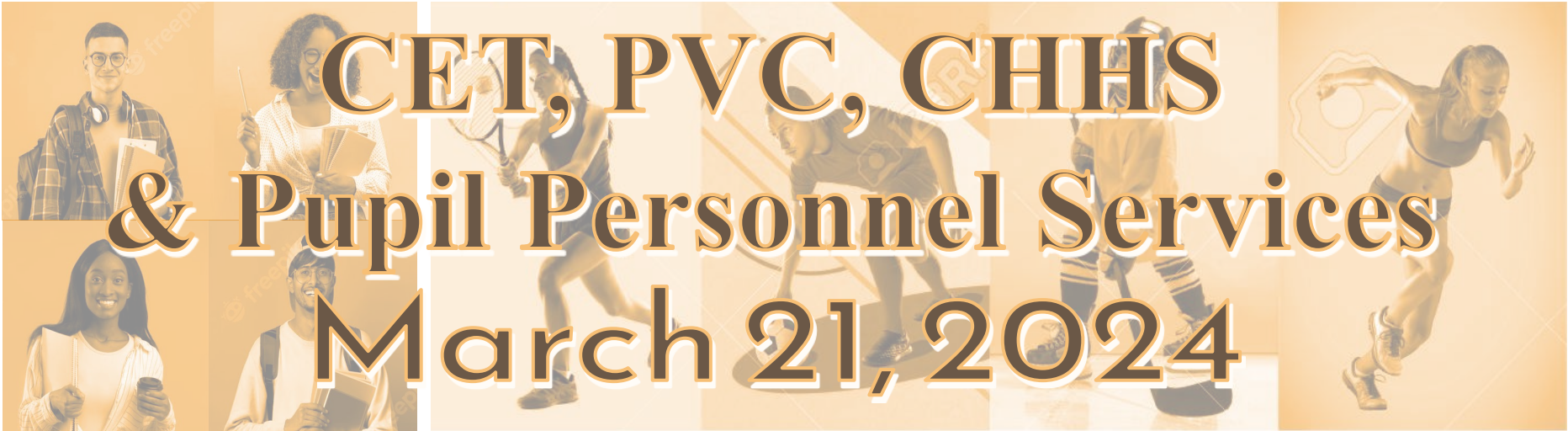
# BOARD OF EDUCATION



## Work Session



CET, PVC, CHHS  
& Pupil Personnel Services  
March 21, 2024



# #WhatCHUFSDCanBe



Foster the pursuit of passion among our students and staff by developing innovative and inspirational classes, schedules, and learning experiences

INTERDISCIPLINARY  
AND PASSION-BASED  
CLASSES,  
SCHEDULES, AND  
EXPERIENCES

Promote future-focused teaching and learning through the development of a shared philosophy on assessment, grading, and feedback

ASSESSMENT,  
GRADING,  
AND  
FEEDBACK

Ignite curiosity and inspiration within our students and staff through the creation of dynamic learning spaces

FLEXIBLE,  
DYNAMIC  
LEARNING  
SPACES

Inspire the pursuit of individual and systemic success by cultivating an environment that prioritizes connection and belonging, celebrates thoughtful risk-taking, and values collegial voice

DISTRICT  
AND SCHOOL  
CULTURE

## *Croton-Harmon Vision*

All members of the Croton-Harmon learning community will demonstrate an enduring curiosity, engage in the pursuit of inspiration, and develop the habits of mind to promote personal growth and the well-being of society.

### *Pursuit of Passion and Exploration:*

Empower ourselves and each other to pursue purposeful, courageous exploration of our interests and passions to enhance learning, personal fulfillment, and community connections.

### *Reimagine Schooling:*

Reimagine the school experience by identifying and dismantling existing institutional and structural barriers in order to promote curiosity, growth, and innovation.

### *Culture of Well-Being:*

To create a culture that fosters the emotional, intellectual, and social well-being of every member of our school district's learning community.



# Carrie E. Tompkins Elementary School



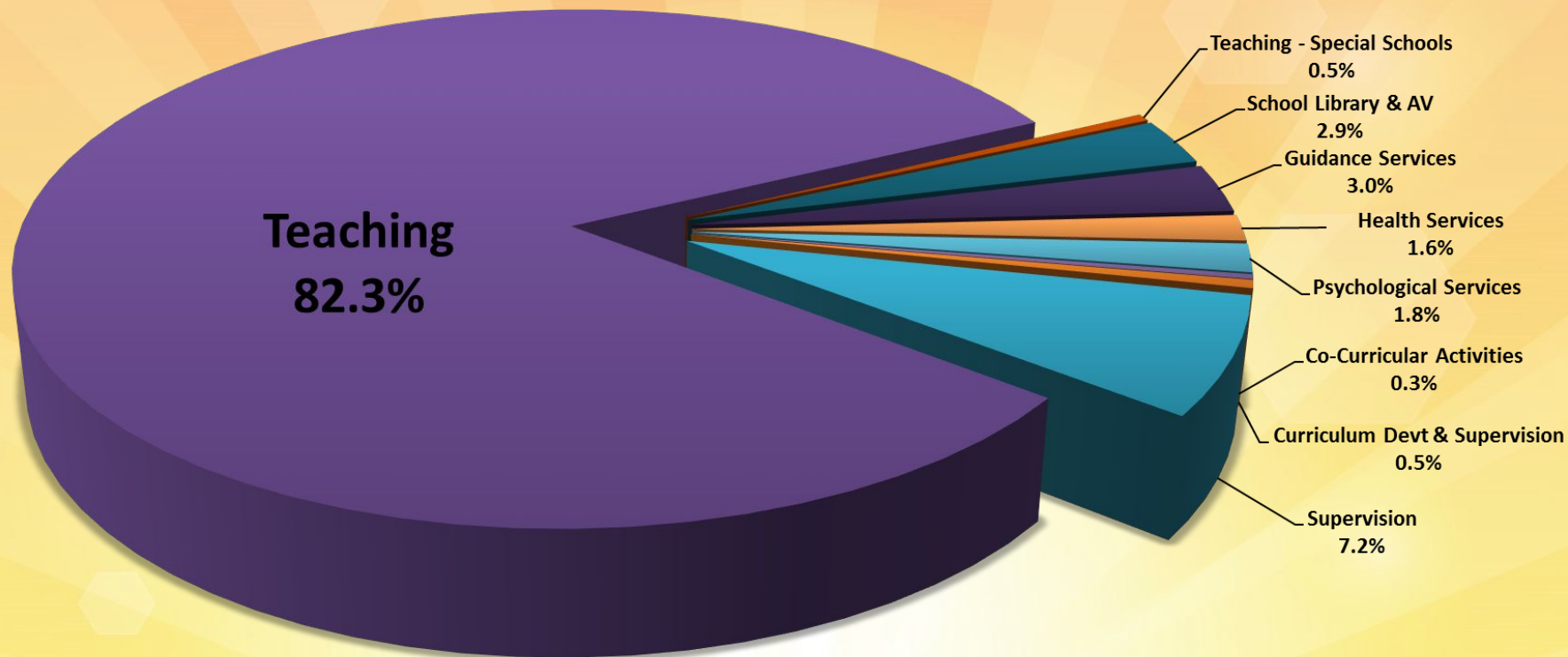
# Carrie E. Tompkins Elementary School

## 2024-25 Proposed Budget

Description	2024-25 Proposed Budget	2023-24 Adopted Budget	\$ Change	% Change
Curriculum Development & Supervision	30,600	33,600	-3,000	-8.90%
Supervision	443,578	418,102	25,476	6.10%
Teaching	5,066,780	4,654,132	412,648	8.90%
Teaching - Special Schools	28,050	28,050	0	0.00%
School Library & AV	178,924	173,018	5,906	3.40%
Guidance Services	186,021	111,580	74,441	66.70%
Health Services	99,641	95,359	4,282	4.50%
Psychological Services	108,087	154,651	-46,564	-30.10%
Co-Curricular Activities	18,075	17,719	356	2.00%
	<b>6,159,756</b>	<b>5,686,211</b>	<b>473,545</b>	<b>8.30%</b>



# Carrie E. Tompkins Elementary School



# Our Journey

## 2022-2023 and 2023-2024

### CET House System- Year 1 and 2

- Building connections
- Multi-age activities and opportunities
- House collaborations
- Community outreach and engagement

### iTad Program- 1.0 and 2.0

- Special Area Teachers collaborating with each other
- Special Area Teachers collaborating with General Education Teachers

### Additional Science of Reading Training

- Kindergarten, 1st, 2nd grade, AIS and ENL teachers received IMSE Training
- Heggerty Training in Kindergarten-Collaboration with Hastings on Hudson
- Implementation of Heggerty in Kindergarten

### Implementation of Instructional Coaches





# 2024-25 Budget Vision: CET

## **REIMAGINE LEARNING**

Support increased section of Second Grade

Instructional Coaching

iTad collaborations between Special Area Teachers and General Education Teachers on transdisciplinary lessons and units

Heggerty training and implementation in 1st grade as a Tier 1 intervention and 2nd as a Tier 2 or Tier 3 intervention

Enhance the CET Strings program



# 2024-25 Budget Vision: CET



## REIMAGINE LEARNING

Multi-age/Multi-grade AIS groupings with the reconfiguration of our AIS program [AIS Program Changes](#)

Literacy Coach

Multi-year visioning at CET - Partner with Dr. Jerrod Blair

Differentiated WIN Periods

Report Cards

Pursuing Passions - During the school year and enriching Summer Programs





# 2024-25 Budget Vision: CET

## CULTURE OF WELL-BEING

Social-Emotional Curriculum Coordinator

Little Spot Curriculum for Social-Emotional Learning

8 Houses, 1 Book



# 2024-25 Budget Vision: CET

## **FLEXIBLE, DYNAMIC LEARNING SPACES**

Collaborative Classroom Space

Multipurpose Room Lobby Space





# Looking Forward

## Beyond 2024-2025-Ideas to Explore

ICT Classrooms redesign

Multi-Age/Multi-grade CET House experiences

Specials in General Education

Extracurricular Clubs based on student interest/passion

Assess need and potential for Multi-Age Classroom

Teachers teach a period based on passion or interest-Students choose their class

Enhanced Arts opportunities-New Courtyard

Capstone/Culminating CET Experience



Pupil

Personnel

Services



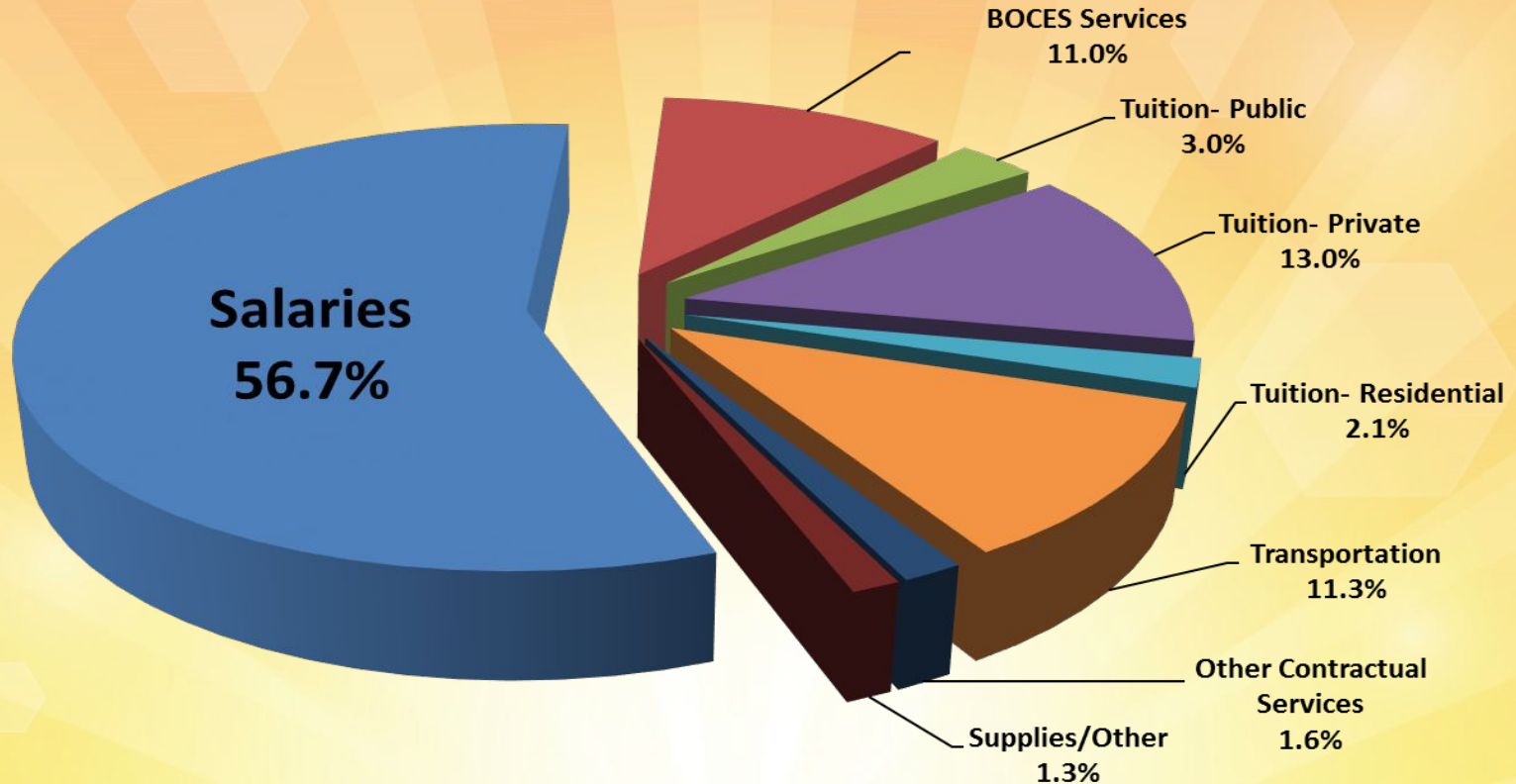


# ***Pupil Personnel Services***

## ***2024-2025 Proposed Budget***

<b>Description</b>	<b>2024-2025 Proposed Budget</b>	<b>2023-2024 Adopted Budget</b>	<b>\$ Change</b>	<b>% Change</b>
Salaries	3,958,624	3,642,698	315,926	8.67%
BOCES	765,005	1,077,326	-312,321	-29.00%
Tuition- Public	210,000	140,000	70,000	50.00%
Tuition- Private	906,864	697,250	209,614	30.10%
Tuition- Residential	144,000	88,000	56,000	63.60%
OCS	115,157	121,861	-6,704	-5.50%
Supplies/Other	91,894	77,900	13,994	18.00%
	6,191,544	5,845,035	346,509	5.90%

# Pupil Personnel Services



# Let's Celebrate

Specialized  
Programs

Embedded  
Therapeutic  
Services

Community  
Family Liaison





**The goal of the PPS  
Department is to  
refine specialized  
programs to meet the  
needs of ALL learners**



# 2024-2025 Areas of Focus



Executive Functioning



Programs for Students with Autism & Developmental Delays



Multi-Language Learner & Family Supports



Therapeutic & Intervention Supports



Incoming Kindergarteners

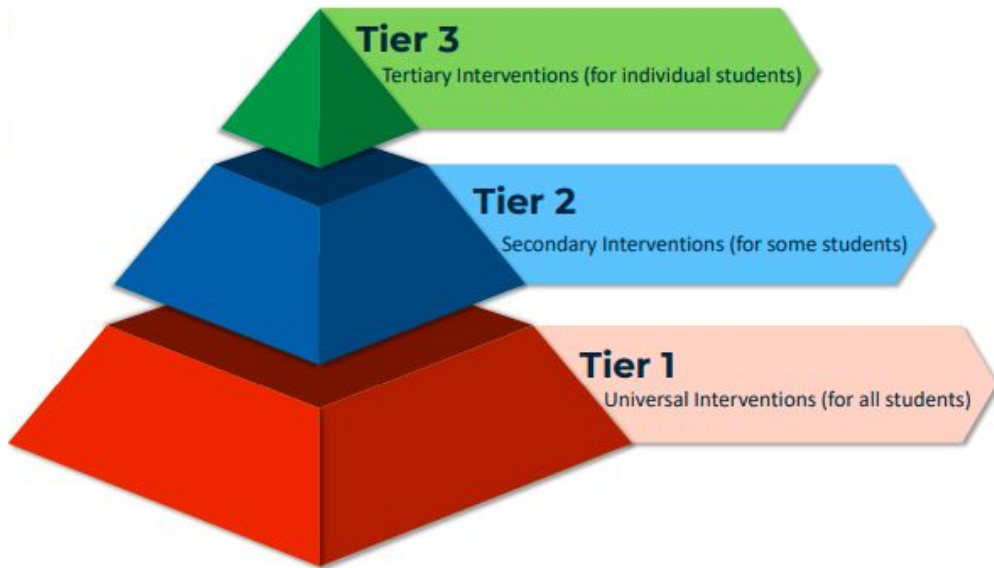




PIC·COLLAGE



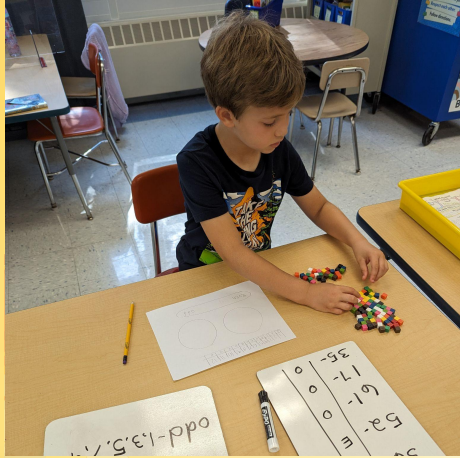




**Multi-Tiered System of Supports (MTSS) is a data-driven decision-making framework for:**

- Increasing the **effectiveness, efficiency, and equity** of delivered instruction;
- Rapidly identifying and responding to the needs of students;
- Continuously improving; and
- Implementing evidence/research-based practice.

# Tiered Supports for All Students



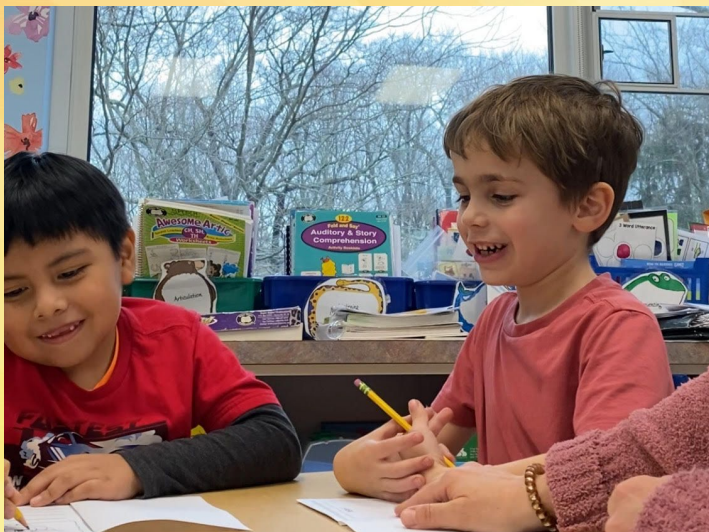
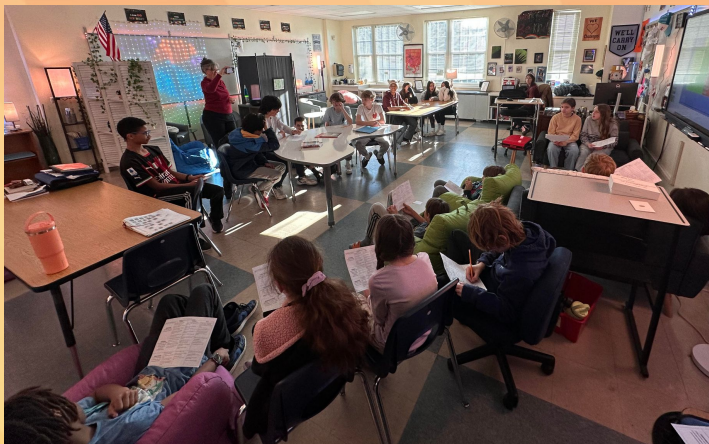
**Academic**



**Responsive Social  
Emotional &  
Behavioral Supports**

**Proactive Social  
Emotional Supports**







# Therapeutic Supports at Carrie E. Tompkins



- Increasing number of students in K-4 who require behavioral interventions
- Private space
- Embedded counseling and crisis response
- Psychiatric consultation
- Available to all students
- Goal is to reintegrate into academic schedule



# Therapeutic Supports

## Bilingual Social Worker

Work with  
MLL students  
and families

Provide  
clinical  
support in  
the FLEX  
space at CET

Support  
MTSS at each  
building



# Academic Supports at PVC

## Interventionist

**Provide  
evidence based  
literacy  
intervention for  
at risk students**

**Support SWDs in  
special  
education  
programming**

**Support staff in  
meeting the  
needs of at risk  
learners**







## Efficiencies

- High cost students are graduating
- Stipulations concluding
- More students remaining in their Least Restrictive Environment (LRE)

# Looking Ahead

- Family Resource Center
- Partnerships with local mental health providers
- MLL Family Academies
- Full time Community Aide Worker
- Establish ABA Based Programs
- Build capacity of staff through embedded professional learning opportunities



# Pierre Van Cortlandt Middle School







@PVCPLACETOBE

PIERRE VAN CORTLANDT MIDDLE SCHOOL

# Budget 2024-2025

*WHAT SCHOOLS CAN BE!*

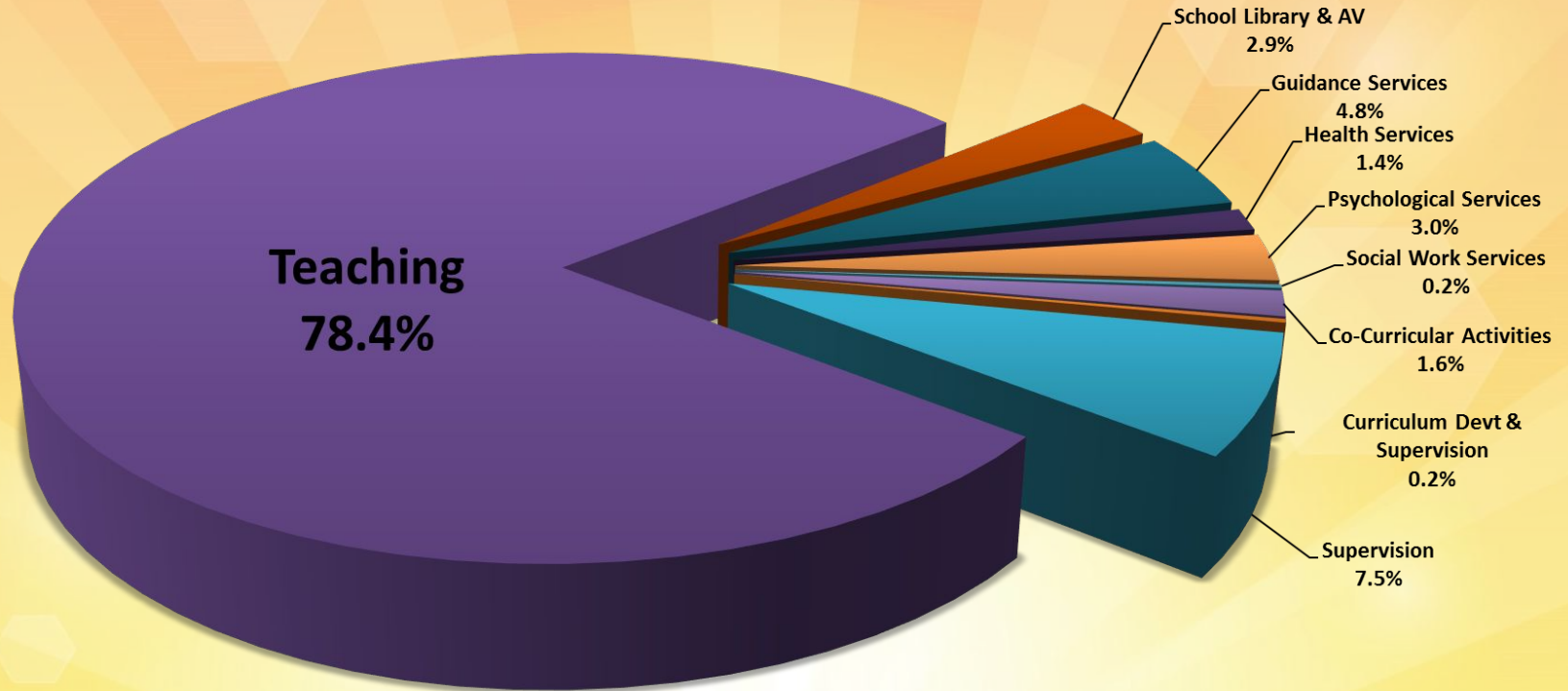
Reimagining Learning  
Pursuing Passions  
Creating a Culture of Wellbeing

# ***Pierre Van Cortlandt Middle School***

## ***2024-25 Proposed Budget***

<b>Description</b>	<b>2024-25 Proposed Budget</b>	<b>2023-24 Adopted Budget</b>	<b>\$ Change</b>	<b>% Change</b>
Curriculum Development & Supervision	15,000	15,000	0	0.00%
Supervision	490,189	482,342	7,847	1.60%
Teaching	5,126,601	4,817,944	308,657	6.40%
School Library & AV	186,699	180,646	6,053	3.40%
Guidance Services	314,183	281,463	32,720	11.60%
Health Services	91,193	88,232	2,961	3.40%
Psychological Services	194,080	198,943	-4,863	-2.40%
Social Work Services	15,000	35,000	-20,000	-57.10%
Co-Curricular Activities	104,983	101,750	3,233	3.20%
	<b>6,537,928</b>	<b>6,201,320</b>	<b>336,608</b>	<b>5.40%</b>

# Pierre Van Cortlandt Middle School





# **REIMAGINE LEARNING**



**Co-Teaching**

**Interdisciplinary Courses**

**Creative Scheduling**

**Connections to Larger Community**

**Professional Coaching**

**Collaboration**

**Flexible Spaces**

**Leveraging Technology**

**Future Focused Assessments**

**Student Agency**

**Enhanced Academic Support**

**Future-Facilities**

# Master Schedule - Adjusted Lab Periods

			5th	6th	7th	8th
Period 1/Attendance	8:00 AM	8:45 AM	Blocks 1 & 2 - core	lab/ RR/ AIS	specials	lab/ WL/ RR/ AIS
Period 2	8:47 AM	9:31 AM		Blocks 1 & 2 - core	lab/ WL/ RR/ AIS	specials
Period 3	9:33 AM	10:17 AM			specials	lab/ WL/ RR/ AIS
Period 4	10:19 AM	11:03 AM			lab/ WL/ RR/ AIS	core
Period 5	11:05 AM	11:48 AM	LUNCH	LUNCH	core	specials
Period 6	11:50 AM	12:33 PM	Block 3 - core	specials	core	LUNCH
Period 7	12:35 PM	1:18 PM		specials	LUNCH	core
Period 8	1:20 PM	2:04 PM	specials	Block 3 - core	core	core
Period 9	2:06 PM	2:50 PM	specials		core	core

A person is climbing a tall, jagged rock formation. The sky is filled with dramatic, dark clouds, and a bright sun is visible near the horizon, creating a warm, golden glow. The person is silhouetted against the bright light, emphasizing their ascent.

# ***PURSUIT OF PASSIONS***

Passion Pursuit – All Students & Staff

School – Wide Scheduling

Community Involvement & Participation

Unit Design/Learning Design – Student Choice

Student Leadership Opportunities

Class Size & Grouping

Learning Excursions



# Aligning Time with Aspirations

**Period X Schedule (in addition to ABCDEF & vA)**

PERIOD	TIME	LENGTH
Period X	8 - 8:55	55 mins
Period 1	8:57 - 9:32	35
Period 2	9:34 - 10:09	35
Period 3	10:11 - 10:47	35
Period 4	10:49 - 11:24	35
Period 5	11:26 - 12:08	42
Period 6	12:11 - 12:53	42
Period 7	12:55- 1:36	42
Period 8	1:38 - 2:13	35
Period 9	2:15 - 2:50	35

# CULTURE OF WELL-BEING

Restructure Advisory

Mindfulness

Restorative Circles/Practices

*FLEXible* Support

*RULER*

BtPL&W

Intramurals

Summer Learning

Co-Curricular Clubs

School Climate

Child Nutrition Program

Multi-Tiered System of Support



PAST



FUTURE

PRESENT



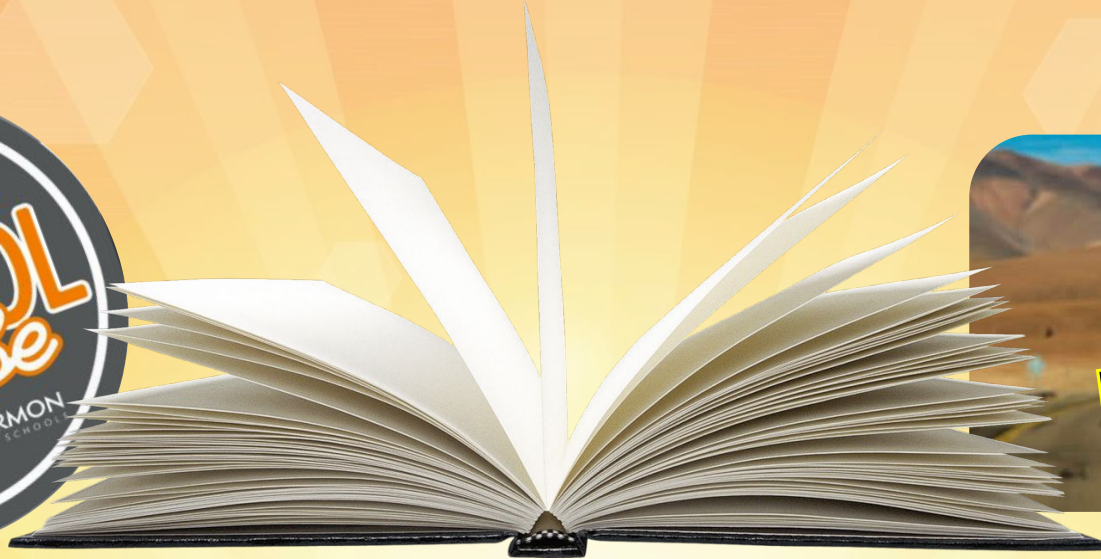


# Croton-Harmon High School



# The Journey to What School Can Be at CHHS

Croton-Harmon High School Budget 2024-2025



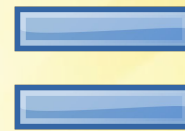
2024-  
2025



2025-  
2026



2026-  
2027



ONE,  
LONG-  
TERM  
VISION

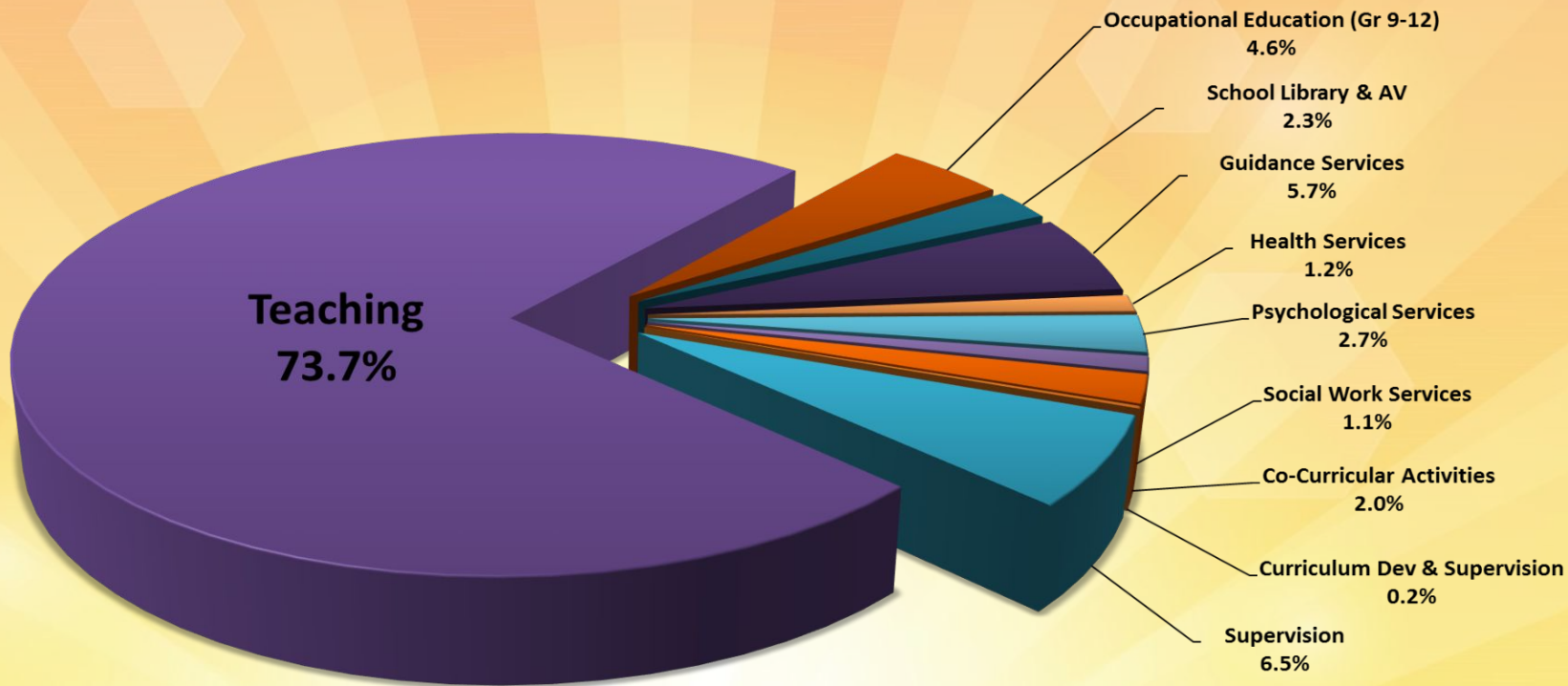
# ***Croton-Harmon High School***

## ***2024-25 Proposed Budget***

<b>Description</b>	<b>2024-25 Proposed Budget</b>	<b>2023-24 Adopted Budget</b>	<b>\$ Change</b>	<b>% Change</b>
Curriculum Development & Supervision	13,800	16,240	-2,440	-15.00%
Supervision	518,774	538,328	-19,554	-3.60%
Teaching	5,914,661	5,523,694	390,967	7.10%
Occupational Education (Gr 9-12)	369,056	395,500	-26,444	-6.70%
School Library & AV	181,586	168,658	12,928	7.70%
Guidance Services	458,016	417,577	40,439	9.70%
Health Services	97,672	91,688	5,984	6.50%
Psychological Services	216,996	207,536	9,460	4.60%
Social Work Services	86,106	86,106	0	0.00%
Co-Curricular Activities	164,109	160,276	3,833	2.40%
	<b>8,020,776</b>	<b>7,605,603</b>	<b>415,173</b>	<b>5.50%</b>



# Croton-Harmon High School



# Croton Harmon High School

## Reimagining Learning -

### Interdisciplinary, Passion-Based Classes, Concentrations, Schedules

#### 2024-2025

Connections

Quantitative Patterns

Bioethics

History through Literature

#### 2025-2026 Possibilities

Connections (all 9th graders)

Graphic Novels


Conservation Civics

Science Research/English

Self-Defense and Criminal Law

English in Action: Literature and

Theater Fusion

INTERDISCIPLINARY AND PASSION-BASED CLASSES, SCHEDULES, AND EXPERIENCES	
	Foster the pursuit of passion among our students and staff by developing innovative and inspirational classes, schedules, and learning experiences
<b>Class Design</b>	<ul style="list-style-type: none"><li>Identify student and staff interests as the foundation for new class development</li><li>Research current trends in education, post-secondary institutions, and industry</li><li>Develop and pilot passion-based and/or interdisciplinary classes in all schools</li><li>Infuse the district's K-12 approach to social-emotional well-being into all learning experiences</li></ul>
<b>Master Schedule</b>	<ul style="list-style-type: none"><li>Reimagine the school day to support the district's vision</li><li>Build professional development time for teachers into the school day</li><li>Ensure student access to interdisciplinary class offerings and learning experiences</li><li>Increase student interaction across grade levels</li></ul>
<b>Student &amp; Staff Experience</b>	<ul style="list-style-type: none"><li>Implement interdisciplinary team-teaching models based on passion and interest</li><li>Examine student/teacher ratios and support staff functions</li><li>Evaluate resources, staffing, and scheduling to ensure that there is equity in how social-emotional support is delivered in each building throughout the district</li></ul>

# Croton Harmon High School

## Reimagining Learning -

### Interdisciplinary, Passion-Based Classes, Concentrations, Schedules

#### COURSE CONCENTRATIONS

CHHS is in the process of developing academic concentrations, earned across grades 9-12, which will offer a comprehensive curriculum that challenges students to pursue their passions, think critically, collaborate effectively, and innovate across disciplines in either the broader area of Humanities, Civics or STEM.

Components of the concentrations will include:

- A selection of courses, some required and some elective, that foster both specialization and interdisciplinary thinking. Interdisciplinary courses such as Quantitative Patterns in Physical Systems, and Connections: Maps, Stories and Timelines are cornerstone experiences of each concentration.
- Extracurricular clubs and community service opportunities that require the application of the acquired knowledge and skills to real-world challenges and activities. Students will be empowered to extend their learning beyond the classroom through these activities that nurture teamwork, leadership, and a passion for their chosen fields.
- A culminating portfolio or project that showcases the student's work in their chosen concentration.

The intention of this experience is to allow students to explore their passions, to delve more deeply into their areas of interest and to see the connections between different disciplines as well as between school and society.

Students who successfully complete the requirements over their 4 years at CHHS will earn a designation on their transcript.

#### INTERDISCIPLINARY AND PASSION-BASED CLASSES, SCHEDULES, AND EXPERIENCES



Foster the pursuit of passion among our students and staff by developing innovative and inspirational classes, schedules, and learning experiences

##### Class Design

- ✦ Identify student and staff interests as the foundation for new class development
- ✦ Research current trends in education, post-secondary institutions, and industry
- ✦ Develop and pilot passion-based and/or interdisciplinary classes in all schools
- ✦ Infuse the district's K-12 approach to social-emotional well-being into all learning experiences

##### Master Schedule

- ✦ Reimagine the school day to support the district's vision
- ✦ Build professional development time for teachers into the school day
- ✦ Ensure student access to interdisciplinary class offerings and learning experiences
- ✦ Increase student interaction across grade levels

##### Student & Staff Experience

- ✦ Implement interdisciplinary team-teaching models based on passion and interest
- ✦ Examine student/teacher ratios and support staff functions
- ✦ Evaluate resources, staffing, and scheduling to ensure that there is equity in how social-emotional support is delivered in each building throughout the district



# CHHS Reimagining Learning -

## Interdisciplinary, Passion-Based Classes, Concentrations, Schedules

*The master schedule is the representation of what a school values and believes in.*

### Schedule Foundations:

- Flexible blocks of time to allow for both interdisciplinary and traditional courses simultaneously
- Teacher planning time for co-teaching teams/groups
- Teacher professional development time during the school day
- A common lunch period
- Time during the school for student support and possibly co-curricular/enrichment activities

INTERDISCIPLINARY AND PASSION-BASED CLASSES, SCHEDULES, AND EXPERIENCES	
	Foster the pursuit of passion among our students and staff by developing innovative and inspirational classes, schedules, and learning experiences
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# CHHS Reimagining Learning -

## Interdisciplinary, Passion-Based Classes, Concentrations, Schedules

*The master schedule is the representation of what a school values and believes in.*

	Monday (A)	Tuesday (B)	Wednesday (C)	Thursday (D)		Friday (E)
7:55-9:33	<b>Block 1: English/Social Studies</b> A: 7:55-8:45 B: 8:48-9:33	<b>Block 1 English/Social Studies</b> A: 7:55-8:45 B: 8:48-9:33	<b>Block 1 English/Social Studies</b> A: 7:55-8:45 B: 8:48-9:33	<b>Block 1 English/Social Studies</b> A: 7:55-8:45 B: 8:48-9:33	7:55-8:35	1A English
					8:38-9:13	1B Social Studies
9:37-10:12	Flex Time	Flex Time	Flex Time	Flex Time	9:16-9:51	2A PE or Band
10:15-11:48	<b>Block 2</b> A: 10:15-11:00 PE B: 11:03-11:48 Art	<b>Block 2</b> A: 10:15-11:00 Band B: 11:03-11:48 Art	<b>Block 2</b> A: 10:15-11:00 PE B: 11:03-11:48 Art	<b>Block 2</b> A: 10:15-11:00 Band B: 11:03-11:48 Art	9:54-10:29	2B Art
					10:32-11:07	3A Math
11:51-12:36	Lunch	Lunch	Lunch	Lunch	11:10-11:45	3B Science
					11:48-12:23	3C Spanish
12:39-3:00	<b>Block 3 Math/Science</b> A: 12:39-1:24  B: 1:27-2:12  C:2:15-3:00 Spanish	<b>Block 3 Math/Science</b> A: 12:39-1:24  B: 1:27-2:12  C:2:15-3:00 Spanish	<b>Block 3 Math/Science</b> A: 12:39-1:24  B: 1:27-2:12  C:2:15-3:00 Spanish	<b>Block 3 Math/Science</b> A: 12:39-1:24  B: 1:27-2:12  C:2:15-3:00 Spanish	12:26-1:11	Lunch
					1:15-3:00	<ul style="list-style-type: none"> <li>• Seminar Time?</li> <li>• Special Programs?</li> <li>• Rotating Depts dictate time usage?</li> <li>• SFC?</li> <li>• Teacher Collaboration Rotating Schedule?</li> <li>• CHAP?</li> <li>• Band?</li> <li>• Concentration Meetings?</li> </ul>

# CHHS Reimagining Learning

## Foundational Supports



Maximize Continual Improvement  
by Investing in our Talented Faculty  
(Passions that impact Student Learning)

Elbow-to-Elbow  
Work

Investing in a Culture  
of Continual Improvement  
and Adaptive PD

Pedagogical  
Coaching/Staff  
Development  
Positions





# Croton Harmon High School

## Flexible, Dynamic Learning Spaces

### FLEXIBLE, DYNAMIC LEARNING SPACES



Ignite curiosity and inspiration within our students and staff through the creation of dynamic learning spaces

#### Pedagogy

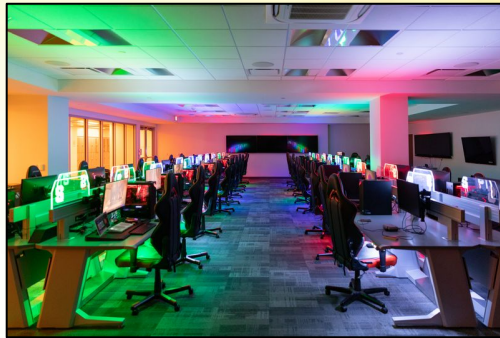
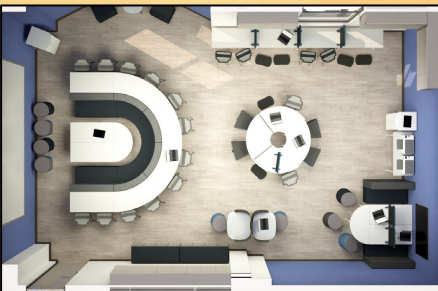
- ✦ Explore how pedagogy and purpose inform space design by visiting classrooms and external sites
- ✦ Develop an ongoing plan of budgetary support for redesigning learning spaces

#### Passion

- ✦ Foster an iterative design process that centers on passion, experimentation, and playfulness
- ✦ Prioritize teacher and student voice in the redesign of learning spaces

#### Well-being

- ✦ Create and enhance learning spaces to foster student and staff well-being in all schools





# Croton Harmon High School

## District and School Culture

**POSITION: 0.6 Pedagogical Coach/Professional Developer**

### OVERVIEW:

The instructional coaching pilot program is being developed to capitalize on the expertise of our staff and important learning in pedagogy and instructional technology. The 2 positions will primarily involve individual coaching and support of faculty members as well as facilitating professional development that is adaptive to the needs of the building/departments. These positions will allocate resources towards ongoing professional learning for our faculty. These positions will be 0.4 regular teaching positions and 0.6 dedicated to instructional coaching and professional development. The position also includes a yearly stipend to account for after school/evening meetings, professional development, hiring committees, etc. There is no impact on seniority for teachers who take on this role.



### THE TRUTH ABOUT TEACHER WORKLOAD



### DISTRICT AND SCHOOL CULTURE



Inspire the pursuit of individual and systemic success by cultivating an environment that prioritizes connection and belonging, celebrates thoughtful risk-taking, and values collegial voice

#### What Success Means in Schools

- ◆ Elevate what success means for both schools and learners
- ◆ Develop and communicate a broader concept of individual and systemic success
- ◆ Embrace thoughtful risk-taking and the value of failure as part of the learning process

#### New Staff Recruitment and Development

- ◆ Align recruitment and hiring practices with vision and goals
- ◆ Use new staff recruitment opportunities to communicate our district vision
- ◆ Re-envision a new staff mentoring program for ongoing growth opportunities

#### Sustained Professional Learning

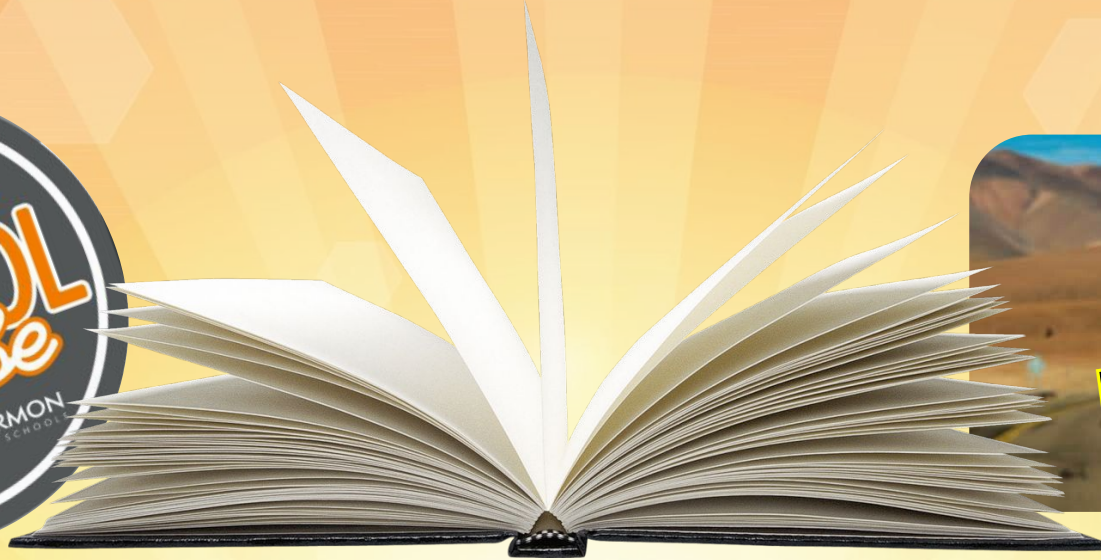
- ◆ Research how various industries support professional learning, utilize assessment, and provide feedback for professional growth
- ◆ Provide regular opportunities that allow staff to choose the direction of their professional learning in pursuit of passion
- ◆ Create systems for regular classroom visits and collaboration among staff members
- ◆ Create options for teacher choice and collaboration in the professional review process

#### Tiger Pride

- ◆ Create an environment that encourages every individual to contribute to and benefit from the experience of being a Tiger.
- ◆ Celebrate the divergent thinking that helps us to become #WhatCHUFSDCanBe



# The Journey to What School Can Be at CHHS



Thank you!