



SCARSDALE
PUBLIC SCHOOLS

'Dale Dispatch: District e-Newsletter

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From Dr. Thomas Hagerman
Superintendent of Schools



The 2018 Bond Planning Process

After years in the making, the 2018 bond process is approaching finalization. We recognize that it has been a long process, so it seems appropriate at this juncture to provide the highlights of this work:

Bond Background and Process

This proposed 2018 bond is actually an outgrowth of the 2014 bond, when it was determined that a much larger scope of work, particularly at Greenacres, would need to be considered. The following is a timeline that further clarifies work for the 2014 bond and thereafter:

Greenacres Feasibility Committee (2014-2015): This Committee met to review Engineering and Building Condition Studies. While major work was necessary for Greenacres, it was identified as just part of a larger scope of District-wide work. Ultimately, no formal recommendation was made to the Board of Education regarding renovation or a new building; however, leaving the building "as is" (minor renovations only) was not an option that the Committee favored.

Greenacres Feasibility Committee Re-convened (2015-16): Using the same data factors, recommendations of the Committee remained consistent with the initial committee: a focus on building conditions and educational adequacy. Again, no recommendation was made with regard to expansion or a new building, but leaving the building "as is" was still not considered to be a

viable option.

Building Conditions Survey (BCS) (Fall 2015): The District completed a New York State Education Department mandated review of all District buildings. Facility items needing attention were identified by building and by priority.

Roof Master Plan Completed (Spring 2016): The District commissioned a study of our entire physical plant's roofing (613,544 sq. ft.). The final Master Plan documented conditions, life expectancy, and estimated replacement costs.

Fields Master Plan Completed (Spring 2016): The District commissioned a study of the condition of the District's athletic fields and outdoor play spaces. The final Master Plan documented conditions, plans for possible improvements, and estimated repair costs.

Building Committees (Spring 2016): During the Spring of 2016, approximately 4-6 meetings were held at each building (except at Greenacres due to feasibility committee work). Committees at each building included administration, teachers, and parent representatives. The purpose of these committees was to identify and prioritize potential work in their buildings which would make a meaningful impact on the experience of building use by students, teachers, and parents. Building Conditions Survey items were also thoroughly reviewed by each committee. Common priorities across the buildings included air-conditioning, food service solutions, and security vestibules.

BBS Architects (Late Winter/Spring 2017): The District engaged BBS Architects in February, 2017. They were charged with submitting recommendations for the scope of work necessary at each of the District's schools, including Greenacres. In preparation for this work, they studied and reviewed all previous work, including: Building Conditions Survey (BCS) and Greenacres Feasibility Committee reports; prior architect and engineering reports; Building Committee priorities; and Roof and Fields Master Plans. The BBS engineering and architectural teams then analyzed each building in depth and prepared a BCS master list, which was combined with the original BCS. All building schedules were also studied and building tours and interviews with key personnel were conducted to develop a clear understanding of how each building functions in delivering instruction.

Formal Presentations to the Board of Education and Community Regarding the Proposed Bond:

- **May 22, 2017:** BBS's presentation of all facility needs and some initial design enterprise solutions to address major issues. Renovation and expansion at Greenacres was formally recommended over new construction.
- **June 12, 2017:** BBS's presentation of updated building Master Plans based on feedback from the Board of Education, building committees, and community. Work at the Middle and High Schools was recommended to be deferred for future committee study and development.
- **June 20, 2017:** Public Forums were held in the morning and evening to hear from the community.
- **July 6, 2017:** Board of Education approved the Park East Construction Management firm's contract to oversee project construction, and development of implementation plans and cost estimates. Board of Education agreed to administration's recommendations to move forward with project planning for the following: District-wide facility needs focusing on roofs, building systems, electrical upgrades, code compliance, and health and safety issues; the addition or upgrading of entranceways into security vestibules at selected schools; and the renovation and expansion of Greenacres Elementary School. It was noted that the final scope of a bond project should be at or near tax neutral (+/- \$5 million).
- **August 24, 2017:** Presentations by District consultants: financial impact (BPD Inc.), State Environmental Quality Review (SEQR) (JC Broderick), safety procedures (Park East), and project refinement and updates (BBS Architects).
- **September 11, 2017:** Presentation of project and committee updates from administration and consultants.

- **October 16, 2017:** Presentation of project and committee updates from administration and consultants.
- **October 23, 2017:** Comprehensive presentation of all bond project scope items and committee updates.
- **November 6, 2017:** Update and review of the 2018 Bond Project scope items by priority.
- **November 13, 2017:** Presentation of Administration recommendations for the proposed 2018 bond, including the Greenacres building and District-wide Facility Committee recommendations. The Administration recommended supporting all 11 recommendations from the District-wide Facilities Committee (which included the Greenacres Building Committee recommendations). The Board reached consensus on the first nine (air ventilation, roofing, boilers, electrical upgrades, field/site work, building structures, ADA requirements, flooring, and security-related improvements). The Board discussed the Greenacres spatial needs, and reached consensus to support the renovation (not including the kitchen renovation). The Board also discussed the modular classroom proposal, but ultimately rejected this recommendation. Air conditioning recommendations were also considered, and while widespread support of this topic was recognized, the Board did not reach a consensus, and deferred it for further discussion.
- **November 20, 2017:** Special meeting held to discuss Administration's proposed 2018 Bond scope with updated costs. The Board reviewed and discussed the proposed projects and recommendations that they had not reached consensus on at the previous meeting, including noise, air, and security monitoring; Greenacres kitchen; and District-wide air conditioning. After much discussion, the Board reached consensus to include all of the above items except for security monitoring (which will be put in place, but be funded through the operational budget rather than the bond), and air conditioning, which was deferred for further study.
- **November 27, 2017:** Presentation to the Board on the State Environmental Quality Review (SEQR) process, which included the review of a 370 page report, prepared by J.C. Broderick & Associates, Inc., reviewing all aspects of environmental impact as set out by New York State. The Board asked the consultants and District's attorney many clarifying questions, and suggested a number of edits to the Environmental Assessment Forms: *Part 1: Full Form, Project and Setting, Part 2: Identification of Potential Project Impacts, and Part 3: Evaluation of the Magnitude and Importance of Projects and Determination of Significance.*

Information and presentation materials for these meetings can be found on our District's webpage or [click here](#).

Final scope of work to date with estimated costs:

Currently Proposed 2018 Bond Project Scope		
Proposed Project	Location	Estimated Costs
Air Ventilation	District-wide	12,246,453
Roofing	District-wide	9,606,885
Boilers	District-wide	4,581,081
Field/Site Work	District-wide	2,585,500
Electrical Upgrades	District-wide	2,287,871
ADA Compliance	District-wide	1,747,600
Building Structure	District-wide	1,379,500
Security Related Improvements	District-wide	1,090,894
Flooring	District-wide	739,135
Spatial (less Kitchen)	Greenacres	25,942,976
Kitchen Space	Greenacres	887,496
Toilet Room Renovations	Greenacres	530,865
Kitchen Equipment	Greenacres	421,763

A/C for OMPR & Library	Greenacres	168,705
Kitchen Engineering	Greenacres	168,705
Noise Monitoring	Greenacres	100,000
Air Monitoring	Greenacres	100,000
Temporary Hepa Filtration	Greenacres	35,147
TOTAL 2018 BOND ESTIMATE		\$ 64,620,576

The remaining steps in this process include a Public Forum, scheduled for Monday, December 4th at 6:30 p.m., for the Board and administration to hear from the community on the finalized scope as well as the SEQR process. It is expected that the Board will finalize a resolution for the proposed Bond by mid-December for a planned community vote on February 8th.

Warm regards,
Dr. Thomas Hagerman



Center for Innovation: Reflecting on Five Years

By Lynne Shain, Assistant Superintendent for Curriculum, Assessment, and Instruction, and Jerry Crisci, Director of

Instructional Technology and Innovation -- Co-Directors of the Center for Innovation



The District established the Center for Innovation (CFI) five years ago this fall, with the following goals:

- to re-imagine teaching and learning, develop new models of instruction, and explore the role of technology in transforming instruction
- to foster widespread change, beyond a single classroom or teacher
- to learn how other organizations foster innovative practices and possibly replicate their techniques and structures in Scarsdale

In October, the CFI organized a half day retreat to reflect on its first five years, to discuss emerging themes for further reflection, and to plan next steps. Retreat participants included teachers, administrators, and a representative from the Board of Education.

The book *Whiplash: How to Survive our Faster Future* served as a vehicle to frame our conversations. Joi Ito, one of the authors (and the current director of the MIT Media Lab), poses a series of nine organizing principles in the book, and a series of case studies, to help organizations think about the impact of change on the future of all organizations, including businesses and schools.

The retreat agenda focused on three Essential Questions:

- Has the CFI had a transformative impact? How do we measure impact?
- How do we accelerate momentum for innovation?
- Do we need to recalibrate our compass? If so, how?

The retreat began with a review of the CFI's work over the last five years, highlighting the speakers, site visits, and grants that have helped inform our work in Scarsdale. After the review, Gabriel Rossi, Assistant Dean of Faculty and Curriculum at the Yale School of Management, moderated our discussion of the Essential Questions. Mr. Rossi used quotes from *Whiplash* as a series of provocations to foster conversations about the CFI's future direction. For example, the group discussed if the Center should have a formal map for moving forward, or whether it should rely on a "compass of principles." Other questions focused on the book's themes, including:

- Is it the case that all innovation is good?
- What is the opportunity cost of adoption?
- How do we define innovation? Is it relative or is it an absolute?

Retreat participants made several recommendations for informing the future work of the Center, providing us with further questions to consider as well as ideas for sharing our work and best practices with others, both in the Scarsdale community and beyond.

Recommendations included revising the innovation grant application in order to encourage grants that do not focus solely on technology, thereby expanding the pool of innovation grant recipients.

The Tenure Class of 2018

*By Drew Patrick, Assistant Superintendent
for Human Services and Leadership Development*



Achieving tenure is a significant accomplishment in the career of an educator. Put simply, tenure marks a change in an educator's employment status which affords that educator the right to keep his or her job, and requires due process for discipline or dismissal. Similarly, granting tenure, upon recommendation from the Superintendent, is among the most serious and significant responsibilities of the Board of Education. Interestingly, Boards of Education are empowered only to approve or reject the recommendation of the Superintendent, and cannot award or deny tenure without such a recommendation. Importantly, none of this can happen before a teacher or administrator successfully completes a trial, or *probationary*, period of employment.

Our appraisal system during the probationary period relies on a wide variety of inputs to inform a decision to recommend tenure, including:

- Four formal classroom observations annually, which include a discussion, reflection, written report, and rating, conducted by supervisors (i.e., department chair) and administrators (i.e., principal, assistant principal).
- An observation by an Assistant Superintendent and/or Director, annually.
- Numerous informal "drop-in" observations by supervisors and administrators.
- Formal and informal mentoring.
- A portfolio of materials documenting professional practice, with written commentary.
- A year-end conference, written appraisal, assessment of progress, and rating, annually.
- A parent survey, as well as ongoing feedback from members of the community.
- An administrative review panel attended by District administrators, building administrators, supervisors, and Board of Education members, annually.

It is our expectation that the rigors of the tenure process are commensurate with the importance of the achievement. With this in mind, the candidates eligible for tenure this year are listed below,

along with a timeline for the process, and an invitation to community for input. To learn more about this process, [please visit our website](#).

Members of the community are invited to share their experiences with these individuals [by emailing](#) or writing to:

Drew Patrick, Assistant Superintendent for Human Resources, 2 Brewster Road, Scarsdale, NY 10583

Name	School	Tenure Area
Deppert, Jaime	Greenacres	Elementary
Cooper, Ashley	Heathcote	Elementary
De Grazia, Lisa	Heathcote	Elementary
Johnson, Shaun	Heathcote	Foreign language
Rubin, Deborah	Heathcote	Elementary
Adler, Lauren	Quaker Ridge	Elementary
Gil, Felix	Quaker Ridge	Principal
Muzzio, Zulmira	Quaker Ridge	Special Education - general
Gallo, Elizabeth	Scarsdale Middle School	Technical subjects
Maldarelli, William	Scarsdale Middle School	Social Studies
Tocci, Daniel	Scarsdale Middle School	Science
Wixted, Emma	Scarsdale Middle School	School counseling and guidance
Kopatz, Cara	Scarsdale High School	Special Education - general
Prendergast, Dylan	Scarsdale High School	Science
Synowiez, James	Scarsdale High School, Heathcote, Greenacres	Physical Education
Crisci, Gerald	District Office	Director of Instructional Technology
Mattey, Stuart	District Office	Assistant Superintendent for Business
Pappalardi, Raymond	District Office	Director of Physical Education, Health, and Athletics

Tenure Timeline

November, 2017	Overview of tenure process and tenure candidate list shared via 'Dale Dispatch, website Public input invited on tenure candidates
December, 2017	Parent survey distributed electronically
February, 2018	Administrative review panel meets to discuss tenure candidates
March, 2018	Tenure recommendations completed
April, 2018	Administrative review panel meets to discuss first and second year probationers Continuation decisions made
May, 2018	Board of Education tenure vote (tentatively May 7)



Inclusion in Scarsdale Schools

By Eric Rauschenbach, Director of Special Education and Student Services

Recently, Scarsdale's need for inclusion classes in the elementary schools has increased, and more of our students are experiencing classrooms that are taught with an inclusive model. Whether this will be a continuing trend is not clear, but the benefits to both general education and special education students have been well established.

Inclusion, from an educational perspective, is the idea that many students with disabilities can be effectively taught within the general education classroom when appropriate resources are provided. This approach contrasts with the past, when special education often meant segregating students with disabilities and providing them with instruction in isolation from their general education peers. It is now widely accepted that, in such a setting, students with disabilities have a harder time learning to learn, and acquiring the social and pragmatic skills they need to be successful in the wider world.

Scarsdale Schools believes that all students deserve the opportunity to experience the learning process in the company of their peers as much as possible, and in settings that are appropriate. The programs developed within our special education continuum seek to provide services while honoring this commitment. Integrated Co-Teaching and the Bridge Class are the two models we have chosen to deliver instruction to students who need specific accommodations and supports in order to access the curriculum, while simultaneously providing them with the experiences and benefits of being included in the wider school community. Below are some frequently asked questions (and answers) about inclusion and our elementary programs.

Why do we believe in inclusion?

- Inclusion provides learning benefits to both classified and non-classified students: Additional supports within the classroom (additional teachers and/or aides) reduce student to teacher ratios for all learners, and increase teacher-student interaction time.
- Lessons are carefully differentiated to benefit a wide range of learners. Both non-classified and classified students benefit from a planning focus that breaks down concepts and provides for a range of educational outcomes, including enriched activities and projects for students who will benefit from them.
- Students, both classified and non-classified, develop an understanding of challenges and become accustomed to meeting those challenges, which enhances self-esteem.

Children gain an understanding of individual differences and greater empathy for other human beings:

- Classified students have access to friendships that segregated programs make more difficult. It is easier for these students to engage in their home community when friendships are built within the school setting.
- Parents of included students have better access to their communities and school events.

All children have the right to be educated in the least restrictive environment:

- Federal law mandates that students should be educated in the least restrictive setting that is appropriate to meet their needs. In many cases, that is an inclusive environment with appropriate supports.

What are the elementary inclusion programs within the Scarsdale School District?

- Integrated Co-Teaching (ICT) Model (for grades K-5): The ICT Model is a full inclusion

model. Special education children are educated with their general education peers for the entire school day. With co-teaching, the general education and special education teachers work in the same classroom and plan together to address the needs of students with a variety of backgrounds, learning styles and abilities. Teachers use various models for instruction within the included class such as parallel teaching and station teaching.

- Bridge Class (K/1 combined grades): Students in the Bridge Class split their time between an inclusive and a special education classroom. Students are included, with support, as mandated by their IEP. Presently, students are included for activities such as morning routines, special projects/activities, snack, specials, and lunch/recess. For academics that require more concentrated, individual instruction, the students work in a self-contained setting.

Are there times when inclusion classes will exceed the normal caps for elementary classes?

Occasionally, Scarsdale will allow inclusion classes to exceed the caps (22 students/grades K-2, 24 students/grades 3-5) by up to two when necessary. The thinking behind this is that the larger class size is offset by the reduced student ratio realized when additional teachers and/or aides are present.

How do general education students get chosen to join inclusion classes?

General education students are not "chosen" to participate. The normal process of class sectioning is followed for both general and inclusive classrooms. This process takes into account academic, social, and logistical factors. The grade level teachers, administrators, and school psychologist work together to make educationally sound groupings across the grade.

How do classified students get chosen to participate in the inclusion program?

Placement recommendations for all special education students are made by the Committee on Special Education. This Committee is comprised of the parents, the chairperson, a school psychologist, a general education teacher, a special education teacher, and any related services professionals that are appropriate. The group uses both standardized and school-based assessments along with the professional opinions of the members of the Committee to develop goals and programming recommendations for the student. The Committee meets at least yearly to determine appropriate recommendations.

The Committee may recommend Integrated Co-Teaching for students who demonstrate academic needs that require globalized support during instruction and cannot be served in a supplemental pull-out service such as the Learning Resource Center (Resource Room). These needs can stem from a Learning Disability, Speech and Language Impairment, Autism, or another health impairment. These students must also be able to work in small groups and maintain their behavior, when given appropriate accommodations, in a way that allows the class to function for all students present.

The Committee may recommend the Bridge Program for students whose academic needs require more intensive intervention, and are beyond the ability of teachers to differentiate for in a larger setting, but would still benefit from intellectual and social integration with non-classified students. These needs can stem from a Learning Disability, Speech and Language Impairment, Autism, or another health impairment.

What training is provided to general and special education teachers and aides involved in the program?

In addition to the work of Susan Goodman, Teacher-in-Charge of Special Programs, who acts

as the program administrator, the District employs a consultant whose focus is to help train and advise the teachers in all of our inclusive programs. Teachers receive both "in-service" training days and, most importantly, regular consulting sessions in their classes with our consultant. These consultancies are reinforced by Ms. Goodman between visits. The aides involved in the program also receive training from our consultant, behaviorists, teachers, and Ms. Goodman throughout the year.

Facilities Update: SEQRA

*By Stuart Matthey,
Assistant Superintendent for Business and Facilities*



The State Environmental Quality Review Act (SEQRA) requires all school districts and state and local government agencies to consider environmental impacts prior to the commencement of capital work. SEQR is not a separate permit, but rather an additional layer of review, and must be completed before a final decision regarding a project is issued. SEQR defines the term "environment" broadly and considers the physical impact of the proposed work on such things as land, air, water, minerals, flora, noise, historic or aesthetic significance, etc.

To meet the SEQR requirement for the 2018 Bond Project, J.C. Broderick and Associates was engaged early in the process to review the proposed scope of work, and the subsequent preparation and submission of SEQRA assessments.

Since their time of engagement in July, J.C. Broderick has worked with the administration, District architects, construction management firm, and state and local entities in studying potential impacts on the environment from the proposed work.

As a result of their study, a 370-page report including recommendations was prepared and submitted by Kristin Nannini of J.C. Broderick, who reviewed it with the Board of Education at their meeting held on November 27th. The entire 370-page report may be accessed on the District website [here](#).

The report includes forms and supporting information and documents utilized in the determination of significance, including:

- The Proposed Scarsdale Public Schools Bond Project Summary of Scope of Work
- The Greenacres Elementary Task Force October 4, 2017 BOE Submittal
- The Park East Construction Corp. Greenacres Elementary School Construction and Safety Procedures, November 22, 2017 (subject to revision and BOE approval)
- Greenacres Elementary School Building Inspections
- The completed Part I: Environmental Assessment Form for each campus
- The collective Part 2: Identification of Potential Project Impacts Form
- The collective Part 3: Evaluation of the Magnitude and Importance of Project Impacts and Determination of Significance Form

Ms. Nannini reported that her firm performed a (SEQR) review of the proposed scope of work for the Scarsdale Public Schools Proposed Bond Referendum, and declared, as stated in the report's cover letter:

"It is our opinion that the scope of work is categorized as an Unlisted Action under 6 NYCRR Part 617 (State Environmental Quality Review). Environmental Assessment Forms were completed and have concluded that based upon the information and analysis performed, that the proposed action will not result in any significant adverse environmental impacts under Environmental Conservation Law, Article 8."

Ms. Nannini explained that the New York State Department of Environmental Conservation provides various forms for a lead agency to determine significance of a project based on the classification of the project. Part 1 of these forms compile detailed site-specific physical aspects of the project site; Part 2 is designed to help a lead agency identify and inventory the potential resources that could be affected by a proposed project; and Part 3 provides an evaluation of impacts and a detailed justification for the determination of significance.

Ms. Nannini explained further that as Part 1 of these forms is designed typically for a single project site, one Part I form was not feasible for the Scarsdale Public Schools Project since it involves seven school campuses, so a separate Part I was completed for each site to allow for maximum detail documentation. All the details presented in the Part 1 forms were reviewed and compiled to prepare single Parts 2 and 3.

It should be noted that the Board has the final word on adoption of the SEQR determination.

Ms. Nannini also reviewed some of the details in the determinations concerning the Greenacres project, including impact on land, energy consumption, noise/odor/light, asbestos/lead/mold, and transportation. The firm's conclusions were that construction would have some temporary and minimal impact in some of these areas, but nothing lasting or significant once construction is completed.

The Board discussed these findings with Ms. Nannini, and requested that additional information about the Board's intentions concerning noise and air quality monitoring at Greenacres be added to the report. It is expected that the amended report, inclusive of these updates, will be available to the Board of Education and public in the coming days.



Parent-Teacher Conference Scheduling Gets A New Look

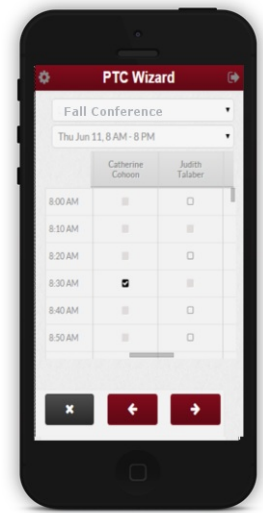
By Rachel Moseley, Director of Information Technology

In 2013, the District started using PTC Wizard, an online conference scheduling system, with the objective of making the process more efficient for teachers and administrative staff, and with the intention of offering parents a uniform experience across all grade levels.

This year we have been piloting a new version of PTC Wizard at the elementary schools and, as of November 13, also at the Middle School. To watch a 30-second video of how this new system works for parents, you may access an explanatory video on YouTube [here](#).

The vendor has already implemented some enhancements and bug fixes based on feedback received from our elementary parents and teachers. We

would welcome feedback as well from our Middle School parents who have just started to schedule their conferences. Feedback may be emailed to ParentPortal@scarsdaleschools.org. We will share this feedback with the vendor. If all goes well with this pilot, we are planning to use this new version of PTC Wizard for the High School conference scheduling next fall.



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