

**RHINEBECK CENTRAL SCHOOL DISTRICT  
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)  
COMMITTEE MEETING MINUTES  
Wednesday, October 28, 2009  
8:30 a.m. - 11:30 p.m.**

**Members Present**

Bobbie Bie	Brent Kacur	Cynthia Ping
Victor Britton	John Kemnitzer	Pat Sexton
Deidre Burns	Brett King	Susan VanVlack
Edwin Davenport	Marvin Kreps	Katherine Younger
Jane Ebaugh	Bonnie Murphy	
Katelin Grande	Erin O'Brien	
Jennifer Hammond-King	Joseph Phelan	

**Members Absent**

Terri Kupiec	Shaun Ramsey
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**Minutes:**

The meeting began at 8:30 a.m. with introductions and review of the proposed agenda and supporting documents that were sent to committee members. The proposed agenda is as follows.

- Welcome and discussion of agenda
- Review and discussion of the CDEP and Process
  - Mission, Vision, Core Values
  - Goals and Objectives
  - Data and Decision-Making
  - Vertical Team Tasks for 2009-2010
  - APPR
  - Mentor Plan
- Review/Planning Superintendent's Conference Days: 2009-2010
  - November 3, 2009: RTK/BB
  - April 23, 2010
  - June 25, 2010
- Professional Development Plan and Standards
- Review of Response to Intervention
- Technology Plan Development Process and Product
- Board of Education (BOE) 21<sup>st</sup> Century Teaching and Learning Goal
- Code of Ethics
- Arts in Education: Next Steps?
- Review of School Climate Initiatives at Chancellor Livingston Elementary School (CLS), Bulkeley Middle School (BMS), Rhinebeck High School (RHS) and next steps
- Rhinebeck Science Foundation Update

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**Discussion of Agenda**

Marvin Kreps opened with a review of the proposed agenda and invitation for additional items for discussion. The New Teacher/Mentor Annual Review Meeting Minutes of June 1, 2009 were distributed to the members present.

**Review and Discussion of CDEP and Process**

Review of CDEP is a continual process. The Committee briefly discussed if it was time to conduct a review of the Mission, Vision and Core Values. The general consensus of the group was that they continue to reflect the educational values of the Rhinebeck Central School District.

The Committee briefly discussed the difficulty of scheduling Vertical Team meetings due to faculty's desire not to be pulled out of the classroom and thus interrupting instruction. It was agreed that the teams find it beneficial to meet with faculty from other buildings. A question as to whether it is appropriate to use professional development time to meet as vertical teams was discussed. Currently, the District has a good representation from each program on each of the vertical teams. Social Studies Vertical Team needs a Middle School teacher to participate. It was suggested that listings of the vertical teams and CDEP members be posted on the website so that faculty knows who to contact with ideas/concerns.

**Superintendent's Conference Days for 2009-2010**

November 3, 2009: Right to Know, Blood Borne Pathogens, and Sexual Harassment training starts at 8:00 AM in the district's auditorium.

- CLS: The remainder of the date will be devoted to RTI (Response to Intervention) model meeting with lower grades teachers meeting to discuss questions and concerns and upper grades discussing benchmark and assessments as well as meetings within the grade levels. Gym teachers will work on the Physical Education Curriculum document. AED Response Team to review protocol.
- BMS: The day will be devoted to Day 3 of 5 for Development Designs.
- RHS: The day will be devoted to meetings regarding the application of the Center for Social and Emotional Education (CSEE): Building wide initiative and lesson planning incorporating CSEE. CSEE will be working with non-instructional staff.

April 2010: Due to SAVE Legislation, the day would be a good choice to do a school safety program. BMS will satisfy the training requirements in the legislation with Development Designs. CLS will have gaps in the day to fit in safety. It was briefly discussed as to whether sexual harassment training counts as safety training. The District has counted sexual harassment prevention training as satisfying safety training in the past.

June 2010: Discussion as to whether we can move up the day to an unused emergency day. At this time, we do not have anything set on the schedule for that day that is locked in for purposes of securing speakers. CLS/BMS might have AUSSIE but they are flexible.

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**Professional Development Plan and Standards**

This is a guide for school districts relating to professional development. We need to assess our professional development to make sure it aligns with the standards.

**Review of Response to Intervention (RTI)**

RTI presentation by Richard Zipp, School Psychologist. The New York State Education Department (NYSED) has mandated that an RTI model be in place by the Fall of 2012.

- RTI is a general education initiative.
- Tier 1 is available to all students (100% of student population)
- Tier 2 is individualized intervention service; data is collected before going to Child Study Team (CST) (10-15% of student population)
- Tier 3 is more intensive – 504 Plan / Committee for Special Education (CSE) (5-10% of student population)
- Each district has to set up their own RTI model. There is no model to follow, per se.
- Resources are available that are free and private sector is developing programs that we can purchase, if we choose to.
- District can develop our own interventions and data collection systems.
- Data that teachers can bring are: CST (Child Study Team); CBM (Curriculum Based Measures) that are short “tests” that can be administered in minutes on a weekly basis in order to collect data/rate of progress
- Currently at CLS, graphs have been used by teachers to record observations on a student who is struggling with attending/social behavior; collaboration of teacher and support services’ observations of students; teachers meet with Nick Montany, Brett King, or Jennifer Hammond-King to discuss student observations.
- RTI is a data driven process.
- RTI is a dual discrepancy model. Discrepancy 1: Skill gap; Discrepancy 2: Gap in rate of learning
- Types of Assessments used: Rating scales behavior, Behavior logs, Discipline referrals, Attendance data

The district uses assessments that can be used for data purposes like Kindergarten screening, Fountas & Pinnell, New Entrant Screenings, and 3-8 testing. We can use the tools we have now and put them together (connecting the dots) creating a history of academic progress.

Richard Zipp has collected material of possible interventions and data collection methods that teachers can use. Possibilities are to place these resources in faculty rooms, in teacher shared folder on server, and on the website.

Teachers are to try an intervention for 3-4 weeks before referring to CST unless it is an emergency situation. We are currently in year 1 of a 3 year process.

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Professional Development for teachers at CLS for RTI included an initial exposure at a faculty meeting with a presentation from Richard Zipp and Jennifer Hammond-King. On the upcoming Superintendent's Conference Day, CLS teachers will be working with different levels to go over questions. It was commented that the most efficient way is to learn as you go.

RTI major component is differentiated instruction. Continued use of differentiated instruction is a priority for RTI to work. CLS is using differentiated instruction with Every Day Math and AUSSIE.

### **Technology Plan Development**

The Committee conducted a discussion regarding the District's use of technology including email and websites. Several points and questions were raised by various members of the Committee. It is expected that this will be an ongoing conversation as the District considers how to align practice with the Board of Education's goal of 21<sup>st</sup> Century Teaching and Learning.

- How much dependency should families have on websites?
- There is no policy with regard to teachers and email/websites.
- Teachers say it takes a fair amount of time to put up a website.
- It was suggested that if a particular teacher elects to not use website/email, the District could consider having a part-time person upload teacher's information in the beginning of the school year with the best way to contact them. The District could consider having an automated response from email that they prefer to be contacted via telephone.
- Parents now communicate in many ways.
- It was reported that many teachers post homework on their respective webpages and parents find it useful. The Committee discussed the merits of encouraging all teachers to post homework on their webpages.
- ISTE standards for implementation of technology in school districts. We need to create a model based on these standards.
- Smartboards change the way teachers teach; teachers want more training. At CLS about 1/3 – 1/2 teachers have smartboards; BMS about 1/2 teachers have smartboards; RHS fewer with more ceiling mounted projectors. Smartboards were given out based on interest and now we have a waiting list.
- There is a skill gap of technology use with non-instructional staff. As duties change, training would be welcome.

### **21<sup>st</sup> Century Skills**

What does it mean? We need to define the next step.

- The possibility of having BOCES come in and present different kinds of technology at faculty meetings. If teacher likes an idea, have someone come and work with them to develop. Possible professional development options were discussed in or order to infuse the effective use of technology into all phases of the educational program.
- It was suggested that the District conduct a review of current school programs and determine the effectiveness and feasibility expanding the use of technology.

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- It was suggested that the vertical teams generate goals to incorporate the use of technology to improve instruction.
- Susan Van Vlack asked CDEP members to email her with suggestions for the survey questions to the staff, parents, and students to see what they use and want in terms of technology. Survey results can be used to develop professional development day opportunities or model days.

**Code of Ethics**

Discussion of the Code of Ethics for Educators. It was suggested that the District's Code of Ethics is more like a Code of Conduct and it was suggested that a subcommittee of the CDEP Committee should be convened to draft a new Code of Ethics to present to the Board of Education that incorporates some of the language from the NYS Code of Ethics. The present Code of Ethics for the District was approved in 2002 by the Board of Education. Volunteers for the subcommittee include Susan VanVlack, Kathy Younger, Pat Sexton, Victor Britton, and Brett King. Bonnie Murphy will discuss with Joanne Plass a possible volunteer to represent the non-instructional stakeholder group.

**Closing**

Review what the Committee did not cover at today's meeting, especially 21<sup>st</sup> Century Goals by BOE. Items to bring to vertical teams include 21<sup>st</sup> Century BOE goals and teaching with a global perspective.