

**RHINEBECK CENTRAL SCHOOL DISTRICT
CDEP COMMITTEE MEETING
MINUTES
May 14, 2008
11:30a.m. - 2:30p.m.**

Members Present

Bonnie Murphy	Shaun Ramsey	Jane Ebaugh	John Kemnitzer	Susan VanVlack
Ed Sullivan	Kathy Younger	Jennifer King	Joseph Phelan	Marvin Kreps
Deirdre Burns	Patricia Sexton	Brent Kacur		

Members Absent

Ed Davenport	Beth Graziano	Katelin Grande
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PROPOSED AGENDA

1. 2008 – 2009 Superintendent’s Conference Days
2. CDEP:
 - Process: Meetings/Tasks 08-09
 - Recommendations in 08-09 budget
 - Vertical Team Reports – AIS, Math and Student Support Services
 - Updating the CDEP document
3. Arts – In – Education
4. Data Reporting/nySTART/ Accountability
5. Value Added/Student Growth model initiative
6. Climate Survey Results
7. Other

The meeting began at 11:40
Marvin Kreps gave an overview of the meeting agenda

Proposed Superintendent’s Conference Day Schedules:

	CLS	BMS	RHS
09/02/08	Standard format as previous years		
09/03/08	Responsive Classroom	Responsive Classroom (MS Model) or CSEE	CSEE – consultant to work with staff on developing action plans based on Climate Survey results. Explore the possibility of using 3 SCD to work on these plans. 4 Faculty members will attend a 3 day Summer Institute and will bring recommendations to the staff
10/10/08	Responsive Classroom ½ day with possible plans to extend consultant work for remainder of the day	Continued Professional Development work with either Responsive Classroom or CSEE	
02/13/09	Based on the outcome of previous SCD goals, the team agreed to ‘plan to plan’ for this date District will provide lunch for all faculty and staff		

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SUPERINTENDENT'S CONFERENCE DAYS

- Joe Phelan offered the suggestion that any discussions or information that affects all staff be given consideration as part of the morning session of the 09/02/08 Superintendent's Conference Day
- All vertical teams consistently express the need for time to meet as a team to plan their action items
- RTK/BBP/McGrath SH Training – What are the options for providing this training to staff/faculty without taking away time from Superintendent's Conference Days
- John Kemnitzer spoke on the difficulty of tracking those who are unable to attend
- Marvin Kreps indicated the availability of on-line training programs, but it would be an additional cost to the district since Dutchess County BOCES provides free
- Building Principals decided to present these training through Dutchess County BOCES at scheduled faculty meetings
- Building Principals also agreed the Sexual Harassment and Abuse Awareness Training will be provided through the McGrath on-line Cyber school
- Cyber School training will be done during scheduled staff meetings
- The CDEP representatives were tasked with discussing with there constituents any needs requiring fee-for-service consultants by June 30, 2008
- Susan VanVlack suggested a memo be sent to all faculty to identify any needs or topics they would like considered for 2008-2009 Superintendent's Conference Days
- Susan VanVlack suggested the possibility of adding Model Schools trainings to the offerings since the trainers were so well received by faculty at previously

PROCESS – MEETINGS/TASKS FOR 2008-2009

- Marvin Kreps moved the discussion to the Commissioner's Regulations regarding Professional Development requirements and the framework for professional development
- Marvin Kreps asked for comments on ways to improve our existing plan
- Committee expressed satisfaction with district professional development
- Considerations for future opportunities: implementation of the new math sequence at the high school, and the state required Response to Intervention plan (RTI)
- Marvin Kreps asked the committee if they would like to continue with the decisions to make revisions to the CDEP document on an annual basis; the committee agreed to this process

RECOMMENDATIONS FOR THE 2008-2009 BUDGET

The following list of items has been included in the proposed budget for the 2008-2009 school year:

- Everyday Math professional development
- AUSSIE consultations– 25 days with the potential for 5 additional days if needed
- Sending faculty who have not been trained in the past to the AUSSIE Summer Institute in August
- New teacher/mentor program in August
- Materials/resources for Academic Intervention Services program development

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- Materials/resources to support full implementation of readers/writers workshop (see ELA goal #1, pg. 22 of the CDEP document)
- Support for the Fountas and Pinnel Benchmark Assessment Systems
- Support for the completion and distribution of the K-12 Mathematics curriculum document (see Math goal #4, pg.25 of the CDEP document)
- Support for drafting curriculum in areas not yet completed (i.e., LOTE, music, physical education, technology, CDOS and (?) Rena's courses (?) *Marvin, I don't know what these are*)
- Continued partnership with the Center for Social and Emotional Education (CSEE) to include attendance at summer institute for 4 faculty and conference day consultants
- Responsive Classroom-4 additional days at CLS (timeline attached)
- Consultant to provide an overview of the middle school Responsive Classroom model *or* continue to look at Essential Elements
- The further action planning for program implementations in light of Comprehensive School Climate Inventory (CSCI) survey data
- Social worker position at Chancellor Livingston Elementary School through a combination of general and federal funds
- Development of a comprehensive school counseling program

DISCUSSIONS RELATED TO BUDGET RECOMMENDATIONS

- Susan VanVlack spoke of a video on school culture that was presented at a middle school staff meeting; compelling and powerful and encourages elementary and high school staff view it as well
- Book leveling at the elementary school will not include the library proper
- Brent Kacur spoke of his work last summer leveling the middle school/high school library. As a result it was identified that there are very few books for students below the 8th grade reading level. There are no classroom libraries in the middle school; Diane Stevens has discouraged this idea in order to create a comprehensive library for all students (*I don't know if this is right*)
- Deirdre Burns asked if this was due to a lack of resources. Jennifer King indicated that money was not at issue as much as the logistics of translating running records for entire grade levels in the middle school as compared to classroom libraries at the elementary school; 100 students(±) for one ELA teacher in the middle school but only 25 students (±) per teacher in the elementary
- Brent Kacur indicated a grade 6 reading teacher is interested in utilizing the Accelerated Reader program in her classroom. He indicated that this is intended as an assessment tool, but teachers use it only as a grade. Other assessment tools are being researched
- State Assessments are not developed with leveled reading in mind
- AUSSIE implementation and growth is based on buy-in and teacher need
- AUSSIE was developed primarily for grades K-9; it was not as successful with our high school
- Readers/writers workshop is geared more toward the elementary level as a way to build fundamental skills that will follow student through their middle and high school years
- Patricia Sexton, in response to the many initiatives the district is implementing, feels the CDEP process is becoming too insular. How is information disseminated to generated stakeholder buy-in?
- Susan VanVlack concurs there is a need for improved district-wide communication

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- Deirdre Burns explains her consistency in reporting back to the Board of Education members, but expressed the challenge in finding resources to communicate this information further
- Patricia Sexton suggested bite-sized comments in the building level newsletters
- Other suggestions included an article in the Gazette Advertiser, a broadcast of the CDEP meeting agenda and previous minutes two weeks prior to the meeting date, CDEP should be a regular item on the PTSO, faculty, RTA and ANIE meeting agendas and possibly a CDEP suggestion box at each school
- The new website will provide better communication
- Jennifer King felt electronic distribution would be effective in disseminating information to parents and faculty
- Should the CDEP committee make district communication one of their goals?
- Would the CDEP committee be willing to create an ad hoc communication committee with representation from each constituency?
- Patricia Sexton, as the community/parent representative, volunteered to take ownership of the communication component

VERTICAL TEAM REPORTS:

- All vertical teams consistently express concern over the challenges faced with the scheduling of meetings, such as poor substitute coverage and difficulty in obtaining representation across all building levels
- Marvin Kreps commented on his attempt to shorten the length of the meetings and the number of meetings; the result being a decrease in progress toward team goals
- John Kemnitzer reminded everyone that due to size of his staff, his building participation is low in order to minimize the impact on teachers being out of their classrooms. He requests the scheduling of these meeting be front loaded on the calendar and before the state assessments are administered.
- Marvin Kreps reminded the committee that any needs and/or recommendations that have a budgetary impact would benefit since they must be identified before the start of the budgetary process; other objectives could be addressed throughout the year
- Vertical team members have asked that the CDEP committee consider changing the vertical team process from multiple meetings over the course of the year to one 6 hour, or two 3 hour meetings *early* in the school year.
- Jennifer King indicated that this would require the teams to begin planning goals early
- Kathy Younger indicated her preference for two 3 hour meetings; Susan VanVlack states this would not work at the middle/high school level
- Marvin Kreps agreed with Jennifer King's idea of front loading meetings
- Joseph Phelan asked how much time vertical teams need in order to meet their objectives
- Marvin Kreps explained that data driven analysis requires the largest amount of time
- Susan VanVlack would like to try the full/half day model; Jennifer King suggested one short meeting prior to one day long meeting in order to determine goals for those meetings
- Susan VanVlack suggested the team members give their feedback on this model; Marvin Kreps will connect with the teams to initiate discussions and feedback

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Academic Intervention Services

- AIS team reviewed the current AIS plan in light of the new programs at the middle and high school and the RIT model; Karen Signor and Irena Jordan are currently assessing and addressing the need at the middle/high school
 - RTIm Direct (formerly AISm Direct) is a program that tracks and monitors student progress; use of this program will be fully implemented by the start of the 2008-2009 school year
 - The rationale for an AIS math teacher at the elementary school did not make this years budget, but will remain on the list of requests for future consideration
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Student Support Services

- The Student Support Services team gave status reports on each building level
 - There was a review of CDEP objectives to identify the need for any changes or adjustments in the language
 - A comprehensive school counseling plan will be drafted over the summer
 - Darlene Faster from the Center for Social and Emotional Education (CSEE) met with the vertical team to address action planning in the fall based on the data generated by the Comprehensive School Climate Inventory (CSCI)
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Mathematics

- Math vertical team discussed the Final Report of the National Mathematics Advisory Panel-2008
- What can be done for the students who cannot complete the new math sequences at the high school
- Kathy Younger indicated the following factors to consider:
 - determine absolute skills
 - how is math currently being taught
 - how much time is spent on math
 - create checkpoints and assessments
 - identify any apparent variations in need (grade 5 was given as an example)
 - look into supplementing Everyday Math to address these needs
 - develop a math lab
 - integrate calculators
 - explore a math coach at the elementary level; develop rationale
 - AIS (RTI) How is math taught at the K-2 level
 - what are research-based best practices
 - performing pre and post unit assessments in grades 4 & 5
- Jane Ebaugh cited an increase in self-contained math classes unable to grasp current math concepts due to the curriculum becoming more language-based; there is a current need in the high school as well. This may result in students unable to graduate due to math exams and expectations. Many exams can be modified and read to students; this is not so for the math exams

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- Marvin Kreps suggests looking at what research tells us regarding First Teaching. Because all students must have viable access to research-based best practice driven instruction, we need to determine if our curriculum is aligned with the expectations of math instruction
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ARTS-IN-EDUCATION

- It was identified that the Arts in Education program needs more structure within the district
 - During meetings between Sandra Kane, Marvin Kreps and Tom Burnell, a draft of a district arts-in-education program and resources was developed
 - This program will be used as an interdisciplinary tool to teach through the arts
 - The arts-in-education committee will report out to the CDEP committee on various options
 - Patricia Sexton shared her experience with teaching through the arts. Students are physically engaged with hands-on learning. Teachers benefit by learning how to find creativity within themselves
 - This program will be funded through PTSO monies, Dutchess County Arts Council grant writing, school district and curriculum budgets
 - This new structure will also increase the amount of funding received through Dutchess County BOCES
 - Patricia Sexton added the possibility of establishing a relationship with non-profit organizations in the area
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DATA REPORTING/nySTART/ACCOUNTABILITY

- *Marvin, you can write the data/nystart/accountability crap because I have no idea what you said*
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VALUE-ADDED/STUDENT GROWTH MODEL INITIATIVE

- The Board of Regents is developing a growth model in NY
- Federal regulations require states to develop models by the start of the 08-09 school year
- Marvin Kreps, Edwin Davenport, Susan VanVlack, Kathy Younger and Joe Phelan attended a training at Dutchess County BOCES presented by Heather Adams from the Capital Region BOCES with the goal of researching models currently being used in other districts
- Marvin Kreps indicated there are two directions to take:
 1. team up with the Capital Region BOCES to begin developing a district model
 2. temporize on the topic until the State adopts a growth model
- CDEP committee decides against pursuing any further models until a model is adopted by the Board of Regents. In doing so, the district would not have a way to assess CDEP long-term goal #1 (see pg. 11, CDEP document)
- Discussion on developing the district's own assessment tool to determine student growth. A consistent tool will be effective if it is used across all three buildings. Vertical teams will address any current or viable benchmarks that would tie in to our district's curriculum.

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- CDEP committee will develop an internal assessment to show student growth
- Joseph Phelan recommended the district assessment model should reference and dovetail the pending state growth model

CLIMATE SURVEY RESULTS

The result of the Comprehensive School Climate Inventory (CSCI) were presented to the staff of the middle/high schools. The Student Support Services vertical team will make a presentation to the elementary school. The district held a parent and community presentation on the evening of May 12, 2008; attendance was poor. A plan must be developed to disseminate this data to the community. Deirdre Burns expressed concern that there was not enough time at this meeting to properly address this important matter. She also felt the data is too overwhelming for the average parent/community member to sift through; a simplified summary would be more effective.

Patricia Sexton suggested attaching the PowerPoint that was distributed at the May 12, 2008 presentation be attached to email recipients of the school level newsletters. Regardless of the format, she feels the PowerPoint must be distributed immediately.

Deirdre Burns expressed interest in a succinct narrative, such as a written executive summary, that reference the more in-depth report for anyone interested in more information.

Discussion should continue around:

- What gets communicated
- In what format
- Newsletter email distribution lists with a link to the PowerPoint
- Administrative meeting to determine how to communicate data to students