

**RHINEBECK CENTRAL SCHOOL DISTRICT
CDEP COMMITTEE MEETING
MINUTES
November 3, 2008
8:30a.m. - 11:30a.m.**

Members Present

Ed Davenport	Victor Britton	Shaun Ramsey
Jo Ann Conlon	Jane Ebaugh	Susan VanVlack
Deirdre Burns	Jennifer King	Marvin Kreps
Terri Kupiec	Cindy Ping	Brent Kacur
Bonnie Murphy	Bobbie Bie	
Kathy Younger	John Kemnitzer	
Pat Sexton	Joseph Phelan	

Members Absent

Katelin Grande

Minutes:

The meeting began at 8:30 a.m. with Marvin Kreps reviewing the proposed agenda. The proposed agenda is as follows.

- Review of the CDEP and Process
- February 13, 2009 Superintendent's Conference Day Planning
- Professional Development Plan Development
- Board of Education Updates and Information
- Rhinebeck Science Foundation Update
- Communication with all Stakeholder Groups
- Updates on Important Topics:
 - Response to Intervention
 - State Education Department Growth Model

Review of the CDEP and Process:

Marvin Kreps reviewed for the team the process of developing the current Comprehensive District Education Plan. It was emphasized that the process is designed to include multiple stakeholder groups in the development, implementation, monitoring, and evaluation of the plan. Therefore, it is important that each stakeholder group discuss with their respective colleagues the contents of the plan and be prepared to meaningfully provide input to the team regarding the objectives embedded in the plan. Marvin Kreps reviewed the history and the development of the document citing the state and federal requirements to create numerous plans such as the Annual Professional Performance Review, Mentoring Plan, Technology Plan and Professional Development Plan in order to qualify for federal and state aid. It was further emphasized that the No Child Left Behind Act requires school districts to demonstrate academic achievement progress on grade three through eight Math and English Arts tests

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such that district's will demonstrate 100% proficiency by the 2013-2014 school year. There are additional student achievement requirements in the high school. Due to these aggressive academic achievement requirements the Comprehensive District Education Plan includes objectives designed to address root causes of student performance that is below proficient. The objectives in the plan address such dimensions as: professional development, curriculum development, improvement of instruction, creating an emotionally safe climate, providing extra targeted assistance to students who score below proficient on state exams.

February 13, 2009 Superintendent's Conference Day Planning:

Prior to discussing plans for the conference day the team reviewed the conference day held on October 10, 2008.

The faculty of Chancellor Livingston Elementary completed the five day training of the Responsive Classroom Model. This was the last day of training in five consecutive conference days dating back to the last school year. The faculty and administration reported that they found the training to be valuable and that the skills and knowledge gained has contributed to greater consistency of practice throughout the school both in the classroom and in the common areas. It was reported that some faculty indicated interest in continuing the training by participating in the advanced Responsive Classroom Institute. It was agreed that the District would explore the possibility of supporting this interest. Due to the cost and amount of time it was determined that the entire staff would not be trained. The afternoon was utilized by the faculty engaging in grade level and discipline specific professional activities. The faculty reported that it was very valuable having the opportunity to meet with colleagues to collaborate on implementation strategies for the professional development and curriculum writing work they have been doing.

The faculty and administration of Bulkeley Middle School participated in the first day of a five day institute entitled Developmental Designs. This training is based upon the same model as the Responsive Classroom model. This training will include all faculty members and a majority of the staff of the middle school. It promises to bring greater consistency to the middle school with regard to creating an emotionally safe school that teaches the District's students respect and the skills they need to be successful. The faculty reported that the first day of training went very well. They are looking forward to the next day of training.

The faculty and administration of the high school participated in workshops presented by the Center for Social and Emotional Education on topics related to improving school climate at the high school level. The goals of the workshops were based upon the results and analysis of the data obtained from the School Climate Survey administered last school year. It was suggested that there needs to be more time for faculty to integrate the information and strategies into daily practice in the classrooms and common areas. The importance of continuing to include the non-instructional personnel in the training and to ensure that it is relevant to their daily duties was emphasized.

On the February 13, 2009 Superintendent's Conference Day Chancellor Livingston Elementary faculty and staff will be engaging in professional planning and work meetings with the goal of continuing the

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integration of the curriculum development and professional development in literacy instruction. A major focus of the day will be on working in grade level teams on curriculum, instruction and assessment as they relate to the AUSSIE PD and the Responsive Classroom PD.

The faculty and administration at Bulkeley Middle School will continue the Developmental Designs training with day two of the five day institute. Rhinebeck High School faculty and administration will continue their work with the Center for Social and Emotional Education. The agenda for the day will be determined in collaboration with them. Marvin Kreps noted that Bill Berard will be in the District to conduct the mandatory Sexual Harassment training for those employees who do not complete the training via the McGrath cyber-school.

Professional Development Plan development:

A copy of the New York State Education Department's Framework for Professional Development was distributed to the CDEP team. Each member was encouraged to read the document and consider its relevance to the professional development portion of the Comprehensive District Education Plan. It was suggested that this document could potentially strengthen the professional development portions of the existing plan. This will be discussed at future meetings.

Board of Education Updates:

It was reported to the team that the board of education is interested in developing a five year strategic plan that would include finances and facilities. It is the intention of the board to create linkages between the Board of Education strategic plan and the comprehensive district plan. Meetings and discussion will follow.

The Board of Education subcommittee on curriculum as well as the full board has been having focused discussion regarding how well the District's educational programs are preparing students for the demands of twenty-first century life both as private citizens and professionally. Such topics as communication, technology, and globalization have been discussed. At this point the Board is discussing these issues and would request that this discussion be ongoing at the CDEP table as well. In addition, it was suggested that the vertical teams could begin this discussion on a discipline specific basis.

The Board of Education is currently developing a policy that explicitly prohibits bullying and harassment of any kind. The policy is under development but is expected to mirror the sexual harassment policy in significant ways. This will include a prohibition of the conduct, definition of the conduct, and the responsibility of all members of the educational community when this conduct is observed.

Rhinebeck Science Foundation Update:

Marvin Kreps reported that a proposal for submission to the Rhinebeck Science Foundation is currently under development. The focus of the proposal is environmental science, sustainability, and the Hudson Valley. The development team will be meeting with representatives from the Cary Institute for Ecosystem Studies, The Clearwater Sloop, and Putnam Northern Westchester BOCES.

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Communication with all stakeholder groups:

The CDEP team discussed the importance of effective communication with all stakeholder groups within the Rhinebeck educational community as well as the broader community. It was emphasized that important gains have been made in communicating more effectively and efficiently. The new website has greatly enhanced communication and promises to be an important tool going forward. Other examples included the Resource newsletter, building newsletters, email messages, announcements at student activities and performances and a variety of other outreach attempts. All were encouraged to communicate with their respective constituents. Communication will always pose a challenge and the team must continue to look for ways to effectively provide the information members of the educational community need. Particular emphasis should be on providing information on the many programs the District provides for students that can be celebrated.

Response to Intervention:

The CDEP team received a copy of a memo from the State Education Department outlining the requirement for school districts throughout the state to begin planning to implement a Response to Intervention approach to determining learning disabilities by the start of the 2012-1013 school year. Attached to the memo was a power point presentation outlining the approach to Response to Intervention developed by Jim Wright. He is a noted author and expert in this field. He will be working in Dutchess County with districts to develop plans to implement the Response to Intervention model. Rhinebeck intends send participants to all five of the planned sessions in order to gain a better understanding of the model and the implications for the current service delivery model in place in the District. Various aspects of the model were discussed but it was determined that prior to identifying any concrete steps to align current practices with the model a greater understanding of the model was needed. Updates will be made available to the CDEP team and a professional development plan will be generated along with suggestions on how to more closely align District practices with Response to Intervention.

State Education growth Model:

The CDEP team received a copy of a power point presentation that outlines the growth model that is currently under consideration by the New York State Education Department. It was briefly explained to the team that the state is considering a change in the manner in which school district will be held accountable for student achievement results on state tests. Currently, the accountability model holds districts accountable for students scoring proficient on state tests but grants no credit to districts if student demonstrate academic growth but sill do not score proficient. The new model under consideration will grant districts credit for students who demonstrate year to year growth on state tests. The specifics of the model have not been finalized but the intention of the State Education Department is to have the new accountability formula applied to the assessment data from the 2007-2008 school year. Updates will be made at future meetings as information becomes available.