

CDEP MEETING MINUTES

APRIL 14, 2005

11:30am-2:30pm

MEMBERS PRESENT

Victor Britton

Jane Ebaugh

Marvin Kreps

Laura Sagan

Pat Sexton

Ed Sullivan

Julie Turpin

Marla Ulrich

Dean Vallas

Ernie Welch

Mary Winkler

Kathy Younger

Joseph Phelan

MEMBERS ABSENT

Tom Blass

Tony Celenza

Maureen Cunningham

Nancy Ebel

Sal Guido

Linda Krausz

Vincent Nugent

Ed Ostapczuk

WELCOME: Marvin Kreps

INTRODUCTION: Marvin Kreps

§ Agenda

§ Vertical Team documents- including the latest committee recommendations

§ Summary of Student Achievement presentation made to the Board of Education

§ Professional Development Framework- which needs to be rolled into CDEP and needs to be properly administered under Title IIA Grants

§ The group discussed Federal requirements under NCLB, mandates, and State funds coordination. Marvin stressed the importance meeting the consultation/collaboration requirements as specified under the title grant regulations.

§ Victor Britton inquired about the possibility of integrating the requirements of the CDEP process and the requirements of shared decision-making under CR 100.11. Joseph Phelan states we'd need to see how CDEP meets the requirements of the State Regulation 100.11 and examine overlays and gaps. Plan integration requirements are expected from the state by the end of this school year. Joe suggested putting it on BOCES radar screen. Marvin will follow up with BOCES. Victor pointed out that consultation/collaboration requirements place stress on districts with smaller staff. Joe wants Shared Decision-Making committees to be aware of this discussion. Marvin suggested that the CDEP team should be communicating regularly with these other committees.

AGENDA BEGINS: 12:05pm

§ REVIEW OF ACTIVITIES

- Consultants have been engaged for Everyday Math. 3 days have been allocated for training
- Kathy reported that the district is planning to offer students who are at risk to not meet standards in math at the fourth grade level extra help. The pilot program will entail 10 sessions for 25 4th grade students at risk in math using Title and Special Education funds.
- Differentiated Instruction in Middle School for summer workshops, structured as curriculum development. Marvin wonders if we should offer Differentiated Instruction at the High School level. Victor suggested that department heads should be contacted. Ernie asked about participation of Elementary School last year. Ed Sullivan stated 12-15 teachers were helped. Marvin pointed out Differentiated Instruction is part of how we observe and evaluate teachers as per APPR.
- Best practice strategies goals: other presenters planned

§ Summer projects: LOTE, Art, Music, PE, CDOS curriculum documents are scheduled to be articulated and aligned with the New York State standards. Documents will be in draft form for distribution in the fall. A memo has been sent out to all staff for summer proposals asking faculty to tailor their proposal to CDEP goals.

§ Marvin noted ELA performance increased significantly at both the 4th and 8th grades for the 2004-2005 administration.

§ It was reported that the following documents are posted at the district's web-site: CDEP document, Power Points, articles, Resource Newsletter, presentation to parents on Everyday Math and Differentiated Instruction, and the district's curriculum documents.

§ Discussion ensues about Bard after school tutoring programs (Young Rhinebeck). Latino families are very responsive to Middle School program. Dr. Sagan thinks it would be a good match for Bard

students because of similar schedules. Kathy and Ed would serve on a committee to bring this program to the Elementary School. Ernie mentioned difficulties involved with contact with Spanish speaking parents via translated newsletters and phone calls.

VERTICAL TEAM OVERVIEW: Marvin presented to the team the draft vertical team recommendations.

- ELA get to grade level consistency K-8. 2005-2006 is the 1st year of grades 3-8 all grade testing. There is a need to coordinate teams to respond to this.

- Reading report cards can give teachers a real view of a student. Reports will be produced by the classroom teachers. Ernie points out the problems with these ideas.

1.) Elementary School teachers have enough reporting to do.

2.) Middle School and High School AIS teachers are not going to take report cards and “implement” them- it is only a supervisory duty. Dean suggested that Vertical Teams need to be free to propose and think freely. Julie Turpin suggested prioritizing would help this issue by identifying what ideas are really needed most and then work with them. Marvin would like his marching orders for the May meeting in terms of what is coming out of the Vertical Teams. Laura suggests we go “short term” with things that cost nothing and we can go with in September because budget is set. Joe thinks Vertical Teams should think about time/money in terms of prioritizing. Laura says groups need to realize long term[R1] – need years to add staff. Marvin states groups want to know what is needed, where they should be focused. Jane remarks we need a “whole school” view of priorities. Joe feels the CDEP team is in place to assess this. Marvin states he will have the Vertical Teams prioritize their recommendations according to financial implications, personnel needs, short term verses long term objectives and get priorities to full CDEP in advance so that the CDEP team members can consider the recommendations in advance of the May 26, 2005 meeting.

SUPERINTENDENT CONFERENCE DAYS

- Marvin lists dates for Supt. Conference days for '05-'06 as September 6, October 3, November 1, and February 17. Victor stated a need for input from Vertical Teams to help decide how to allocate these days.

- It was suggested to the group that the district allocate one or two of the days for scoring and analyzing the new 3-8 math and ELA tests to be administered next year.

- Ed says part of day can be viewed as Professional Development because teachers can show other grade levels how it is done and recommended that the district consider at least one of the days be allocated to score and analyze the tests. At least for the first year until the district determines the programmatic impact. Kathy says we need the Superintendent's Conference Days to plan.

- Marla wonders if some time could go to all music teachers meeting for a meaningful day like a county-wide conference day. Joe suggested that county wide conference days are no longer scheduled.

- Marvin states faculty need time to articulate curriculum and work together to align instruction and assessment at the classroom level. In addition, the CDEP includes a requirement to support staff development in the area of discipline and social emotional growth of students. It was suggested that this be a K-12 initiative. ELA vertical team has recommended that all faculty members be given the opportunity to be trained in best practice in teaching reading.
- It was suggested that September 6, 2005 be allocated for faculty meetings, room set up, and a short morning program so as to allow for optimal opportunity for teachers to prepare for the opening of school.
- Joe thinks we could look at other high performing districts and see what they are doing. Marvin will attempt to identify such districts and schedule visits.
- Marvin suggested that the CDEP team needs to effectively communicate with all stakeholders groups so that CDEP members can accurately represent their views.
- Ernie pointed out that faculty find one size fits all staff development is not helpful and that the district needs to consider a differentiated staff development model.
- Joe suggested that all faculty be involved in the plan to ensure that all faculty have their staff development needs met.
- Victor suggested that Marvin work with faculty and administration to pull these days together.
- Ernie suggested that the CDEP team table the planning of staff development until the vertical teams finish their recommendations and the model schools visits have been accomplished.

Next CDEP meeting is scheduled for May 26, 2005