

# **COMPREHENSIVE DISTRICT EDUCATIONAL PLANNING (CDEP)**

WEDNESDAY, FEBRUARY 22, 2023

# AGENDA

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- Welcome and Opening Activity
- Complete the Biennial Review of Shared Decision Making Form
- Share the Remote Instruction for Emergency Conditions Handbook
- Exploration of ELA Plus One for Grade 4
- Update on the MTSS Committee
- Exploring the Implementation of Universal Pre-Kindergarten (UPK)
- School Improvement Teams (SIT) Meet to Review Current Plans and Develop Plans for the 2023-2024 School Year
- SIT Reports out to CDEP Committee on the Progress of 2023-2023 School Year Plan and Developed 2023-2024 School Year Plans

# WELCOME AND OPENING ACTIVITY

# BIENNIAL REVIEW 2023-2025

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## Components that need to be rated:

- Educational Issues Subject to Shared Decision Making
- Involvement of All Parties
- Means and Standards Used to Evaluate Improvement of Student Achievement
- Accountability for Decisions
- Dispute Resolution Process
- Coordination of State and Federal Requirements for Parental Involvement

# EDUCATIONAL ISSUES SUBJECT TO SHARED DECISION MAKING

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School teams will focus on federal, State, and local educational priorities and obtainable goals that improve student achievement.

## SIT Teams will:

- Review achievement of previous plans
- Review federal, State, local, and Board of Education initiatives to inform plans
- Specify goals and outcomes in plan and how they will be measured, who is responsible party, timeline for implementation, resources needed
- Collaborate to identify best practices, programs, resources and staff development that will improve progress toward the goal based on research, data and fact.
- Facilitate the design of implementation steps, target dates and identification of the responsible parties
- Evaluate improvement after implementation
- Update and modify goals annually

# INVOLVEMENT OF ALL PARTIES

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In order to ensure continuity on the School Improvement Planning Teams so that information and the history of topics are transferred from year to year, the CDEP Committee members serve a three-year term.

The Committee is comprised of representatives from all constituency groups including but not limited to:

Elementary/Middle School/High School Teachers

K-12 Service Providers/K-12 Special Area Teachers

Parent Representative/Student Representative

Administration

Board Members





# MEANS AND STANDARDS USED TO EVALUATE IMPROVEMENT OF STUDENT ACHIEVEMENT

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Both Qualitative and Quantitative data will be used in assessing the success of the goals outlined on the School Improvement Team Plan.

**Data used to evaluate improvement in student achievement are inclusive but not limited to the following:**

- School report card data
- Standardized assessment data
- Post-high school studies
- Survey data
- Other local, State, national measures
- Teacher made assessments/ final course grades
- Behavior and/or attendance data
- Longitudinal research
- Student participation in programs and/or courses

# ACCOUNTABILITY FOR DECISIONS

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Teams will be held accountable for the implementation of the School Improvement Plan and monitor its progress.

The following aspects of the plan will be reported out each CDEP Meeting:

- Areas of Improvement/goals
- Degree to which attainment is made
- Recommended areas of focus for the following year based on results of implementation and student progress





# DISPUTE RESOLUTION PROCESS

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The District supports shared-decision making and participation by those closest to the point of implementation.

Team members are expected to commit their time to researching topics, studying data, and reviewing best practices. Team members work together toward their goal by building consensus.

Consensus is “a generally accepted opinion or decision among a group of people” (source: Cambridge Dictionary). Although the final outcome may not be everyone’s first choice, enough people are comfortable with the outcome and can support it in a positive manner.



# DISPUTE RESOLUTION PROCESS

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Steps to be taken in the event a team cannot come to consensus:

1. Team leader will review, redefine, and clarify issue
2. Consult with an additional resource who is knowledgeable or has expertise and have him/her share information with team
3. Table the issue if steps one and two have not brought about consensus and revisit at next meeting after additional research has been conducted by the team and discussed at the next meeting
4. If the issue has not been resolved at the conclusion of the following meeting the team may:
  1. Table the topic until the following school year
  2. May seek mediation. The mediator will be selected by the group

# COORDINATION OF STATE AND FEDERAL REQUIREMENTS FOR PARENTAL INVOLVEMENT

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Federal and State requirements for the involvement of parents in planning and decision-making have been considered in the development of the school improvement plan and other districts plans. This includes but is not limited to:

- Discussions with PTO, PTA, parents in building

- Parent member on CDEP Team

- Surveying Parents

- Public Presentation of Plans

When analyzing educational issues, CDEP will take into consideration the resources, instructional and programmatic needs of students served by federal/State funded programs to assure an integrated continuity of service.



## March 2019 Results

### Part 2. Statement of Success: Required Components

Boards of education, in collaboration with district planning committees, are to submit a statement of success of the district plan in achieving its objectives. Section 2 provides an opportunity to collectively reflect on the required components of the plan.

For each of the six component areas shown below, check the box for the rating which most closely reflects the agreement of the board of education and the district committee regarding the overall level of implementation for that component of the plan by the Building Teams.

COMPONENT AREAS	A. Not Addressed or Not Implemented	B. Inconsistent Implementation and Success	C. Minimal Implementation and Success	D. Moderate Implementation and Success	E. Consistent Implementation and Success
Educational Issues Subject to Shared Decision Making					√
Involvement of All Parties					√
Means and Standards Used to Evaluate Improvement of Student Achievement					√
Accountability for Decisions					√
Dispute Resolution Process					√
Coordination of State and Federal Requirements for Parental Involvement					√

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# **Remote Instruction Plan for Emergency Conditions**



# GRADES K-12 REMOTE INSTRUCTION

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- The Board of Regents approved an amendment to the Commissioner's regulations to allow for "remote instruction" rather than closing for emergency conditions.
- Beginning with the 2023-2024 school year, all public schools, boards of cooperative educational services (BOCES), and county vocational education and extension boards must amend their district-wide school safety plans to include plans for remote instruction.
- **The District Plan is to use all emergency days first prior to using remote instruction, unless it is needed for extenuating circumstances (i.e. water main break, no heat in a building, etc.).**



# THE PLAN MUST INCLUDE THE FOLLOWING:

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1. Procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction (live instruction);
2. Procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. The estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

# GRADE K-12 REMOTE LEARNING HANDBOOK (TABLE OF CONTENTS)

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• Remote Learning Preface.....	2
• Distribution of 1 to 1 Devices and Internet Connectivity Access.....	3
• Student Support.....	3
• Communication and Expectations.....	3/4
• Attendance/Extra Support Needed/Absent Teacher.....	4
• Schedule and Essential Elements for Remote Emergency Days.....	5
• Number of Instructional Hours Designated for Each Day Spent in Remote .....	5
• Specials/AIS/ENL/Special Education.....	6
Grading.....	6
• Technology .....	7
• Appendix A (Elementary Schedule).....	8
• Appendix B (Middle School Schedule) .....	9
• Appendix C (High School Schedule) .....	10
• Appendix D (Faculty/Staff Procedures to Pivot to Remote Instruction).....	11/12
• Appendix E (Parent/Guardian Procedures to Pivot to Remote Instruction).....	13/14
• Appendix F (Sample Communication Letters) .....	15-18
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**\* See handout of Grades K-12 Remote Learning Handbook for specific information for each section.**

GRADE 4 CONTENT  
SPECIALIST  
INSTRUCTIONAL  
MODEL: ELA +1



# THE REASON FOR THE CHANGE

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- At a recent regional meeting New York State Education Department (NYSED) supports having teachers focus on specific content areas in the elementary grades, especially math, as the data is showing a trend in students struggling with math concepts across the state and nation.
- Science State Test moving to 5<sup>th</sup> grade in 2024, however it is a culminating test from grades 3-5.
- Students will be provided with a richer experience (ex. an increase in technology, STEAM, and Active Learning Center)
- Allows for an increased literacy focus in both Science and Social Studies
- Students will be introduced to an academic program that supports the transition to the intermediate grades



# SAMPLE SCHEDULE

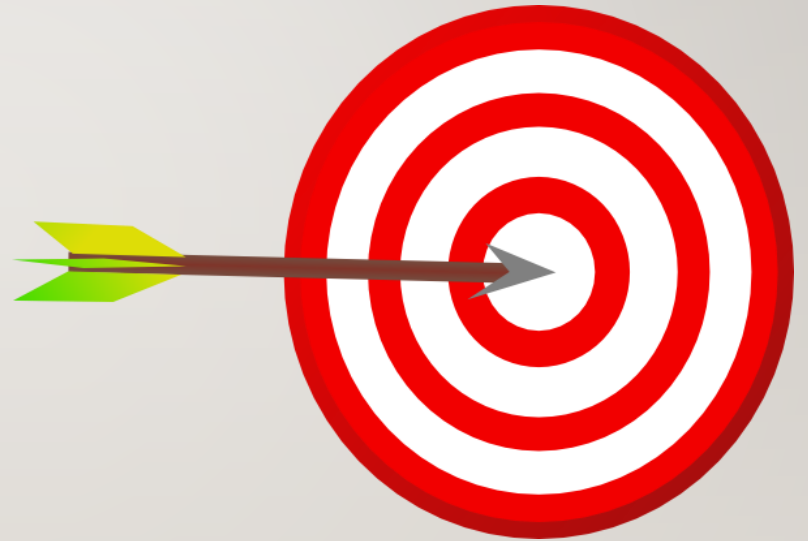
(55 min with push-in or pull-out AIS)			
<b>9-10:00 (60)</b>	ELA	ELA	ELA
<b>10:00-10:30 (30)</b>	Personalized learning Time (PLT)/Tier Time	Personalized Learning Time (PLT)/Tier Time	Personalized Learning Time (PLT)/Tier Time
<b>10:30-11:25 (55)</b>	Math	Science	SS
<b>11:25-11:55 (30)</b>	Lunch	Lunch	Lunch
<b>11:55-12:35 (40)</b>	Special	Special	Special
<b>12:35-1:30 (55)</b>	Math	Science	SS
<b>1:30-2:25 (55)</b>	Math	Science	SS
<b>2:25-3:00 (35)</b>	Orchestra	Orchestra	Orchestra



# INSTRUCTIONAL APPROACHES

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- Small Group Instruction
- Skill Based Learning
- Progress Monitoring
- Blended Learning
- Targeted Instruction





# BENEFITS

Content specific Professional Development

More time to spend on project-based learning and STEAM

Shared responsibility for Literacy Development in Science and Social Studies

Teachers become masters in their specific content area

Increased planning and communication between teachers

Natural built in movement during the day

Greater ability to differentiate their instruction to meet the needs of more students

Targeted data analysis to better identify student strengths and areas of challenge

Encourages student independence, organization and responsibility

Promotes student ownership of learning

Bonding opportunities with more teachers and staff

# CHALLENGES

1. Imbedding organizational structure to support students when transitioning between content areas
2. Coordinating tests, long term assignments and homework between all content teachers to ensure students are not overwhelmed

# SOLUTIONS

- Color coding for each subject
- Assessments will be given with advanced notice prior to the test and communication between staff members to make sure students aren't given numerous assessments in one day
- Homework Policy
- Communicate in-person, via email or phone
- Teams from all three (3) buildings will be on the content specific curriculum mapping team
- This has been very successful in grades 5 and 6
- Current students prefer this model

# PROFESSIONAL DEVELOPMENT

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- Begin in June and in summer months (if needed throughout the school year)
- Content specific training
- Collaborative model training
- Review of Curriculum Maps
- Time to plan and develop expectations within each team
- Instructional practice
- Review instructional framework
- Use data analysis to plan instruction that is integrated and aligned to the Next Generation Learning Standards



# COMMUNICATION TO PARENTS

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MEET WITH PARENTS OF 3<sup>RD</sup>  
GRADE STUDENTS IN  
JUNE 2023



SEND HOME LETTERS  
(REMINDERS THROUGHOUT  
THE SUMMER)

Any Questions?





# MULTI-TIERED SYSTEM OF SUPPORT (MTSS) COMMITTEE UPDATE

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CDEP FEBRUARY 2023



# COMMITTEE MEMBERS

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**Tara Rounds, Asst. Supt. For Special Ed.& Intervention Services**

**Monica Hasbrouck, PES Principal**

**Natalie Harjes, OES Principal**

**Nicole Parete, Coord. of Special Ed. (K-6)**

**Amanda Smith, H.S. School Social Worker**

**Voleile Derisse, H.S. School Counselor**

**Bob Albanese, H.S. Asst. Principal**

**Natasha Kennedy, M.S. Reading Teacher**

**Nicole Calderone, M.S. Special Ed. Teacher**

**Mike Pascucci, M.S. School Psychologist**

**Rebecca Monaco, OES Reading Coordinator**

**Kris Boyle, OES Intervention Specialist**

**Jennifer Aviles, PES AIS Reading**

**Annie Saunders, PES teacher**

**Alyson McDevitt, PES teacher/Admin. Intern**

**Anita Hoyt, LES Intervention Specialist**

**Kelly Lynch, LES AIS Reading**

**Ivette DiMarco, LES Speech Therapist**

**Marie Lysandrou, OES AIS Math**

# THE “WORK” OF THE COMMITTEE:

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- Refresh knowledge and practices of RTI (Response to Intervention) and MTSS (Multi-Tiered System of Supports)
- Review current practices
- Identify what is working well and where we can improve
- Update Resources and tiered interventions
- Revise District MTSS plan

# MULTI-TIERED SYSTEMS OF SUPPORT

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- The committee attended a full-day Professional Development workshop with Dr. Jim Wright on October 28, 2022
- Dr. Wright has attended all committee meetings to provide consultation during the process (meetings are 1-2 times per month with some work outside of the meeting times)
- The Committee reviewed current practices and began thinking and planning for a shift in procedures and documentation
- The name RTI was replaced with MTSS

# AREAS OF FOCUS

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- The committee determined that the following are areas of focus:
  - Making the process and paperwork more consistent across buildings, especially in elementary schools.
  - Identifying **Tier 1** interventions that can be identified and implemented in the classroom prior to a larger committee meeting
    - choosing a partner for assistance
  - Monitoring and documenting progress in Tier 1 to share with the MTSS committee larger group

# STEPS TAKEN BY THE COMMITTEE

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- Principals reviewed Tier 1 strategies and resources with the entire E.S. teaching staff in an after school P.D.
- Steps for the MTSS process were identified and buildings are currently piloting some steps and resources
- The committee members are developing Tier 1 Intervention Banks





# **EXPLORING THE IMPLEMENTATION OF UNIVERSAL PREKINDERGARTEN (UPK)**



# EXPLORATION

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- The district is exploring two (2) options to offer universal prekindergarten for the 2023-2024 school year.
- Option 1: Outsourcing
  - The district sent out a request for proposal (RFP) on February 1, 2023, to inquire if an outside agency would be willing to partner with the district to provide UPK. The deadline to receive an RFP is March 10, 2023.
- Option 2: In-House
  - The district is exploring implementing up to three (3) sections of UPK in-house with 18 being the maximum number of students per class. This will depend on final state aid numbers, board of education approval and voter approval.
- There would be a lottery system established to select the students. Students not selected would be placed on a waitlist.
- The district would not provide transportation to the program.
- For the 2022-2023 school year the amount of aid allotted was \$6,723 per pupil (Federal) for the first 45 students and \$7,126 per pupil (State) for the next 36 students. The District's per pupil allocation for the 2023-2024 school year is unknown at this time. It is anticipated that this will be received the first week of April if there is an on-time state budget.
- The aid that the district receives does not cover the full cost to run a program.
- This [Timeline for UPK](#) is dependent on final state aid numbers, board of education approval and voter approval.