

**RHINEBECK CENTRAL SCHOOL DISTRICT
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)
COMMITTEE MEETING MINUTES
Wednesday, October 27, 2010
8:30 a.m. - 11:30 a.m.**

Members Present

Bobbie Bie	Victor Britton	Edwin Davenport
Jane Ebaugh	Jennifer Hammond-King	Brent Kacur
John Kemnitzer	Brett King	Marvin Kreps
Diane Linenbroker	Bonnie Murphy	Erin O'Brien
Joseph Phelan	Cynthia Ping	Shaun Ramsey
Patricia Sexton	Dean Vallas	Susan VanVlack
Katherine Younger		

Members Absent

None

The meeting began at 8:30 am with review of the proposed agenda. The proposed agenda is as follows:

- Welcome and discussion of agenda
- Race to the Top (RTTT)
- CDEP Process and Vertical Teams in light of RTTT
- Superintendent's Conference Days
 - October 8, 2010 Debrief
 - November 12, 2010 Planning
 - April 1, 2011 Planning
- Arts in Education Program Evaluation
- School Climate Initiatives
 - Comprehensive School Climate Inventory: Planning
 - CLS Update
 - BMS Update
 - RHS Update
- Madagascar Opportunity: Discussion and Update
- Technology Vertical Team
 - Update on BOCES Model Schools Trainer: Susannah Renzi
 - Discussion of items from recent meeting
 - Infosource

Discussion of Agenda

Mr. Kreps opened with a review of the proposed agenda and an invitation for additional items for discussion. 21st Teaching and Learning as well as a CDEP process and product were added to the agenda.

Race to the Top (RTTT)

Mr. Kreps opened the discussion stating that the State Education Department (SED) applied for a federal grant and received nearly \$700 million. Along with the grant, came new clearly defined expectations and demands for New York State (NYS) for use of the monies. The process is a complicated initiative and Mr. Kreps presented a short overview through a power point presentation. NYS adopted new common core standards for Mathematics and English Language Arts. The education system in New York is in a transition period where the State Education Department has raised the proficiency bar on state testing, they are making state assessments more rigorous and performance based , and they are building sequenced, content-rich statewide curriculum with embedded formative assessments. In the future, PARCC (Partnership for Assessment of Readiness for College and Careers) has to do with students being college and career ready which will be a summative assessment to determine college and career readiness of students; details are unclear from SED. The team conducted a brief discussion regarding the wisdom of State Education Department requiring all students to be on a college track with no options for some students who may choose other alternatives post high school. The new standard is college and career readiness.

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Mr. Kreps reviewed four areas of reform:

- Adoption of internationally benchmarked standards and assessments;
Mr. Kreps reported that the Board of Regents is currently reviewing graduation requirements and districts can expect some changes.
- Building instructional data systems that measure student success and inform teachers and principals how they can improve their practice;
- Recruiting, developing, retaining and rewarding effective teachers and principals;
- Turning around the lowest achieving schools.

The goals are:

- all student prepared to succeed in college and careers
- ELA Regents scores at 75+ (currently 56% - target for 2013 is 69%)
- Math Regents scores at 80+ (currently 42% - target for 2013 is 59%)
- Graduation Rate (currently at 72% - target for 2013 is 80%)
- College Persistence (currently at 72% - target for 2013 for 76%)
We will be getting college persistence and remediation rates because colleges will be required to report as well. We have not seen the data yet, but it is being built.

NYSED wants to align RTTT with Board of Regents policies, coordinate services, and track outcomes.

A significant component of the RTTT requirements is the formation of Network Teams. Network teams will consist of experts in the fields of curriculum, instruction, and data. These teams will be a capacity building, service system team whose goal will be to translate new policy to practice. Districts are required to participate in the network team process allocating up to 75% of their monies to the formation of the regional team (through BOCES) or certifying that your district has a network team that satisfies the requirements. The District will be participating through BOCES who is in the process of setting up a team for the next 4 years. BOCES services will be mostly training and technical support.

An additional component requires district's to have school based inquiry teams. Each school building will be required to have an inquiry team or its equivalent. Currently, vertical teams have functioned somewhat in this capacity. The inquiry teams will be required to look at test results, instruction in building, see what works for students, and monitor efficacy of those things. The inquiry teams will participate in SED sponsored professional development (turn-key training). Mr. Kreps asked whether we should keep the 7 vertical teams and add 3 more teams (one for each building) or reconfigure teams.

Mr. Kreps reviewed the Early Warning Data System coming in 2012-13 which is based on interim formative assessments to determine if students are mastering the curriculum. The assessments will be administered four times per year prior to a summative assessment. They will be curriculum aligned and will be used to evaluate student learning with ability to modify instruction. There are assessment models available that have predictive qualities but no models have been adopted by SED as of this meeting. The team discussed the importance of ensuring consistency so that students will have equal opportunity to master the core curriculum.

A significant component of the RTTT is that districts are required to align their Annual Professional Performance Review processes for both principals and teachers with new regulations. Currently, the State Education Department has impaneled a task force to develop regulations that will provide guidance to the field regarding how districts should comply with the new requirements. Districts can expect additional guidance throughout this school year. Districts are required to comply with the new regulations starting in the 2011-2012 school year.

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CDEP Process and Vertical Team (VT) in light of RTTT

Mr. Kreps reported that by the next CDEP meeting we will want to have significant conversations regarding the repurposing of Vertical Teams in light of Inquiry Teams requirement. It was suggested combining the Math and ELA Vertical Teams and the Science and Social Studies Vertical Teams and turn them into an Inquiry Team by building. Unfortunately, we will lose the K-12 continuum that we currently have with Vertical Teams. It was suggested that the CDEP team discuss this item at their next meeting and perhaps by then there would additional details available.

Superintendent's Conference Days

October 8, 2010

- At CLS, 2-hour blocks of schoolTool demonstrations were scheduled with navigation training in the morning. In the afternoon, we had Right to Know and Sexual Harassment training.
- At BMS, Mr. Kemnitzer reported that the 4th day of the Developmental Designs was completed with Scott Tyink. Mr. Tyink has been able to pick and choose what is truly beneficial for the middle school. We have one more training day left.
- At RHS, Mr. Davenport reported that most of the day was spent on the Rhinebeck Respect initiative; faculty created lessons on teaching social emotional issues within the classroom. Started conversations regarding 21st Century Learning and at the next meeting we will be sharing web resources and giving teachers opportunity to use these resources to update lesson plans.

November 12, 2010

Mr. Kreps reported that we will be looking at 21st Century Learning and Teaching and looking for opportunities to make that transition. Giselle Martin Kniep, a consultant used by Putnam BOCES, is coming to discuss curriculum and instruction relating to the 21st Century idea. She will discuss web 2.0 products, technology, collaboration and how to translate to lesson plans. She will work 2 hours with the middle school and 2 hours with the high school. The elementary school's plan is under development. Ideas under consideration are: an overview of Techlearning, a software product teaching keyboarding into the classroom and internet safety; start the process of developing report cards in order to start using the grade book in the schooltool student management system later in this school year or perhaps next year..

April 1, 2011

The April 1st conference day is planned as a 21st Century and Technology day. We plan to have something for all faculty for an hour and then break out into a series of concurrent sessions that teachers can cycle through. We can also showcase web 2.0 tools because there's so much out there. We would like to showcase teachers who are doing some really interesting things with technology to achieve instructional goals. We are also trying to get the survey out to teachers (infosource) to see what they might need. BOCES has committed to sending two of their model school technicians for presentations.

Arts in Education (AIE) Program Evaluation

Ms. Sexton handed out the Kennedy Center Audit Form to all members of the team. She explained that a good place to start would be with the survey which takes 25-30 minutes to take. Ms. Sexton shared sample questions from the audit. Mrs. Van Vlack mentioned that we have the capabilities to run an online survey which might solicit a better response and we can add questions relative to the District. Ms. Sexton commented that other schools have used this survey as a tool to help focus and facilitate the discussion on the status of the arts in their districts.

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As part of the AIE Committee, Mr. Kreps reported that at times it is difficult to discern which programs are best to fund and how some guidance in ways to audit programs that support and enhance current academics would be beneficial.

Ms. Sexton explained that the AIE committee works hard to have K-12 consideration. If a grade does not seem to be taking advantage of the AIE, then we talk to the teachers at that grade level to see if we can get them help. Currently, when applications come in seeking funding, we evaluate the educational experience and how many students are involved. Sometimes we partially fund projects and use local resources as much as possible. Mr. Vallas asked where the majority of the funding seems to go to. Mr. Kreps responded that it is mostly ELA, fine arts, and cultural; not much in Math and Science up until recently.

Mr. Phelan stated that AIE is now part of the RTTT assessment. Would like to see the AIE committee work the data and give recommendations to CDEP. The committee decided that the Arts in Education Committee take the survey and report back to CDEP.

School Climate Initiatives

At CLS, Responsive Classroom has been implemented. At BMS, Developmental Designs has been implemented. At RHS, Rhinebeck Respect has been implemented. The team discussed the importance of developing strategies to sustain these projects in the future.

Madagascar Opportunity

Mr. Phelan reported that Dr. Patricia Wright, a professor at SUNY Stonybrook and world renowned primatologist working with lemurs, contacted the District to see if we would partner with her. She has many interests beyond the primates she studies including rainforest preservation, the people, culture, art, educational system, and government of Madagascar. The plan is not to design new curriculum focused around Madagascar but there are connections there that might help our teachers with what they are already teaching. We would be doing this using technology. If there is an interest in a core group of our staff, Dr. Wright would work with us in developing a program. Dr. Wright can work with us on curriculum and has access to funds from the McArthur Foundation for professional development, trips, etc. She wants to work with us long term. Mr. Phelan continued that as to funding, Dr. Wright is a fellow of the McArthur Foundation and she has made two of her graduate students available to write grants to help raise funding. The Rhinebeck Science Foundation can be an additional source of funding. Mr. Phelan suggested that the school principals start discussions with faculty and get input in order to do serious grant writing this spring.

Mrs. Younger stated that there is fifth grade interest in the project. Teachers saw many levels of incorporating into lessons plans including the study of biodiversity. The opportunity to skype students in other countries is very interesting.

Mr. Vallas reported that the Board is very excited about the Madagascar project moving forward.

CDEP Committee agreed to pursue this opportunity.

Technology Vertical Team

Mr. Kreps reported that model school trainer, Susannah Renzi, has been working with teachers. A question as to broader access to the internet in order to use web 2.0 was had. We need a process and plan for the staff (AUP). The district needs to do this before access is open remembering that what is open for staff is open for students. A suggestion to limit access via a password ID but BOCES feels it will be difficult to manage. We had to table Inforsource discussion due to time limitations.

Meeting was adjourned.