

**RHINEBECK CENTRAL SCHOOL DISTRICT
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)
COMMITTEE MEETING MINUTES
Wednesday, April 20, 2016
11:30 a.m. – 2:30 p.m.**

Present

Victor Britton	Marvin Kreps	Laura Schulkind
Edwin Davenport	Erin O'Brien	Kelly Toussaint
Clare Dwyer	Joseph Phelan	Liz Yearwood
Steve Jensen	Cynthia Ping	
John Kemnitzer	Megan Rodier	

Absent

Stephanie Baird	Bobbie Bie	Jackie Dedrick
Nancy Erlanger	Carmela Fountain	Brett King
Diane Linenbroker	Susan Van Vlack	Cassi Wintermantel

Mr. Kreps opened the meeting by updating the CDEP members on the last CDEP meeting and detailing the contents of the folders given out to each participant. It was expressed that an important goal for the meeting is to provide sufficient guidance to support creating a draft document to be made available at the next CDEP meeting scheduled on May 19, 2016.

Dr. Jaeger explained that today's meeting is about turning input into direction. The District is in a cycle of creation and will be working on a pathway to get a CDEP draft document.

Dr. Jaeger went over the agenda for today's meeting.

- Discuss the results of the 2/12/16 and 3/16/2016 Faculty and Department meetings
- Discuss collaboration and curriculum development structures
- Discuss use of the upcoming Superintendent Conference Day on 4/29/16
- Discuss engagement of the community and inventory use
- Discuss draft CDEP process and next CDEP meeting on 5/19/2016
- Discuss the Rhinebeck "Brand" and M-V-CV posters

Dr. Jaeger explained that the District is currently in the drafting phase of the CDEP timeline. Our goals are to review staff input, identify themes, and recommend ongoing action structures. The first activity will be to individually review the staff input from the 3/16/2016 documents (which documents include information embedded from the 2/12/2016 documents) and then chart it as a group following the possible categories below.

Dr. Jaeger went over the "A Theory of Action" slide explaining how the District will arrive to the desired future. Our moonshot continues to be the aspiration goals.

Dr. Jaeger asked that as members read the staff input, he suggested that the input be sorted into possible categories outlined below (he suggested that members not feel constrained by these categories only).

- Logistical Supports
- Curriculum Development and Multi-grade Articulation
- Technology - Needs and Use
- Professional Learning and Professional Planning
- Budget and Staffing Related Input

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- Parent Involvement/Engagement
- Other.....

After the first activity, various groups started listing common themes they saw as they read the staff input documents.

Sheet 1

- Curriculum Development across grade levels and by departments
- Co-teaching model pertaining to the use of Special Education, Academic Intervention and ELL staff.
- Student Skill development as it pertains to developmentally appropriate expectations and building on former grade level leading to next grade level.
- Relationship building as it pertains to school to home, staff to staff, and staff to student.
- Consistency as it pertains to defining rigor, course placement recommendations, program placement, and equity of service options by ability level (middle and lower level learners).

Sheet 2

- Collaboration: teacher teams, vertical teams and common planning time
- Communication: inter and intra departmental and school to home
- Curriculum: math skills and readiness for grade level work, science K-12 alignment, grammar-writing –research
- Scheduling: exams, class size, and differentiation
- Student support: home and school, meeting kids where they are, identifying strength and stresses
- Co-teaching: curriculum and student support
- Technology: integration assistance and training, access, and home

Sheet 3

- Collaboration: across grades, subjects, service providers, and schools
- Curriculum and Programs: AIS, study halls by subject, early intervention and learning labs
- Professional Development: better use of time, best practices
- Technology: access and training
- Parent Engagement: course placement

Sheet 4

- Planning time: horizontally and vertically
- Student engagement and supports (early intervention, course selection and Social Emotional learning)
- Curriculum: Review: review, align and develop K-12 inquiry based science and Library Media Science (research)

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- Resources: Master schedule, deployment of AIS staff, ELL teachers, SPED teachers, and access to technology

Sheet 5

- Collaboration: meeting time by K-12, department, building, SPED, AIS, Core teachers
- Curriculum: Review and articulation
- Supports for struggling learners
- Student accountability and parent involvement
- Professional Development and training
- Social and Emotional learning
- School wide standards and consistency

What common themes are seen across all five groups? Dr. Jaeger explained that the District is building beyond the status quo. If the District is to take on any of these common themes, and is done and engaged well, then the District has a chance at growth. The CDEP process is going to validate transparent input and review recommendations in order to have greater impact.

The Committee reviewed the district calendar for the 2016-17 school year. There are three Superintendent Conference Days (SCD) built into the calendar; two in October and one in February. Dr. Jaeger explained that it would be beneficial to launch the 2016-17 school year with opportunities for blocked time for additional work at building-level or across building levels. Dr. Jaeger recommended that district planning with respect to the use of SCD should be initiated such that CDEP related activities can be conducted for k-12 or building level groups as a priority.

The Committee discussed ongoing development structures such as renewing the K-12 Vertical Teams and/or the Curriculum Advisory Council. If the District is to address the spectrum of common themes and curriculum work, the District will need a highly functional team (whether vertical or by building) that will engage staff at all grade levels and disciplines and is empowered to action. The Committee also discussed using department heads and grade level teams already in place and empower them to work together, have input and make recommendations.

Dr. Jaeger spoke of empowering the groups that already in place; however, the challenge is that the District is a K-12 system. How do we structure some sequence/coherence to that inquiry that can be taken on by grade levels and departments? How do we make recommendations? Who will interact over the shifts with the NY State Learning Standards (new shifts in 2019)? Mr. Kreps suggested that the CDEP Committee perform the Curriculum Advisory Council function with feeder groups such as grade level teams/department heads/building teams) making recommendations. Superintendent Phelan questioned if there is enough K-12 subject area faculty represented in the CDEP Committee to make those kinds of recommendations? Three broad area functions of CDEP/Curriculum Advisory Council would be:

- Horizontal/vertical curriculum development
- External involvement from NYSED
- Develop CDEP plan for 2017 and beyond

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The Committee discussed maintaining the CDEP Committee to support the existing structures and functions as a pilot for next year.

Dr. Jaeger suggested the following agenda for the April 29, 2016 Superintendent's Conference Day

- Plenary Session and Overview
- K-12 Teams – allow for targeted questions
- School Faculty Meetings – what goals do we want to begin to address

Superintendent Phelan suggested that a document be created that is a distillation of all of the areas on the five charts to make the meeting on April 29 more productive with links to the raw data.

The Committee discussed operationalization of the plan and the importance of faculty input with specific and targeted actions for collaborative time. Dr. Jaeger added that engaging the community and families should be memorialized in the plan.

Mr. Kreps will develop a one-year pilot draft, based upon the input from faculty on April 29, 2016, of the CDEP document to be reviewed at the next CDEP meeting on May 19, 2016 which will guide next year's efforts.