

**RHINEBECK CENTRAL SCHOOL DISTRICT  
 COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)  
 COMMITTEE MEETING MINUTES  
 Wednesday, May 29, 2013  
 18:30 a.m. - 11:30 a.m.**

**Members Present**

Victor Britton	Deirdre Burns	Ed Davenport
John Kemnitzer	Brett King	Marvin Kreps
Diane Linenbroker	Erin O'Brien	Joe Phelan
Cynthia Ping	Susan Van Vlack	Richard Zipp

**Members Absent**

Bobbie Bie	Chantal Collins	Jackie Dedrick
Bonnie Murphy	Shaun Ramsey	Pat Sexton

The meeting began with review of the proposed agenda. The proposed agenda is as follows:

- Welcome and discussion of agenda
- Superintendent's Conference Day Planning 2013-2014
- Annual Professional Performance Review Planning and Updates
- Common Core Learning Standards and Assessments Updates
- Comprehensive District Educational Planning for 2013-2014:
  - Agendas for Next Year
  - Organization
  - Meeting Schedules
  - Composition
- Professional Development Planning
- State Accountability
- Other????

**Welcome and discussion of agenda**

Mr. Kreps opened the meeting by going over the agenda.

**Superintendent's Conference Day Planning 2013-2014**

The Superintendent's Conference Days (SCD) for the 2013-14 school year are on September 3, September 13, October 21 and February 14.

Mr. Phelan reminded the committee about the State Education Department's requirement to have at least one SCD focused on safety. Although this is a requirement, there is no time limit and we have some fluidity to include some student safety related activity in some way. Mr. Phelan suggested playground management training for the non-instructional staff on September 3. Mr. Kreps suggested bringing Mary Ann Brittingham to work with staff regarding student behavior management. This work would be appropriate to fulfill this requirement as well as the sexual harassment and blood borne/right to know trainings. Mr. Phelan agreed especially if we weave in DASA training as well. We could do the sexual harassment/blood borne/right to know on the District-wide ½ day on November 26 or we can split the training over two faculty meetings at CLS and one afternoon at BMS/RHS.

The following ½ days are available for training:

CLS	BMS/RHS	DISTRICT WIDE
12/3, 12/5 ( <i>parent conferences</i> )	10/4	11/26
5/9	12/5-6 ( <i>parent conferences</i> )	
6/24-26	3/14	

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Mr. Kreps expressed his concern that we not lose the whole child aspect of our students' education. We do not want to concentrate so much effort on testing and the APPR that we lose sight of the social/emotional aspect of the students. It is a balancing act for us locally. It seems that some of the social/emotional education is taking a back seat to the academic pressures from the State Education Department. Many members of the committee agreed sharing that they see what the pressures of the testing is doing to students especially AIS students.

-break- (ran out to make copies for Joe)

Ms. Burns asked whether it would be useful to discuss how to manage keeping our values clear in this environment? How do we keep our commitment to the whole child? Many on the committee agreed that this is a valid conversation. We need to communicate with all shareholders that this is a common struggle for all. We are trying to keep up with all the demands but it boils down to meeting the students where they are and helping them succeed. Ms. Ping shared that many parents feel that the focus is on testing, but she is sharing with them that the teachers and administrators are struggling with meeting the demands of the State and meeting the needs of our students.

The committee brainstormed ideas for the SCD as follows:

September 3

- Usual opening day meetings
- Danielson training
- CPR/AED training for non-instructional staff for all three buildings

September 13

- Danielson discussion with cadre of teachers and some administrators
- Common branch and special area teachers meet to discuss assessments for performance based classes
- CLS would like to work on child study and AIS procedures

October 4 (½ day at BMS/HS)

- Training for working with at risk kids (D. Crenshaw & M. Brittingham)

October 21

- SLO writing (perfect timing since we will have initial MAPs testing)
- Department discussions about curriculum
- NWEA training with Leticia – can she work with several training groups

11/26 (½ day District-wide)

- Sexual harassment/blood borne/right to know

February 4

- Check in mid-year to see how kids are progressing toward targets
- Curriculum/student data discussions
- NWEA training
- Mid-year curriculum planning and assessments
- Inquiry teams

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At Chancellor, grade levels are writing against the curriculum map. A fair amount of curriculum writing is going on between now and the start of school but teachers will need time to recapitulate what they have done. The primary concern is a shared understanding of domains and components

At Buckeley, John would like to work around curriculum writing, allow departments to meet and collaborate, and time to plan exit assessments.

At the high school, Ed would like to work around curriculum writing, allow departments to meet and collaborate, plan exit assessments, Danielson work, Teachscape and training to work with emotionally fragile students.

**State Accountability**

Mr. Kreps shared that now the state is working toward nested accountability. In the past, accountability was measured by district and school building. Now, we are working toward making the principals and the teachers personally responsible for student achievement. If a course does not lead to a state assessment, then a SLO (Student Learning Objectives) has to be in place. We are being forced to do this by SED. They have created a Strategic Planning Process for districts that have populations that do not perform well on a test (mapped specifically to how students perform on tests). The State is now introducing a Local Assistance Plan in the event a District/School is tracking toward not meeting their Annual Yearly Progress (AYP). Basically, if you are not a district in need, but are tracking in that direction, then you will have to submit a Local Assistance Plan; and if you don't, funding will be withheld.

Mr. Kreps explained how the State issues report cards for all districts. The District/School is either in good standing or in need of improvement. If the District or the School is not meeting AYP, then you get a red X. Now they are going to red X disaggregated population groups. Locally, we get a red X for our special education population for different areas but now there's more pressure. The new College and Career Readiness at the high school level has imposed that students do 80% or better on the Integrated Math Regents and 75% or better on the Comprehensive English Regents. Special education students will be held against the same standards. If these students don't meet the standards, then they have to be on track to meet them. Somewhere down the road, these students will have to catch up.

Mr. Zipp explained that we usually get a red X in the elementary and middle schools because the State does not give any "breaks" in 3-8 ELA/Math testing. He states that the State does not want to have any accommodations in place for 3-8 because they want a clear picture of student performance. At the high school level, there's safety net and accommodations.

Ms. Burns shared that this is an opportunity for money to be made in education....it is a business for them. For us, we need to do our best for our kids in this environment. We should not worry so much about the red flags and focus on what we think is important. Allow the Board of Education to address the large red flag issues as needed.

Mr. Kreps addressed the need to communicate to others our shared view; we have to figure out how to hold on to the social/emotional aspect of our students and staff as well as achievement. We don't want to let one go but do both. This goal will take time.

Ms. O'Brien shared about the frustration teachers are feeling. Although discussion is needed, many feel that they need more concrete direction. It is difficult to decide what to give up to do something else.

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Mr. Phelan stated that the only thing we can do is to have these kinds of conversations in public places to get people to understand that we are doing the best we can in the time we are given. We need to make the community aware and explain why our scores go down. If we are going to get a red X, so be it; if they are going to hold money; so be it; it doesn't seem that we can do better than our best!

Ms. Van Vlack shared that we should communicate to parents to speak out to the Governor and the Regent about this. We need to keep doing what we need to do but we need to speak out. We cannot be complacent about this.

**CDEP Planning**

Mr. Britton brought up the concern that new teachers are not getting the constructive feedback/coaching they need to succeed. We need to work on the Teacher Mentoring Plan. Mr. Kreps mentioned that as you look at student achievement data over time as students are moving through the system, the cohort data has a general northward trend. If you look at our exit data, we are wildly successful as a school district. We can take some time to think about it because we have some wiggle room. It seems we have so much work to do too fast, we need to re-conceptualize the work. The demand of the APPR roughly triples the work of the principals.

Mr. Kreps continued that we may need to go back and look at all our plans. We may not be able to "patch" the old plans with the new requirements. Mr. Britton shared that the early CDEP process was days and days of collaborative work. We may not be able to re-tool due to time limits and internal constraints. Mr. Phelan shared that we may not need to reinvent the whole process, but if enough people are willing to invest the time, we can at least go back and look at our plan and identify some things that we need to revise. He suggested we make this an agenda item for the coming year.

The meeting was adjourned.