

**RHINEBECK CENTRAL SCHOOL DISTRICT
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)
COMMITTEE MEETING MINUTES
Thursday, May 7, 2015
8:30 a.m. – 11:30 a.m.**

Present

Molly Albrecht	Brett King	Laura Schulkind
Bobbie Bie	Marvin Kreps	Kelly Toussaint
Victor Britton	Steve Jensen	Susan Van Vlack
Edwin Davenport	Diane Linenbroker	Cassi Wintermantel
Jackie Dedrick	Erin O'Brien	Liz Yearwood
Nancy Erlanger	Joseph Phelan	Richard Zipp
John Kemnitzer	Cynthia Ping	

The agenda was reviewed and distributed documents in participant folders discussed.

Dr. Jaeger reviewed the agenda for CDEP planning as follows:

1. Welcome and Introductions
2. Activity: "District Strengths, Assets and Growth Opportunities"
3. Report: Mission-Vision- Core Values sub-committee
4. Discussion: Feedback from CDEP on proposed changes to M-V-CV
5. Discussion: Implications for M-V-CV new language for RCSD preferred future
6. Plan: Next steps and stages for CDEP development
7. Plan: Next CDEP meeting

Dr. Jaeger began with an index card activity with instructions for each person to complete one side with three district strengths and assets and the reverse side with three district growth opportunities. When complete, people were to find a person at another table and share one item from each side of the card. Once that is complete, continue circulating and sharing with a different 2nd and 3rd person. Finally, return to the home table and share common themes.

The team offered the following common strengths/assets:

- Confident, committed, faculty and staff
- Dedicated staff who address the needs of the whole child; staff who are willing, able, and interested in addressing the diverse needs of our student population
- Large number of parents and community members that support district initiatives and want the best for our children
- Positive culture and climate
- Strong community connection with the district
- Very strong academic program
- Variety of activities for students
- Board of Education support of curriculum and program initiatives
- Effort put forth for coordinated curriculum

The team offered the following opportunities for growth:

- Opportunity to engage under represented stakeholders in the community
- Vertical alignment of curriculum with a focus on consistency
- Help students be active participants and provide early intervention support
- Provide high quality professional development and using the strength of our staff to do that
- Engaging the instructional staff to take a more active role for planning and engaging in professional development

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- Engage under represented students; some students that go through are definitely not feeling ownership in their education
- Preparing vulnerable students for college and career readiness and intervention so that they are truly ready
- Professional Learning Community (PLC) sharing of data and best practices
- Increase opportunities for open communication and decision making for staff, staff/parents, and staff/community members.
- Support for integrated use of technology and digital citizenship education for students
- Use of staff to provide professional development for technology education
- Creating communities of practice at all school levels relating specifically to the climate and culture; planned within an inclusive development of culture

The committee reviewed the old and the new draft of the Mission-Vision-Core Values created by the M-V-CV subcommittee. Ed Davenport reported that the M-V-CV subcommittee wanted to include the following:

- District will serve all students, including vulnerable learners
- Language taken from board policy that defines what the District means by self-directed learners, collaborative workers, complex thinkers, community contributors, quality producers and ethical decision-makers.
- It should be made explicit that the District is committed to preparing students for life in the 21st century;
- Citizenship is a core value and should be made explicit
- Student learning is made visible by providing evidence of understanding in a variety modalities and should not be limited to excessively narrow metrics such as test scores

The committee discussed the recommended changes to the M-V-CV and that quality of access was not in the old version but many points under “opportunity for growth” point to that. It is a promise and commitment for the future.

Dr. Jaeger had the committee dig deeper to answer the following two questions:

1. What must evolve to fulfill our future educational PROMISES for students?
2. What shifts are now forecast for our future PRACTICES?

Dr. Jaeger explained that this is powerful text that defines our preferred future which needs to be unpacked before the committee can write the rest of CDEP.

The committee saw the following Promises/Commitments:

- Equity of access and outcomes
- Students meet challenges of 21st century
- Staff working collaborately
- Use of best practices especially in six (6) learner outcomes
- Each student enjoys (including vulnerable students) through changes in culture/climate to keep our promises to all even those who are not college bound
- Value students who are working through to a career rather than just college bound

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The committee saw the following Practice:

- Integration of technology use in classrooms
- Increase opportunities for staff to communicate and discuss student learning/practices
- Percentage of day integrating special education students into all settings
- Evolution of change in classrooms, curriculum and instruction due to new descriptions in the M-V-CV
- Students manage/monitor their own work at developmentally appropriate levels

As the District looks ahead to 2015-16, Dr. Jaeger suggested that the District schedule implementation into phases as follows:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
through Nov 2015	through Jan 2016	through April 2016	through June 2016
LAUNCH	SUPPORT	FULL IMPLEMENTATION	ASSESS PROGRESS
<i>Data Analysis & CDEP work with District</i>	<i>Finish CDEP plan</i>	<i>2016-17 Budget Development</i>	<i>CDEP Prep for 2016-17</i>
<i>* Orient & Engage</i>	<i>* Coach w/Feedback</i>	<i>* Expect & Fulfill</i>	<i>* Analyze Performance</i>
<i>* Prepare & Train</i>	<i>* Review and Assess Progress</i>	<i>* Deliver & Witness</i>	<i>* Assess Procedure</i>
<i>* Provide New Resources</i>	<i>* Align and Adjust as Needed</i>	<i>* Student Results are Evident</i>	<i>* Start New Planning</i>

Dr. Jaeger recommended that CDEP meet at a minimum prior to the start of SY 2015-16 for three hours to continue the development process.

The committee discussed this important moment in education for Rhinebeck and how it is critical to affirm that good curriculum, good program and good teaching trumps all the political noise regarding education policy. There was general agreement that the CDEP plan should be a living document and in order to accomplish this it will be important to have all stakeholders feel ownership of the process and the product.

Although the development timeline for SY 2015-16 seems aggressive, Dr. Jaeger outlined it as follows:

September	detailed 3-hour CDEP meeting to define “launch”
October	CDEP meeting to outline how we are going to get feedback from various groups and analysis of all data sets for 2014-15
October/November	start collecting and analyzing information
November/December	write and finish the plan

The meeting adjourned with the expectation that an additional three hour meeting will be scheduled prior to the start of SY 2015-16.