

RHINEBECK CENTRAL SCHOOL DISTRICT

COMPREHENSIVE DISTRICT EDUCATION PLAN

2016-2017



Rhinebeck Central School District

Comprehensive District Education Plan

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Rhinebeck Central School District Comprehensive District Education Plan 2016-2017

BACKGROUND/DEMOGRAPHICS

COMPREHENSIVE DISTRICT EDUCATION PLAN COMMITTEE

The Board of Education acknowledges the involvement, participation and contributions of the following Stakeholder representatives in the development of this Comprehensive District Education Plan (CDEP):

Staff Representatives: Victor Britton, (High School Science Teacher), Bobbie Bie (High School Math Teacher), Susan VanVlack (Middle School Computer Teacher, RTA President), Diane Linenbroker (MS/HS Library Media Specialist), Erin O'Brien (Elementary School Teacher), Liz Yearwood (Elementary School Teacher), Nancy Erlanger (Middle School ELA Teacher), Stephanie Baird (High School English Teacher), Clare Dwyer (Middle School Special Education Teacher), Carmela Fountain (Middle School Guidance Counselor), Megan Rodier (High School Social Worker), Cassi Wintermantel (Middle High School Psychologist)

Parent representatives: Cynthia Ping, Kelly Mahoney-Toussaint

Board of Education: Laura Schulkind

Administration representatives: Joseph Phelan (Superintendent of Schools), Edwin Davenport, (High School Principal), John Kemnitzer, (Middle School Principal), Brett King (Elementary Principal), Marvin Kreps (Director of Curriculum and Instruction), Steve Jensen (Director of Communications and Technology)

The Board would also like to recognize the involvement of the teachers, administrators, parents and community members who provided ongoing review of the CDEP process and product.

MISSION STATEMENT

The Rhinebeck Central School District is a collaborative educational community that provides an excellent learning environment, prepares students to meet the challenges and opportunities of the future, and is dedicated to nurturing every student's generosity of spirit, passion for learning, and success.

VISION STATEMENT

The Rhinebeck Central School District meets the changing needs of our community with innovative programming, consistent with best learning practices. Each student enjoys equity of access to opportunities in an enriching environment that encourages the mastery of skills and knowledge necessary at each grade level to meet or exceed high school graduation requirements. Working collaboratively with staff, parents, and the community we will support our students to become:

- **Self-directed learners** who create a positive vision for themselves and their future, set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.
- **Collaborative workers** who use effective leadership and group skills to develop and manage interpersonal relationships within diverse groups and settings.
- **Complex thinkers** who identify, access, evaluate, integrate, and use available resources and information to reason, make decisions, and solve complex problems using higher order thinking.
- **Community contributors** who contribute their time, energies, and talents to improving the welfare of others and the quality of life in their diverse communities.
- **Quality producers** who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of appropriate advanced and traditional technologies.
- **Ethical decision-makers** who exemplify the principles of trustworthiness, respect, responsibility, integrity, fairness, caring and citizenship.

CORE VALUES

Quality Education Includes:

- **Safety and Health:** Students and staff need a healthy and safe environment. In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- **Resources:** A robust educational program requires access to state of the art facilities, equipment, and materials.
- **Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- **Responsibility:** Each person is responsible for what he or she says and does.
- **Courage:** Courage is required to grow, change, take risks, and make commitments.
- **Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one's speech and actions.
- **Citizenship:** We are constructive and engaged citizens of our school, community, state, nation, and the world.
- **Collaboration:** The education of our students is a process involving the entire educational community: students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large.
- **Achievement:** Continuous growth and improvement occurs for students and staff when there is use of best practice, an articulated/aligned curriculum, and pertinent data; personal educational success requires investment and ownership.
- **Recognition:** Acknowledging and celebrating successes, large and small, nurtures growth and a sense of community.

DISTRICT STATEMENT

THE RHINEBECK CENTRAL SCHOOL DISTRICT

The Rhinebeck Central School District has an enrollment of 1103 students. Rhinebeck High School, built in 1953, serves grades 9-12 with an enrollment of 390 students. Portions of the high school were renovated in 1980 and in 1997. The Bulkeley Middle School, erected in 1997, with an enrollment of 274 students in grades 6-8. The middle school and the high school are housed in the same building and share certain facilities. Chancellor Livingston Elementary School, constructed in 1966, has an enrollment of 438 students in grades K-5. During the 2006-2007 school year, the District completed a major capital improvement project. This project involved significant new construction and renovation at the elementary, middle and high school sites designed to enhance the District's capacity to deliver high quality academic, athletic, and arts programs. The District has recently upgraded the technology infrastructure to include a Wi-Fi network in all three schools, installed Project Lead the Way STEM labs at the elementary and middle schools, and deployed many new hardware devices to support the academic program. Extensive curriculum development work has been initiated to align the District's K-12 curricula with the New York State Learning Common Core Learning Standards.

The Rhinebeck Central School District's students, parents, and community are served by a staff of 9 administrators, 124 teachers, and 86 non-instructional staff members. Rhinebeck students enjoy an innovative 21st Century academic education with a variety of support services for those who need extra assistance to meet and surpass the requirements of the New York State Learning Common Core Learning Standards. Students are offered a wide variety of extracurricular, co-curricular and athletic activities.

The Rhinebeck Central School District is an educational community that challenges each child to learn for a lifetime and provides programs at all levels that are designed to ensure that students learn in a caring and nurturing environment. Chancellor Livingston Elementary School, Bulkeley Middle School and Rhinebeck High School are small, student-centered schools whose staff is continually examining its practices for the purpose of improving student achievement. The District makes effective use of Comprehensive District Educational Planning to ensure full stakeholder participation in the continuous improvement process.

Over ninety percent of Rhinebeck High School students graduate from high school and ninety percent of those students go on to two or four year colleges. The District prides itself on its overall high academic performance and the success of its graduates in meeting the District's learner outcomes by becoming self-directed learners, collaborative workers, complex thinkers, community contributors, quality producers, and ethical decision-makers. Several members of the professional faculty have become Nationally Board Certified Teachers and one teacher is participating in the New York State Master Teacher Program. **Rhinebeck High School is consistently recognized as a nationally top ranked and reward high school due to student AP and SAT scores as well as graduation rate and college attendance rates. Bulkeley Middle School has been designated by the New York State Education Department as a reward middle school due to the consistent high academic performance of its students.** The District and School Report Cards are available through a link on the District's web site (www.rhinebeckcsd.org) or upon request.

THE RHINEBECK COMMUNITY

The Rhinebeck Central School District is located 90 miles north of New York City in northern Dutchess County in the heart of the mid-Hudson Valley. Founded in 1686, Rhinebeck's outstanding scenic surroundings, independent businesses and its place in American history are appreciated and supported by a thriving, involved community. Rhinebeck enjoys a bustling town center boasting several top rated restaurants, charming bed & breakfast accommodations and a variety of shops, merchants and entertainment venues.

The school District encompasses approximately 65 square miles and serves a population of (12,000+). The District includes several communities: Rhinebeck Village and Town, Hamlet of Rhinecliff, and portions of the Towns of Clinton, Milan, Stanford, Red Hook and Hyde Park.

Our community benefits from the wide range of educational and recreational opportunities that abound in the region. The Rhinebeck Community Center houses the Starr Library and our public recreational complex consisting of an outdoor swimming pool, lighted tennis courts, playground and baseball field. Plans for expansion of the site are underway. In nearby Rhinecliff, the Morton Library and public access to the Hudson River can be found. Rhinebeck offers Little League baseball, softball, youth soccer, basketball, lacrosse, and swimming, as well as music, arts and recreational camps. The Dutchess County Fairgrounds hosts the annual county fair and other popular events.

The performing arts are available year round at The Center for Performing Arts at Rhinebeck, The Fisher Center at Bard College (designed by Frank Gehry) and The Bardavon. A myriad of cultural experiences can also be shared at our area's many institutes of higher learning including Bard College, Vassar College, Marist College, Culinary Institute of America (CIA), Dutchess Community College, SUNY New Paltz, SUNY Ulster, SUNY Albany and The U.S. Military Academy at West Point.

Outdoor activities including boating, fishing, hiking, biking, skiing and nature walks can be enjoyed in the splendor of the Hudson River and Tivoli Bays, the nearby Catskill Mountains, local rail trails and scenic preserves such as Burger Hill and Poet's Walk. History is alive at the homes of notable American politicians, business magnates and famous families, including the Franklin D. Roosevelt Home and Library, Montgomery Place, The Mills Mansion, Wilderstein, Locust Grove (Samuel Morse) and the Vanderbilt Mansion.

The District can be easily accessed by a network of major highways, including the New York State Thruway (I-87), the scenic Taconic State Parkway and the north-south Route 9. Commuter transportation can be found at local train stations, Amtrak and Metro North, with service to New York City and points north. Major airports are located at Newburgh and Albany.

Our schools enjoy a meaningful relationship with our community. The nature of our small town allows our local businesses, artists and residents to interact with our students on a daily basis to help them learn to become active, contributing members of society. The District has developed close working relationships with community groups such as the PTO, Young Rhinebeck and the Rhinebeck Science Foundation who sponsor many enriching programs for our students. Additionally, the District has recently developed a relationship with Dr. Patricia Wright of SUNY Stony Brook, a world renowned primatologist, who studies lemurs in Madagascar. Through field trips, fundraisers, community service, artists in residence programs, after school activities and employment opportunities, our young people take full advantage of what Rhinebeck has to offer. They learn first-hand why it is important to examine the past, respect and preserve nature, and work with others to move forward with energy and independence.

DATA ANALYSIS

1. Checklist of Data Used

x	School Report Card
x	BEDS Data (Racial and Ethnic Origin and Socioeconomic status)
x	Attendance rates
x	Two-Four year college attendance rates
x	Graduation and Non-completer rates
x	Special Populations, LEP, Individuals with Disabilities, Homeless
**	Teacher/Student ratios **This data resource may be used as a reference for future reports.
x	Number of Highly Qualified Teachers
x	Student and Community Ethnic Data
**	Employment Rates **This data resource may be used as a reference for future reports.
x	Enrollment
**	Immigration Patterns **This data resource may be used as a reference for future reports.
x	Longitudinal Data
**	Major Employers **This data resource may be used as a reference for future reports.
**	Makeup of Tax Base **This data resource may be used as a reference for future reports.
x	Grades 3-8 Math and English Language Arts data (2006-Present)
x	Academic Intervention Data
x	NWEA Exam Results
x	NYS Science Assessments Grades 4 and 8
x	NYS Math Assessments in Grades 3-8
x	NYS ELA Assessments in Grades 3- 8
x	NYS Regents Exam Results
x	AP Exam Results
x	SAT Exam Results
x	Suspension and detention data

- 2. Assessment of State and local standards:** As part of the Rhinebeck Central School District’s assessment of the State Standards, the District continues to engage in a review of recent and past State assessment results in English Language Arts (ELA), Math, and Science. RCSD continues to maintain the requirements for designation as a Reward District/ School in Good Standing. The results of the State assessments indicate that the District strives to improve Math, ELA, and Science test scores in order to meet the goal of College and Career Readiness in 2022. The District priorities are based on these evaluations. This analysis was cross-referenced with student attendance and discipline data, special education population information, graduation rates, non-completer rates, and student ethnic data.
- 3. Data analysis - How the data were used:** In all cases of ELA, Math, and Science assessment analysis, levels 1, 2, 3 and 4 were disaggregated by gender, special needs, ethnicity, ELL status and income. Rhinebeck’s information was also compared to similar schools statewide and to other Districts within Dutchess County. The following questions were posed and answered: What strengths do the data suggest? What concerns do the data suggest? What questions do the data raise? What other information do we need in order to determine the root cause of the gaps and to identify antecedents of success?

Overview of Data

The 2015-16 Mathematics data demonstrated the following levels of proficiency for grades 3-8:

MATH PROFICIENCY TOTALS			
	All Students	General Education Only	Special Education Only
Grade 3	60 students/45%	55 students/45%	--
Grade 4	59 students/44%	--	--
Grade 5	66 students/41%	58 students/47%	8 students/0%
Grade 6	64 students/53%	54 students/59%	10 students/20%
Grade 7	59 students/51%	54 students/56%	5 students/0%
Grade 8	38 students/37%	--	--

The Mathematics data demonstrated that in 2015-16, students tested in Algebra 2/Trigonometry scored 69% in the proficient range; Common Core Geometry scored 97% in the proficient range; Common Core Algebra I scored 96% in the proficiency range; and Common Core Algebra II scored 97% in the proficient range.

The 2015-16 ELA data demonstrated the following levels of proficiency for grades 3-8:

ELA PROFICIENCY TOTALS			
	All Students	General Education Only	Special Education Only
Grade 3	61 students/46%	56 students/48%	5 students/20%
Grade 4	62 students/50%	--	--
Grade 5	64 students/31%	56 students/36%	8 students/0%
Grade 6	67 students/30%	57 students/33%	10 students/10%
Grade 7	70 students/54%	64 students/59%	6 students/0%
Grade 8	56 students/57%	--	--

The Common Core ELA Regents data demonstrated that in 2015-16, 97% of the students tested scored in the proficient range.

The Science Grade 4 data demonstrated that in 2015-16, 97% of the students tested scored in the proficient range. The Science Grade 8 data demonstrated that in 2015-16, 96% of the students tested scored in the proficient range.

In 2015-16, 80% of the students achieved a passing score on the Earth Science Regents, 96% passing the Living Environment Regents, 92% passing the Chemistry Regents, and 98% of the students achieved a passing score on the Physics Regents Exam.

In 2015-16, 90% of the students achieved a passing score on the Global Regents and 91% passing the American History Regents Exam. (For additional student achievement data, see data appendix)

The data demonstrates that 96% of students earning a High School diploma in 2015-16 earned a Regents Diploma and 35% of the students earning a High School diploma earned Regents Diploma with Advanced Designation. The data demonstrates that the graduation rate at Rhinebeck Central School District for 2015 was 92%.

DRAFT

DISTRICT STRENGTHS AND SUCCESSFUL INTERVENTIONS

1. A professional collegial focus on student education exists district-wide.
2. Every classroom has wireless internet access, and technology is integrated with the core academic curriculum within the classroom setting.
3. The faculty and administration communicate well with parents.
4. The District has articulated/aligned K-12 Math, English Language Arts, Science, Social Studies and Visual Arts curricula.
5. Opportunities and offerings for students to participate in activities offered outside the school day have been expanded.
6. K-12 Computerized attendance tracking and electronic grading are utilized by staff.
7. Class work and homework are made available when students are absent.
8. A well-defined attendance policy is in place.
9. Student data management using computerized software has been updated and brought into compliance with SED data reporting requirements.
10. A wide variety of assessment tools are used to evaluate student performance.
11. Student achievement consistently compares favorably with area school districts.
12. Communication between special education and regular education teachers is exceptional.
13. The staff demonstrates a willingness to assist students
14. Additional after school assistance for English Language Learners in the elementary school is provided by Young Rhinebeck and local college students.
15. Special Education procedures facilitate effective communication and monitoring of student needs and progress.
16. Library/information services have been expanded to include an array of electronic resources comprising of on-line peer-reviewed databases, electronic circulation sources and e-books.
17. Teachers are afforded the opportunity to determine the focus of staff development.
18. Teachers are afforded the opportunity for individual professional development.
19. Individual student expositions occur in Fifth Grade.
20. Middle/High School developmental guidance program supports education and post-high school planning.
21. A wide variety of Advanced Placement and college courses are available.
22. All students are trained in CPR & AED at the high school.
23. A community service program has been implemented at the high school.
24. Extensive early intervention assessments are conducted in reading, writing and math.
25. The District has established a collaborative relationship with the town government.
26. Numerous Arts-In-Education programs are available to students.
27. Faculty secure grants to support curricular enhancement.
28. Several faculty members are pursuing National Board Certification.
29. The District has developed a coordinated system to deliver an array of appropriate student support services.



CDEP TIMELINE 2016-17

PLANNING → ACTION → REVIEW → RECOMMEND

SEPT - NOV 2016
LAUNCH & PLAN PHASE

DEC '16 - MAR. '17
ACTIONS & RESULTS PHASE

APRIL - MAY 2017
DRAFTING PHASE

JUNE 2017
CDEP CLOSURE

Theories of Action at Work

Launch & Plan

Actions & Results

Drafting Phase

CDEP CLOSURE

Share the Plan – Staff Begins Action Planning

Engage Parents & Community

Two Oct. SCD's: Completing & Implementing Action Plans

Dept's & Schools Implement Action Plans

Ongoing Progress Review & Data Collection

Feb. & March Conf. Days Root Cause Analysis

April Staff Mtgs
Draft K-12 and School-Based Action Recommendations

April CDEP Mtg.
Review Staff Input, Identify Themes, Recommend Ongoing Actions for 2017+

May CDEP Mtg.
Review, Revise & Endorse CDEP Draft

SUMMER 2017 ACTION PLANS

INPUT FOR 2017-18 LAUNCH

BOE REVIEW AND ACTION

DISTRICT NEEDS/AREAS FOR IMPROVEMENT

Long Term Goal	Root Cause	Rationale
<p>1. Academics & Achievements 100% of the District’s students will demonstrate mastery of the skills and knowledge necessary at every grade level and content area to meet or exceed high school graduation requirements by the 2021-2022 school year.</p>	<p>To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year. Each CDEP Goal Activity is posited as a Theory of Action calculated to close the perceived gap between the District’s current state and the vision for a preferred future as articulated in the long term goals and the District’s Mission, Vision, Core Values. Each Theory of Action statement will be analyzed and refined throughout the school year consistent with the CDEP development timeline for SY 16-17.</p>	<p>To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year. Each CDEP Goal Activity is posited as a Theory of Action calculated to close the perceived gap between the District’s current state and the vision for a preferred future as articulated in the long term goals and the District’s Mission, Vision, Core Values. Each Theory of Action statement will be analyzed and refined throughout the school year consistent with the CDEP development timeline for SY 16-17.</p>
<p>2. School Climate & Social-Emotional Development The District will develop a school climate and culture that provides a positive, safe and collaborative learning community that will keep students and staff engaged and connected in meaningful ways to support the healthy social and emotional development of all students.</p>	<p>To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year. Each CDEP Goal Activity is posited as a Theory of Action calculated to close the perceived gap between the District’s current state and the vision for a preferred future as articulated in the long term goals and the District’s Mission, Vision, Core Values. Each Theory of Action statement will be analyzed and refined throughout the school year consistent with the CDEP development timeline for SY 16-17.</p>	<p>To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year. Each CDEP Goal Activity is posited as a Theory of Action calculated to close the perceived gap between the District’s current state and the vision for a preferred future as articulated in the long term goals and the District’s Mission, Vision, Core Values. Each Theory of Action statement will be analyzed and refined throughout the school year consistent with the CDEP development timeline for SY 16-17.</p>
<p>3. Professional Development & Collaboration The District will allocate time, resources, and professional development to ensure that all K-12 faculty, staff, and administration collaborate to achieve the aspirations expressed in the District’s Mission, Vision, and Core Values.</p>	<p>To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year. Each CDEP Goal Activity is posited as a Theory of Action calculated to close the perceived gap between the District’s current state and the vision for a preferred future as articulated in the long term goals and the District’s Mission, Vision, Core Values. Each Theory of Action statement will be analyzed and refined throughout the school year consistent with the CDEP development timeline for SY 16-17.</p>	<p>To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year. Each CDEP Goal Activity is posited as a Theory of Action calculated to close the perceived gap between the District’s current state and the vision for a preferred future as articulated in the long term goals and the District’s Mission, Vision, Core Values. Each Theory of Action statement will be analyzed and refined throughout the school year consistent with the CDEP development timeline for SY 16-17.</p>

Implementation Plan

Goal # 1

Long Term Goal: 100% of the District's students will demonstrate mastery of the skills and knowledge necessary at every grade level and content area to meet or exceed high school graduation requirements by the 2021-2022 school year.

As Is:

- The 2015-16 Mathematics data demonstrated the following levels of proficiency: Grade 3 – 45%, Grade 4 – 44%, Grade 5 – 41%, Grade 6 – 53%, Grade 7 – 51%, and Grade 8 - 37%. The Mathematics data demonstrated that in 2015-16, students tested in Algebra 2/Trigonometry scored 69% in the proficient range; Common Core Geometry scored 97% in the proficient range and Common Core Algebra I scored 96% in the proficiency range; and Common Core Algebra II scored 97% in the proficient range.
- The 2015-16 ELA data demonstrated the following levels of proficiency: Grade 3 – 46%, Grade 4 – 50%, Grade 5 – 31%, Grade 6 – 30%, Grade 7 – 54%, and Grade 8 - 57%. The Common Core ELA Regents data demonstrated that in 2015-16, 97% of the students tested scored in the proficient range.
- Science: The Science Grade 4 data demonstrated that in 2015-16, 97% of the students tested scored in the proficient range. The Science Grade 8 data demonstrated that in 2015-16, 96% of the students tested scored in the proficient range. In 2015-16, 80% of the students achieved a passing score on the Earth Science Regents, 96% passing the Living Environment Regents, 92% passing the Chemistry Regents, and 98% of the students achieved a passing score on the Physics Regents Exam.
- Social Studies: In 2015-16, 90% of the students achieved a passing score on the Global Regents and 91% passing the American History Regents Exam.

Desired State:

100% of the District's students will demonstrate mastery of the skills and knowledge necessary at every grade level and content area to meet or exceed high school graduation requirements by the 2021-2022 school year.

Objectives:

- The District will continue to develop an effective and efficient student achievement data management system.
- The District will provide professional development that supports the best practice implementation of the District curricula.
- The District will improve the efficiency and effectiveness of the Academic Intervention Services program.
- The District will develop and implement strategies to support more students to score in the level four range and earn a Regents Diploma with Advanced Designation.
- The District will develop and implement strategies to support Special Education students as they work toward meeting state standards.
- The District will research and identify annual growth models that measure individual student academic progress.
- The District will study the effectiveness and feasibility of developing an individual student profile.
- The District will develop a process to identify students who are at risk to not complete high school within four years.
- The District will explore the feasibility, effectiveness and utility of developing an alumni tracking system.

Implementation Plan

Goal # 2

Long Term Goal: The District will develop a school climate and culture that provides a positive, safe and collaborative learning community that will keep students and staff engaged and connected in meaningful ways to support the healthy social and emotional development of all students.

As Is: To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year.

Desired State:

The District will develop a school climate and culture that provides a positive, safe and collaborative learning community that will keep students and staff engaged and connected in meaningful ways to support the healthy social and emotional development of all students.

Objectives: To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year.

Implementation Plan

Goal # 3

Long Term Goal: The District will allocate time, resources, and professional development to ensure that all K-12 faculty, staff, and administration collaborate to achieve the aspirations expressed in the District's Mission, Vision, and Core Values.

As Is: To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year.

Desired State: The District will allocate time, resources, and professional development to ensure that all K-12 faculty, staff, and administration collaborate to achieve the aspirations expressed in the District's Mission, Vision, and Core Values.

Objectives: To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year.

Annual Goals: To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year.

- The District annual goal for Math grades 3-5: TBD
- The District annual goal for Students with Disabilities Math grades 3-5: TBD
- The District annual goal for Math grades 3-5: TBD
- The District annual goal for Math grades 6-8: TBD
- The District annual goal for Students with Disabilities Math grades 6-8: TBD
- The District annual goal for Math grades 6-8: TBD
- The District annual goal for the Integrated Algebra Regents: TBD
- The District annual goal for ELA grades 3-5: TBD
- The District annual goal for Students with Disabilities ELA grades 3-5: TBD
- The District annual goal for ELA grades 3-5: TBD
- The District annual goal for ELA grades 6-8: TBD
- The District annual goal for Students with Disabilities ELA grades 6-8: TBD
- The District annual goal for ELA grades 6-8: TBD
- The District annual goal for the ELA Regents: TBD
- The District annual goal for the Global History Regents: TBD
- The District annual goal for the American History Regents: TBD
- The District annual goal for Science grade 4: TBD
- The District annual goal for Science grade 8: TBD
- The District annual goal for the Earth Science Regents: TBD
- The District annual goal for the Living Environment Regents: TBD
- The District annual goal for the Physics Regents: TBD
- The District annual goal for the Chemistry Regents: TBD
- The District annual goal for all Regents exams: TBD

ANNUAL GOALS

2016-2017

DESCRIPTION OF GOAL	2015-2016	2016-2017
Math Grades 3-5 - Average	43%	TBD
Students with Disabilities-Math Grades 3-5 - Average	---	TBD
Math Grades 6-8 - Average	47%	TBD
Students with Disabilities-Math Grades 6-8 - Average	---	TBD
ELA Grades 3-5 - Average	42%	TBD
Students with Disabilities-ELA Grades 3-5	---	TBD
ELA Grades 6-8 - Average	47%	TBD
Students with Disabilities-ELA Grades 6-8 - Average	---	TBD
Common Core Algebra I	96%	TBD
Common Core Algebra II	97%	TBD
Algebra 2/Trigonometry	69%	TBD
Common Core Geometry	97%	TBD
Common Core ELA	97%	TBD
Global History	90%	TBD
American History	91%	TBD
Science Grade 4	97%	TBD
Science Grade 8	96%	TBD
Earth Science	80%	TBD
Living Environment	96%	TBD
Chemistry	92%	TBD
Physics	98%	TBD
Percent of students scoring 85% or better All Regents Exams	49%	TBD

**CDEP GOAL ACTIVITIES
DISTRICT**

**ACADEMICS & ACHIEVEMENT
DISTRICT**

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The K-12 Art curriculum and program will develop artistic pathways that will result in a diverse art education program, teach intermediate life skills through the arts, prepare students for post high school opportunities and develop a K-12 skill set. (ART)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The K-12 music teachers will develop an articulated and aligned curriculum and program that provides students with best practice opportunities to receive high quality music instruction. (MUSIC)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline		
	Date		# Hours	# of Staff to be trained		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated										
<p>Identify staff development activities related to helping achieve the objectives.</p>												
<p>The District may utilize the following organizations as approved continuing Teacher and Leader Education (CTLE) sponsors:</p> <ol style="list-style-type: none"> 1. Dutchess County BOCES 2. Ulster County BOCES 3. Putnam-Northern Westchester BOCES 4. Orange-Ulster County BOCES 5. Capital Region BOCES 6. Mid-Hudson Teacher Center 7. Other CTLE providers approved by SED 	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	TBD	Spring 2017	
<p>The K-12 Physical Education curriculum will be updated and enhanced to incorporate and establish a balance of team and individual activities to ensure that all RCSD students will be able to collaborate in a manner that enhances students psychomotor, cognitive, and affective domains. (PE)</p>	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	TBD	Spring 2017	

ACADEMICS & ACHIEVEMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
Identify staff development activities related to helping achieve the objectives.											
K-12 Physical Education lessons will be designed to include both individual and group learning activities that require students to apply themselves in relation to indicators or models of quality that will be assessed by rubrics that specify levels of quality sensitive enough to assess growth over time. (PE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will explore the feasibility and effectiveness of acquiring and deploying a K-12 learning management system such as “Canvas”. (TECH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop a plan to analyze data pertaining to student achievement and utilize the resultant information for goal setting.	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The K-12 Art curriculum and program will develop specific pathways that include high school electives that will empower students to create a more personalized, authentic and interest related art curriculum and program. (ART)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop a K-12 school climate and social-emotional development program that ensures consistency within and across the three schools. (MUSIC)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
Students will be placed, to the extent practicable, in Physical Education classes with classmates of similar and/or equal age and ability. (PE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop and implement a social-emotional curriculum and program that promotes empathy, appropriate use of social media, school connection and incorporates a mentorship component. (TECH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The District will explore and develop opportunities to increase the focus on an overall positive orientation to working with students and colleagues. (NON-INSTRUCTS)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop a plan to collect data pertaining to school climate and culture and analyze the resultant data for goal setting.	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

PROFESSIONAL DEVELOPMENT & COLLABORATION DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The K-12 Art faculty will collaborate to develop a vertically articulated and aligned program of study that correlates with high school Art coursework. (ART)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop a plan to ensure time for the K-12 professional faculty to engage in collaboration to achieve school level and District goals. (MUSIC)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide K-12 Physical Education teachers collaborative professional time to review, revise and update the Physical Education curriculum to ensure vertical alignment. (PE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide opportunities for the K-12 professional faculty to collaborate to develop, implement and monitor the effectiveness of articulated and aligned curriculum that includes cross-curricular activities. (TECH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

PROFESSIONAL DEVELOPMENT & COLLABORATION DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The District will identify and implement strategies to deliver professional development to support the ongoing learning of the non-instructional personnel. (NON-INSTRUCTS)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will explore opportunities to create time for non-instructional personnel to collaborate with colleagues and process with students. (NON-INSTRUCTS)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop a comprehensive family and community engagement plan that states the expectations for creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnership with community organizations and families. (FAMILY/COMMUNITY)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

PROFESSIONAL DEVELOPMENT & COLLABORATION DISTRICT

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The District will conduct a thorough review to determine the effectiveness of the current attendance policy in order to ensure that a clear and concise attendance policy establishes expectations for student attendance. (MATH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

DRAFT

**CDEP GOAL ACTIVITIES
RHINEBECK HIGH SCHOOL**

**ACADEMICS & ACHIEVEMENT
RHINEBECK HIGH SCHOOL**

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The District will ensure that at least two laptop carts will be available in the high school. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will ensure that sufficient faculty and staff are deployed to meet the diverse learning needs of high school students. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The high school will develop school-wide interdisciplinary standards for research and writing to ensure that all students will learn to evaluate sources, use multiple sources for research, incorporate research into written argument and reports, write using the conventions of standard English (or foreign language) and properly cite sources in all disciplines. (LIBRARY)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

ACADEMICS & ACHIEVEMENT

RHINEBECK HIGH SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
The high school will develop research projects in all subject areas for all grade levels in order for students to develop research skills outside of English class to ensure that students will develop cross-disciplinary skills in locating and evaluating authoritative sources, analyzing synthesizing information, and presenting theses supported on research. (LIBRARY)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The high school will develop school-wide written and spoken thesis (argument) standards to be implemented across all subject areas to ensure that students will learn to develop theses in all disciplines and support their thesis with evidence and logical argument. (LIBRARY)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

ACADEMICS & ACHIEVEMENT

RHINEBECK HIGH SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
Identify staff development activities related to helping achieve the objectives.											
High school mathematics teachers will ensure that lessons are designed routinely to include both individual and group learning activities which require students to apply themselves in relation to indicators or models of quality. (MATH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The high school will review current practice regarding student placement in mathematics courses and develop a plan to ensure that all students are appropriately placed. (MATH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The high school will develop investigations, inquiries and research projects that will encourage students to learn how to access, organize, analyze and express complex thinking at each grade level and in every course. (MATH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The K-12 science teachers will collaborate to develop multi-year projects that encourage problem solving, higher order critical thinking, research skills and experimental design. (SCIENCE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

ACADEMICS & ACHIEVEMENT

RHINEBECK HIGH SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
Identify staff development activities related to helping achieve the objectives.											
The high school will design and implement a school-wide participation rubric that will incentivize students to engage in classroom learning activities that develop college and career readiness. (SOCIAL STUDIES)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The high school will evaluate the appropriateness of current general education and special education class structures and instructional practices in order to create new constructs that will result in students becoming more secure in their skills and confident as learners. (SPED)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT

RHINEBECK HIGH SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The high school will identify and implement best practices with regard to developing positive and safe school climate that meets the social and emotional needs of all students, is culturally responsive, and that ensures that all persons are treated with respect. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The high school will improve the process for communicating needs or special circumstances of individual students to faculty and staff members while maintaining student privacy to ensure that all faculty and staff members who interact with a particular student will be aware of specific needs or circumstances and can thus provide the most supportive environment for the student. (LIBRARY)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The high school will develop a process to examine key policies and practices that influence the social and emotional development of all students. (MATH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT

RHINEBECK HIGH SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
Identify staff development activities related to helping achieve the objectives.											
The high school will develop and implement an attendance policy that rewards good attendance and remediates chronic absenteeism. (SCIENCE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The high school will develop a variety of support structures and resources that will assist students in developing self-regulation skills. (SPED)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

PROFESSIONAL DEVELOPMENT & COLLABORATION RHINEBECK HIGH SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The District will provide opportunities for the professional faculty, staff and administration to collaborate in order to meet the academic, social-emotional and school climate goals of students. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will create a stipend position for tech integration assistance to provide teachers with in-house, individualized help in all areas of tech integration. This would be part of a robust technology professional development program that provides teachers with the training and the time necessary for full integration. (LIBRARY)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide time at the high school for the professional faculty, staff and administration to collaborate in order to achieve important district and school academic, school climate and professional collaboration goals. (MATH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

PROFESSIONAL DEVELOPMENT & COLLABORATION

RHINEBECK HIGH SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
The District will provide the high school faculty time to develop a school-wide participation rubric that will communicate transparent expectations to the community. (SOCIAL STUDIES)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide the professional faculty, staff and administration time to meet and collaborate to identify best practices and conduct inter-school visitations to support all students to becoming confident and independent self-directed learners. (SPED)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide the special education faculty and administration time to collaborate in aligning curriculum and programming K-12. (SPED)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

**CDEP GOAL ACTIVITIES
BULKELEY MIDDLE SCHOOL**

**ACADEMICS & ACHIEVEMENT
BULKELEY MIDDLE SCHOOL**

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
The middle school will identify and implement strategies calculated to empower students to become independent self-directed accountable learners. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will provide the necessary skill based instruction in reading, math and writing to ensure that every student is prepared to meet the demands of subsequent grade level academic standards. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will provide additional reading and writing instruction by offering the option of obtaining a Foreign language waiver. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will explore the feasibility and effectiveness of deploying a learning management system. (LOTE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

ACADEMICS & ACHIEVEMENT

BULKELEY MIDDLE SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date
Initiated	Evaluated										
The District will conduct a thorough review of current practices pertaining to students accessing accelerated math and academic intervention services to support the diverse learning needs of students. (MATH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The grades 6-8 Science teachers will develop scaffolded opportunities for students to engage in the scientific process in order to independently solve real problems individually and in groups. (SCIENCE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The grades 6-8 Social Studies teachers will develop an articulated and aligned curriculum that contains a clear specification of social studies skills. (SOCIAL STUDIES)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will develop a grading policy that accounts for individual student effort, independence and risk taking. (SPED)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

ACADEMICS & ACHIEVEMENT BULKELEY MIDDLE SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The middle school will identify best practices with regard to meeting the academic needs of diverse learners. This will include a thorough review of current grading practices. (SPED)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

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SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT

BULKELEY MIDDLE SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The middle school will provide students will targeted academic counseling that support student goal setting and awareness of the impact of their choices on goal attainment. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will provide faculty and staff the opportunity to meet and collaborate with support staff to focus on the individual social and emotional needs of students. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will identify best practice, positive school climate, and social-emotional development programs to support student development. (LOTE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will provide regular program opportunities that reinforce prosocial skills, social-emotional development and a positive school climate. (MATH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT

BULKELEY MIDDLE SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline		
	Date		# Hours	# of Staff to be trained		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated										
The District will identify and implement best practices to support students becoming independent self-directed learners who regularly complete homework, demonstrate good study habits, possess strong notetaking skills, and participate in groups. (SCIENCE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017		
The middle school will provide students with opportunities to gain greater awareness of and connection to the local community in order to cultivate a sense of mutual respect, community needs and citizen responsibility. (SOCIAL STUDIES)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017		
The middle school will allocate time for faculty and staff to collaborate in developing a program that develops a positive school climate and supports the social and emotional development of students. (SPED)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017		

SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT

BULKELEY MIDDLE SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The District will ensure that all members of the professional faculty are respected and included in important pedagogical and school climate decisions pertaining to the entire student population. (SPED)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

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PROFESSIONAL DEVELOPMENT & COLLABORATION

BULKELEY MIDDLE SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The middle school will provide the English Language Arts teachers with opportunities to meet and collaborate in order to share best practices, ensure articulation and alignment of curriculum and create connected practices. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will collaborate to identify and implement best practices. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will provide faculty and staff the opportunity to collaborate with support personnel to ensure that the diverse learning needs of students are met. (ELA)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The middle school will provide faculty and staff the opportunity to collaborate in order to align curriculum and identify best practices. (LOTE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

PROFESSIONAL DEVELOPMENT & COLLABORATION

BULKELEY MIDDLE SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
The middle school will provide the math teachers with opportunities to collaborate in order to identify best practices, articulate and align curriculum and create connected practices grades 6-8. (MATH)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide K-12 Science faculty time to collaborate in order to develop an articulated and aligned science curriculum that contains a clear skill progression K-12. (SCIENCE)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide grades 6-8 faculty opportunities to collaborate in order to develop cross curricular reading and writing instruction that will create horizontal and vertical alignment as well as connected literacy practice across the school. (SOCIAL STUDIES)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

**CDEP GOAL ACTIVITIES
CHANCELLOR ELEMENTARY SCHOOL**

**ACADEMICS & ACHIEVEMENT
CHANCELLOR ELEMENTARY SCHOOL**

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The District will conduct a thorough analysis of the effectiveness of the Academic Intervention Services Program for K-5 students with a particular focus upon providing early intervention services for students in K-2. (GROUP1)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will explore the feasibility of implementing block scheduling in the elementary school. (GROUP2)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will ensure that all K-5 faculty are incorporating differentiated instruction techniques in order to accommodate for student diversity. (GROUP2)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

ACADEMICS & ACHIEVEMENT CHANCELLOR ELEMENTARY SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline		
	Date		# Hours	# of Staff to be trained		Name/position of person responsible	Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated										
The elementary school will develop formative assessments that will be utilized to form instructional groups that will provide targeted and developmentally appropriate instruction. (GROUP3)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017		
The District will develop a K-5 technology curriculum that includes clear grade level outcomes, skill checklists, and the necessary equipment in each classroom. (GROUP4)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017		
The District will explore alternative K-5 mathematics programs, select a new program, implement the program and monitor it for effectiveness. (GROUP4)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017		
The District will develop collaborative projects K-12 that encourage group problem solving, teamwork, leadership development and opportunities to strengthen interpersonal relationships. (GROUP5)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017		

ACADEMICS & ACHIEVEMENT CHANCELLOR ELEMENTARY SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
The District will provide K-5 faculty opportunity to review and select a mathematics program that incorporates NYSED mathematics standards, is inquiry based, encourages student collaboration, reinforces mastery of foundation skills, and engages students in deep metacognitive processes. (GROUP6)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide K-1 students with the necessary support services in reading and math to ensure that they are prepared to meet the academic standards of subsequent grade levels. (GROUP6)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT CHANCELLOR ELEMENTARY SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
The District will explore the feasibility of providing professional development to all K-5 faculty, staff and administration in the Responsive Classroom model or its equivalent to ensure a comprehensive effective implementation of the selected program. (GROUP1)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide professional development to implement a program that supports the social and emotional growth and development of the entire student body. The program should include strategies that ensure consistent use of language and best practices regarding the support of students as they meet the challenges of a rigorous academic program. (GROUP2)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will form an exploratory committee to identify programs that will support positive school climate and the social and emotional development of students. (GROUP3)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

SCHOOL CLIMATE & SOCIAL-EMOTIONAL DEVELOPMENT CHANCELLOR ELEMENTARY SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
	Initiated	Evaluated									
Identify staff development activities related to helping achieve the objectives.											
The District will form an exploratory committee to identify programs that will support positive school climate and the social and emotional development of students. The identified program will include training of all faculty and staff, articulate schoolwide behavioral expectations, support the development of pro-social skills, and encourage social and emotional development. (GROUP4)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop strategies to engage students in meaningful opportunities to participate in school climate and social-emotional development programs. (GROUP5)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

PROFESSIONAL DEVELOPMENT & COLLABORATION CHANCELLOR ELEMENTARY SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The District will develop a plan to ensure time for the K-12 professional faculty to engage in collaboration to achieve school level and District goals. (GROUP1)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop an essential skills program that is aligned with the core curriculum that creates alternate pathways for students to access the curriculum. (GROUP2)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop and administer a professional development survey to determine the needs and interest of the professional faculty. (GROUP3)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will develop a plan to ensure time for the K-12 professional faculty to engage in collaboration to achieve school level and District goals. (GROUP4)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	
The District will provide K-5 administration, faculty and staff professional development in the Responsive Classroom Model. (GROUP5)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

PROFESSIONAL DEVELOPMENT & COLLABORATION CHANCELLOR ELEMENTARY SCHOOL

Professional Development Activities	Schedule of Implementation				District Person Responsible	Resources		Evaluation Measures		Evaluation Timeline	
	Date		# Hours	# of Staff to be trained		Funding and Providers	Facilities	Staff Benchmarks	Student Benchmarks	Date	Status
Initiated	Evaluated										
Identify staff development activities related to helping achieve the objectives.											
The District will develop a plan to ensure time for the K-12 professional faculty to engage in collaboration to achieve school level and District goals. (GROUP6)	Fall 2016	SY 16-17	TBD	TBD	CDEP Team RCSD Faculty and Staff	General Fund Federal Grants	TBD	TBD	TBD	Spring 2017	

DRAFT

ASSESSING AND REPORTING RESULTS

1. Describe The Performance Indicators Developed To Assess The Effectiveness Of The Strategies You Identified In The Implementation Plan.

Goal #1: 100% of the District's students will demonstrate mastery of the skills and knowledge necessary at every grade level and content area to meet or exceed high school graduation requirements by the 2021-2022 school year.

To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year.

Goal #2: The District will develop a school climate and culture that provides a positive, safe and collaborative learning community that will keep students and staff engaged and connected in meaningful ways to support the healthy social and emotional development of all students.

To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year.

Goal #3: The District will allocate time, resources, and professional development to ensure that all K-12 faculty, staff, and administration collaborate to achieve the aspirations expressed in the District's Mission, Vision, and Core Values.

To be determined based upon an analysis of pertinent data and information as a part of the plan development process throughout the 2016-2017 school year.

2. Explain How The District Planning Committee Will Use Evaluation Results And Data To Revise Strategies.

The District CDEP team will meet minimally three times a year, to review intermediate data collected for each implementation activity according to their respective timelines outlined in the Goal Activities Chart in order to monitor effectiveness of the activities in progression toward the annual goals. The goal benchmarks and schedule of activities may be revised at any time throughout the year based upon consensus from the District CDEP team that alternative steps are required in order to achieve progress. Revision to the CDEP will be communicated accordingly to the community of stakeholders. At least annually, the goals, objectives, and activities will be revised based upon NYS student achievement data, local data, and intermediate data evaluation of activities.

According to the implementation timeline, the CDEP team will evaluate all relevant student achievement data. The District team will provide the appropriate data to the various committees outlined in the Plan for their review and recommendations. Annually, the District team will review the recommendations provided by the various committees, enabling the CDEP Committee to revise and update the CDEP as necessary. The CDEP Committee anticipates that:

- 2.1. The District will annually evaluate the effectiveness and efficiency of all student support services and make recommendations for improvement in quality of service.
- 2.2. The K-12 school based curriculum committees will review relevant student achievement data and identify trends in curriculum topic coverage based on the results. These results will be used to evaluate the effectiveness of the new curriculum and instruction initiatives and make recommendations for plan revisions.
- 2.3. Professional Development Planning (PDP) will be based on the outcomes and evaluation of the NWEA-MAPS, NYS assessment results, and other pertinent indicators of student success as envisioned in the District's Mission, Vision and Core Values.
- 2.4. The District will review the APPR Plan and make recommendations for necessary changes to the process.

3. Explain How The District Will Disseminate Its Evaluation Results To The Public.

Rhinebeck Central School District has outlined a communication system for the dissemination of information regarding the Comprehensive District Education Plan. The District recognizes the CDEP as a tool for combining the many-faceted efforts of the District and believes that the school community will benefit from having a coherent plan.

1. Minutes of the meetings will be made available to stakeholders.
2. The school level Teams will supply reports to CDEP committee.
3. The minutes of the committees and CDEP Committee will be made available to:
 - Faculty/Staff Bulletin Boards
 - Superintendent, who will then report to the District Strategic Planning Team (DSPT)
 - Bargaining Unit Presidents
 - CDEP Website – certain parts in the Teacher Share Folder, View only
 - Director of Curriculum and Instruction
 - Department Chairs
 - Team Leaders
 - Grade-level Chairs
 - Principals, who will then report to the Building Level Planning Team (BLPT)
 - PTSO
 - Board of Education
4. Faculty meetings – Periodic CDEP related updates will be provided to the professional faculty.
5. Periodic updates at BLPT meetings
6. Departmental/Team/Grade level meetings
7. Open house presentation – update
8. A plan to keep students apprised of CDEP activities will be developed.
9. PTSO meeting update
10. Posting progress on upgraded District website

ASSURANCE AND CERTIFICATIONS

Comprehensive District Education Plan Assurances

The Superintendent Certifies That:

- Planning was conducted as a team process.
- A school profile was developed using all key data elements available.
- Representatives of all funding/planning areas were involved in the plan development.
- Building staff, parents and the school community were informed and involved, as appropriate, in the process.
- The Plan meets the requirements of State and federal laws and/or regulations that apply to the programs covered by this Plan.
- A Board resolution is on file.

Superintendent of Schools

Date

4.4

Joe Phelan

To: Mary Ann Torres
Subject: RE: Annual Business Meeting Voting Delegate Form for 2016 NYSSBA Convention

From: Denise Carmichael [mailto:denise.carmichael@nyssba.org]
Sent: Monday, August 22, 2016 5:08 PM
Subject: Annual Business Meeting Voting Delegate Form for 2016 NYSSBA Convention



Good afternoon!

The New York State School Boards Association's Annual Business Meeting will be held on Saturday, October 29, beginning at 8 a.m. at the Buffalo Convention Center in the Convention Center Ballroom.

Please complete the electronic form below with the name of your voting delegate and alternate. **This form replaces the blue voting delegate card previously used to obtain voting delegate credentials.**

When completing the form please be sure to check the box: "Send me a copy of my responses." Once you have completed and submitted the form, you will receive an email with confirmation. Please print the confirmation and give it to your voting delegate. Your delegate will present the confirmation onsite at Convention Registration and receive his/her credentials. Delegates will not be admitted to the business meeting floor without their credentials.

A voting delegate must be a member of the board of education and be able to attend the Business Meeting. If for whatever reason the delegate must leave during the meeting, it is his/her responsibility to transfer credentials to the alternate delegate.

Thank you for your assistance. If you have any questions, please don't hesitate to contact me.

Penelope Martiniano
Governmental Relations Coordinator
New York State School Boards Association
24 Century Hill Drive, Suite 200
Latham, NY 12110
Phone: 518-783-0200
Fax: 518-783-3542
Email: penny.martiniano@nyssba.org

Click to open the form I've shared with you:

 [NYSSBA Annual Business Meeting Voting Delegate Form](#)