

**RHINEBECK CENTRAL SCHOOL DISTRICT  
COMPREHENSIVE DISTRICT EDUCATION PLAN (CDEP)  
COMMITTEE MEETING MINUTES  
Wednesday, May 24, 2017  
11:30 a.m. – 2:30 p.m.**

**Present**

Chantal Collins	Steve Jensen	Erin O'Brien
Ed Davenport	John Kemnitzer	Joseph Phelan
Emily Davison	Brett King	Cynthia Ping
Nancy Erlanger	Marvin Kreps	Laura Schulkind
Mary Fleischhauer	Diane Linenbroker	Susan St. Clair
Beth Heady	Kelly Mahoney-Toussaint	

**Absent**

Stephanie Baird	Bobbie Bie	Victor Britton
Clare Dwyer	Carmela Fountain	Megan Rodier
Cassi Wintermantel	Liz Yearwood	

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The meeting opened with a review of how the latest iteration of the CDEP document came into existence. Mr. Kreps went over how the feedback from all stakeholder groups was incorporated into the document.

Dr. Jaeger briefly reviewed the revisions of the Mission, Vision, and Core Values statement, the "moonshot" notion by 2022, and the theories of action input by staff. The CDEP document is a compilation and synthesis of all the input and the intention of stakeholder input lives on in the document. Additionally, Dr. Jaeger explained that the CDEP document has more than what can be accomplished in one year and some prioritizing will have to be made over the next five years.

Mr. Kreps went over the District's long term goals. The Academics & Achievements goal is not based on student achievement on tests, only on meeting high school graduation requirements. The goals were developed using the theories of action submitted by staff to close the perceived gaps in the district's current state and the vision for a preferred future as articulated in the Mission, Vision, Core Values statement. Part of the journey will be to determine specifically what multiple measures will be used. As we measure how the district is meeting the goals, the district will adjust along the way. The theories of action are an expression of how the district will achieve the long term goals. The CDEP document and process is an "all in" strategy of achieving the aims and purposes of the Mission, Vision, Core Values statement. All stakeholders have responsibility for implementation and monitoring of the goals and objectives in the plan.

Mr. Jensen demonstrated how staff can obtain all the archived documents that are stored behind a password protected area of the website.

Mr. Kreps reviewed with the committee how the goals in the CDEP document were generated from all the input gathered from staff through all the theories of action worked on during the last year. All the theories of action submitted by faculty and staff were included in the document, the redundancies were eliminated and then organized into the current CDEP document.

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Mr. Kreps shared how the New York State Education Department (NYSED) is rolling out new and revised standards.

The new CDEP document has implementation charts which give goals meaning. All data has been moved to a new section/appendix in the back of the document and will include the district report card as well as other documents such as the climate survey, student achievement power point presentations, etc.

Dr. Jaeger went over the new time line and what the district is setting up to do in the year ahead starting now.

- Phase 1 (May-June 2017): review and make recommendations as we bring to a close the CDEP document.
- Phase 2 (July-August 2017): start of summer projects and training.
- Phase 3 (Sept-Nov 2017): prepare for and commence the CDEP Plan as we engage staff, parents, and community.
- Phase 4 (Dec-April 2017): implementation of action plans
- Phase 5 (April-May 2017): gather data and assess the results in order to review and make recommendations for future CDEP updates.

Dr. Jaeger asked for group discussion on the document integrity and specific input regarding features of the plan before endorsing the CDEP document for adoption. Is this document set up in a way that faculty can find where their input resides, does it invite a process and invite opportunity to put stake on the group? Is the document useful for prime time? Is the document going to continually engage people and is it updateable?

Various comments were offered by members of the CDEP document as follows:

- Addition of a calendar in the appendix so as to start thinking about that one year at a time.
- Need for a process for prioritization for this document. It would be helpful, as we go into 2017-18, to keep the timeline moving.
- Laying a foundation of common understandings and how we implement/reach some of our goals especially social emotional needs of students and professional development needs throughout the district in relation to special education.
- School climate survey is ready to go. The elementary and middle schools are ready but it will be difficult in the high school due to the low number of instructional days left in this school year. Most agreed that the school climate inventory would be best administered in early September so as to not conflict with school closure.
- Introductory paragraph and reference points be made part of the document for people who may be "casual" readers who are unfamiliar with the document.
- district strengths and successful interventions require review and organization
- middle school ELA goals (empowering students to become independent) should be made district-wide. A short discussion on whether the committee should be changing goals or

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remain transparent and show fidelity to the archived documents. Dr. Jaeger asked whether the committee wanted to hold, as our CDEP authority, that “we” as a committee can change any goals that we deem universal to make it universal. In the end, the CDEP committee promised to keep track of what staff did and that it would not get lost in the shuffle. This document should be read with the understanding that the work was initiated by a sponsor group.

- how the document is going to be used should be added to the introduction and that there is room for change.

Dr. Jaeger asked the committee, if by consensus, they endorse the CDEP document. If so, does the CDEP document have?

- Document integrity
- Goals driven, action oriented action
- Is it set up as useful for the taking of action and setting priorities over a multi-year period; and
- Intended for ongoing updates
- Is it going to move the school agenda from where we are now to where we want to go?

Dr. Jaeger encouraged committee members to support, without sabotage, that this document is going to move the district to improvement and to be willing to stand in support even if it is not a perfect document. All committee members were in consensus.

Dr. Jaeger recommended that the CDEP committee meet at least three times next year; in the Fall, a mid-year check in, and at end of year meeting to review and make recommendations to update the document. The committee discussed using one of the October Superintendent Conference Days (SCD) for professional development to address some of the goals and using a 2-hour after school session to engage staff in conversation prior to the October SCD. A suggestion to have a presenter address social emotional needs during a SCD in order for faculty to start framing their work was made.

The committee discussed branding and agreed that, upon Board of Education adoption, to create a logo and replace the posters throughout the district before the next school year starts.

Mr. Phelan added that he intends to bring the CDEP document to the Board of Education for adoption on June 13, 2017.

The meeting adjourned.