

4.2.2

Long Range Planning Committee Meeting Minutes - July 6, 2018

Attendees: Steve Jenkins, Diane Lyons, Laura Schulkind, Joe Phelan, Tom Burnell (arrived by 8:00)

LRP-CAC recap

Joe shared an email from Lloyd Jaeger regarding his impressions of the first LRP-CAC meeting. What impressed him was the quality of the conversation and the intention surrounding the Vision and Core Values that are integral to the CDEP plan. Developing the human side of students seemed of much greater value than state test scores. He believed it might be valuable to invite Marvin to our next meeting to address the accomplishments of the CDEP plan in year one and the goals set for year two and beyond.

If that assumption is true, and the focus of the CAC committee wants to be about supporting the human side of education, how would we be able to gauge success? Is the goal to provide a more “private” education in a public setting? What in the CDEP plan outlines “fuzzier” goals that will allow for greater achievement?

We then turned to discussions of the different types of students. There are those that struggle and those that succeed, and we seem to have a persistent cohort of students in the middle who likely are not achieving to their highest potential. There are many factors that play into this phenomenon, many of which are out of the control of the schools. But how do we reach those kids more effectively? What of the high achieving students? How do we keep them engaged rather than going through the motions of success? Roger Quon’s suggestion that every student have an IEP is an interesting frame through which to tackle these questions.

It is clear to us that having a better understanding of the focus of the members of the CAC is important for our work in the fall. Why did these people choose to live and educate their kids in Rhinebeck? What was most important to them and what must be preserved in the future? We will poll the members and ask for a narrative describing the elements that went into their choice to live in the district. What research did they do? Did school data play a role in their decision? If we want to focus less on test scores, by what measure should we assess the success or failure of the District?

Aspirants/Statistical Neighbors

The group would like to set up a field trip and/or meeting with Superintendents from Blind Brook and Rye Neck (aspirant schools). Both are slightly larger than Rhinebeck at 1,600 students and are high achieving. We would also like to reach out to Haldane in Putnam whose enrollment in 2017 was 827. They recently completed a Strategic Plan, and we would like to get in touch with their former Superintendent, Dr. Diane Bowers who was involved with that process.

To Dos:

- CAC - compile lists/notes from meeting to share with the group and those members unable to attend.
- send request of committee members to describe their rationale for educating their kids in Rhinebeck

LRP - Field Trips/meetings with Blind Brook, Rye Neck, Haldane

Next meetings:

- July 25, 11:00 am
- August 13, 8:30 am
- August 29, 8:30 am

Respectfully submitted by Laura Schulkind

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Joe Phelan

To: Lloyd Jaeger
Subject: RE: CAC Reflections - The Day After

From: Lloyd Jaeger [mailto:ljaeger1776@gmail.com]
Sent: Tuesday, June 26, 2018 8:30 PM
To: Joe Phelan <jphelan@rhinebeckcsd.org>
Subject: CAC Reflections - The Day After

Good evening, Joe

I've found myself thinking a lot today about one particular thread of conversations we heard last night in either the sharing segments or in my listening to conversations at particular tables. Specifically, there was a general kind of consensus that while important and necessary, measures of student performance relative to state benchmarks were not what was desirable and/or necessarily impressive about what a Rhinebeck education might be. Said differently, there was a lot of affirmation about the bulleted Vision and Values items in the M-V-CV statement that somehow it was in developing THOSE things and not getting good test scores that would be the hallmark of the Rhinebeck "difference" and the more meaningful development of the students.

Additionally, there were a few observations and comments about how the CDEP plan included TOA's but that assessment of their accomplishment and then a refreshing/renewal/updating process would ensue on an annual basis.

So where am I going with all this? I'm wondering if the CAC-LRP will begin to ask questions about what we are actually accomplishing vis a vis the CDEP TOAs. I'm wondering when they may ask how we are incorporating learning experiences and measures (perhaps even specific projects and learning modules) that will develop and assess the bullets in the Vision and Core Values statements. They haven't yet. However, I perceived in their other interests and considerations that that could be emerging. Perhaps it already has in some of the information and data requests we have received.

Here's a fiscal/educational programming thought ... If our premise in CDEP and LRP is to ensure that increasingly finite resources be spent well, with the greatest wisdom and toward the goal of not only preserving but in fact enhancing a Rhinebeck education ... then how we focus and "spend" the salaried time of teachers and other services personnel to create the ambitious and meaningful learning experiences beyond test scores is the greatest opportunity called for in the CDEP plan and perhaps in the LRP ... If the LRP insists that CDEP Goal 3 (PD and Collaboration) results in delivering CDEP Goals 1 and 2 in new and more impactful ways that we can assess with local measures, then we are spending our fiscal resources, time and energies in even more efficient and effective manners.

I am concerned that with the astute people in the CAC-LRP room, including your Board members, that someone is going to make that connection. I think we should be prepared with how we want to respond ,,, and/or be proactive in a report to the CAC (perhaps from Marvin), about what was accomplished in Year One of CDEP and what is being forecast around the district about the TOA's or follow through in year two.

I apologize for the long mind dump tonight ... but this was ruminating around my head and I thought it best to share my reflections so you could dismiss them or take on whatever elements make sense in our continuing conversations and preparations for future CAC sessions.

Best to you always,
Lloyd

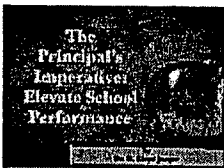
Joe Phelan

From: Lloyd Jaeger <ljaeger1776@gmail.com>
Sent: Wednesday, June 27, 2018 9:16 AM
To: Joe Phelan
Subject: Fwd: Additional Item - CAC Reflections - The Day After

Additionally Joe

I was thinking that the attached CDEP worksheet fits into my reflections in wondering of the Rhinebeck TOA's this year who did what with Planning, Learning and/or Developing/Implementing?

Lloyd



FROM GAPS TO GOALS

DIRECTIONS: This template will guide your consideration of gaps between current professional practices and future or de principles of practice as previously considered using the Vision to Action Template. For each gap identified, describe the focus area improving student literacy such that occurs), and establish a goal to be undertaken through collaborative professional work (e.g. faculty will learn and use best practices for teaching reading in the content areas.) Then complete the three column table with specific must be addressed in order to achieve the goal and close the gap.

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FOCUS AREA:	GRADE/DEPT:	
GAP IDENTIFIED:		
GOAL IDENTIFIED:		
WHAT DO WE NEED TO PLAN or ORGANIZE?	WHAT DO WE NEED TO LEARN?	WHAT DO WE NEED TO DEVELOP and/or IMPLEMENT?

PLANNING DOCUMENT

SCHOOL/DEPARTMENT/GROUP: _____ DATE: _____