



Interscholastic Athletics
NYSPHSAA Update

- **Classification**
 - BEDS Number
 - For 2016-2017 Year Rhinebeck is:
 - "B" Baseball, Basketball, Soccer, Softball
 - "C" Cross Country, Field Hockey, Lacrosse, Volleyball
- **Athletic Placement Process**
- **State Adopted Ball**

Interscholastic Athletics
Section IX/MHAL Update

- **Changes to the Combining of Teams Process**
- **Section Adopted Ball**

Interscholastic Athletics

Championships

•Mid-Hudson Athletic League (MHAL)

- Division Championship
- Boys Soccer
- Girls Soccer

Interscholastic Athletics

Academic Recognition

•MHAL All Academic - Fall

- 54 All MHAL Academic

•NYS Scholar Athlete Team

- Boys & Girls Cross Country
- Field Hockey
- Golf
- Boys & Girls Soccer
- Girls Swimming
- Volleyball

Interscholastic Athletics

2016-2017

- Continue Football Merger
- Date of the Andy Bennett Tournament

Interscholastic Athletics
Fall Participation (2015)

Sport Level	Female	Male	Total
Varsity	57	50	107
JV	41	18	59
Modified	45	42	87
Totals	143	110	253

Interscholastic Athletics
Winter Participation (2015-2016)

Sport Level	Female	Male	Total
Varsity	9	18	27
JV	8	16	24
Modified	19	14	33
Totals	36	48	84

Interscholastic Athletics
Spring Participation (2015)

Sport Level	Female	Male	Total
Varsity	45	81	126
JV	20	24	44
Modified	26	22	48
Totals	91	127	218

4.5.1

School Start Time Committee

Meeting Minutes

January 13, 2016 & January 21, 2016

Attendees: Deirdre d'Albertis, Diane Lyons, Laura Schulkind, Joe Phelan, Tom Burnell

Draft School Start Schedule

The Principals were given the opportunity to review and provide feedback on a potential draft schedule based on a modified "Shift" version of the school start time. Issues of concern centered around a shortened dismissal time for CLS bus riders as well as after school clubs and homework help at BMS and RHS. The committee took into account the issues raised at each building and laid out a revised draft schedule including club start/end times, athletic bus departure and CTI bus departures and arrivals.

This revised draft schedule was re-submitted to the Principals, Steve Boucher and the Guidance Counselors who all agreed that they would support the proposed changes. In fact, there are additional benefits in that the BMS/RHS first lunch period (5th period) would be at a more reasonable hour and the CTI schedule would be positively effected due to additional time for RHS classes.

It is important to note, that the committee arrived at the proposed schedule through parent, student, faculty and administrative input. It is their knowledge that shaped the final recommendation being brought to the Board for consideration.

Second Survey

On January 27, a letter will be sent via email to parents, students and staff outlining the current versus revised draft schedule (see attached). A link to a survey question will be included at the end of the letter inquiring as to whether or not the Board should vote in favor of the recommendation. In addition, a link to email the entire Board, Joe and Tom will be included for those who may have additional comments. Responses will be requested by February 3. Results will be included in the Board's February 9 packet.

If there are additional pieces of information our colleagues would like to have prior to the February 9 meeting please let the committee know in advance.

Schedule to Final Board Action:

- Jan 26 BoE Meeting - Committee recommendation presented to Board for review/comment.
- Jan 27 - Committee recommendation delivered to parents, teachers and students via email with survey question
- Feb 9 BoE Meeting - Further discussion of recommendation and survey results (Joe will be un-available at this meeting)
- Feb 16 - Special Hearing and final presentation of findings (pending Board approval of such a hearing)
- Feb 23 BoE Meeting - Board Action regarding School Start Time Pilot recommendation for 2016-17

If the committee recommendation is passed by the majority of the Board, an information campaign will be launched to outline expectations for the coming year via email newsletters and website postings addressing topics particular to the change.

The Wellness Committee is developing their upcoming Parent Academy for April during which they will try to arrange for a session discussing health & wellness and sleep hygiene. The Start Time Committee views this as an important opportunity to begin educating our community about the issues surrounding appropriate sleep habits.

How to Assess Benefit or Harm?

The committee is brainstorming possible pre- and post-measures to assess whether or not the change in time is beneficial to our students' health and wellness and has solicited the help of an area Psychologist with experience in this type of psychiatric research and statistical analysis. Some areas to assess may include student surveys regarding "sleepiness" during the day, interest in extra-curricular activities, charting detentions/tardies/absences,

academic performance and emotional well-being. We will also engage our Pupil Support Services staff to provide input into potential areas of assessment.

We are well-aware that there may be any number of unintended consequences if the pilot should move forward. At this point, if there are no negative consequences, the committee sees no reason to revert to our current schedule. Of course, if there are insurmountable negative consequences, the committee will re-visit the start time issue. In either case, the Board will need to take final action at the end of the 2016-17 school year to ultimately adopt or rescind the change in start time.

February 4 Agenda

Review Second Survey Results

Draft Final Presentation for Special Hearing on February 16

Respectfully submitted by Laura Schulkind

REVISED Draft School Start Time Shift Option Schedule – 1/20/16

BMS/RHS Schedule

* Buses arrive by 7:45 am

* 3 minute passing times replace the current 4 minute passing time arrangement

RHS/BMS Teacher work day – 7:40 am – 2:40 pm

- 1 8:00-8:41 am
- 2 8:44 - 9:25 am
- 3 9:28 - 10:11 am (43 minute period)
- 4 10:14 - 10:55 am
- 5 10:58 - 11:39 am
- 6 11:42 am - 12:23 pm
- 7 12:26 - 1:07 pm
- 8 1:10 - 1:51 pm
- 9 1:54 - 2:35 pm

- Buses leave BMS/RHS by 2:42 pm; Buses arrive at CLS by 3:27 pm

- Morning CTI bus leaves at 8:00 am and arrives at CTI by 8:24 am (CTI starts at 8:33 am); morning CTI bus leaves BOCES at 11:06 am and arrive at RHS at 11:30 am

- Afternoon CTI leaves RHS at 11:41 am and arrives at CTI at 12:06 pm (CTI starts at 12:06 pm); Afternoon CTI bus leaves at 2:43 and arrives at RHS @ 3:05-3:10 pm

- Afterschool Clubs and Homework Help from 2:40 – 3:20 pm (40 minutes)

- Afterschool/CTI bus leaves at 3:25 pm for CLS

- Interscholastic Athletic buses to away games leave by 3:00 pm; Football bus to Pine Plains to leave at 2:40 pm

CLS schedule

CLS Teacher work day – 8:35 am – 3:35 pm

8:45 am - Students are allowed to enter the building

9:00 am - School starts

3:20 pm - School ends (pickups, walkers, and electives dismissed)

3:27 pm - Start loading buses (8 minutes)

3:35 pm - Buses leave

Audit Committee Meeting Minutes
January 13, 2016

Attendees: Deirdre Burns, Laura Schulkind, Paul Slayton, Rick Walker, Tom Burnell

Internal Payroll/Personnel Audit

Vanacore's Audit of the Payroll and Personnel functions of the business office were reviewed. Generally, the audit contained some suggestions for streamlining and ease of use but overall found that the files were well-organized. Auditors suggested that all employee forms be organized together rather than housing information in multiple locations.

Tracking graduate credits was called out as a potential place where payment errors could occur. Tom plans to enforce better documentation and proof of credits - both in-service and graduate. Tom has asked the Payroll clerk to outline processes and procedures to publish a procedural manual for the office. Once the outline is generated, more item-specific detail will be incorporated.

With the loss of the personnel clerk, the committee discussed the need to re-fill that position. The complexity of the job has become such that Tom will need to determine whether or not the existing staff can absorb the extra work, and if that is an effective use of their time.

Paul asked about the security of our banking information as well as credit union reports and wondered who audits our software providers? Though the District has multiple layers to insure cyber security and physical security, the idea of human intelligence should be addressed as well. With the proliferation of phone hackers, employees should be aware of potential threats. Should there be a Board or Audit Committee policy governing the handling of sensitive personal information?

The committee would like to revisit the suggestions highlighted in the Audit at the end of the year for progress report.

Information Technology Audit

Given that the Comptroller's Office has been conducting audits of school districts' IT Plans, the com had asked Tom and Steve Jensen to review the procedures we have in place. Understanding that we have very little formal documentation for a "plan," Steve reviewed the Comptroller's IT Governance docu to generate a check list for the District. The state outlines the following areas of concern:

1. IT Policy - documentation will be forwarded to the Policy Committee to begin research
2. IT Security Training and Awareness
3. Computer Hardware, Software and Data Inventories
4. Contracts for IT Services
5. Virus Protection
6. Patch Management (for software fixes)
7. Access Controls
8. Online Banking
9. Wireless Network
10. Firewalls and Intrusion Detection
11. Physical Controls
12. Service Continuity and Disaster Recovery

The committee is grateful that Steve has essentially performed the Audit for us. Now, plans need to be developed to address each of the 12 areas. Steve and Tom plan to meet over the next 6 weeks and will review their suggestions with the committee in March. At that point, we will be able to determine whether

or not the monies put aside in the 2015-16 budget for Audit should be used for systems set-up and what funding levels would be appropriate in the 2016-17 budget to review the internal plan.

February 3, 2016 Meeting Agenda:

No February meeting.

March 2, 2016 Meeting Agenda:

Review Draft Technology Plan

Respectfully submitted by Laura Schulkind

4.5.3

CDEP Committee Meeting

January 20, 2016

Attendees: Joe Phelan, Ed Davenport, John Kemnitzer, Brett King, Steve Jensen, Marvin Kreps, Diane Linenbroker, Stephanie Baird, Bobbie Bie, Megan Rodier, Susan Van Vlack, Nancy Erlanger, Clare Dwyer, Liz Yearwood, Erin O'Brien, Cynthia Ping, Laura Schulkind

Facilitator: Dr. Lloyd Jaeger

CDEP Timeline

After a 3 month hiatus, the committee reconvened to continue CDEP planning. In the interim, a subcommittee worked on further revisions to the Mission-Vision-Core Value document.

We re-affirmed the goal of the committee to have a final CDEP document for Board approval by the end of the school year (2015-16) for implementation in SY 2016-17. Though an ambitious timeline, February and March will be devoted to staff developing recommendations to make the M-V-CV document actionable during their scheduled superintendent conference days. March through May will be spent incorporating those recommendations into a draft CDEP plan to be brought to the Board for approval by the end of June.

M-V-CV Document

In October, each building Principal shared the draft M-V-CV statement with their staffs and gathered feedback for incorporation. So too, suggestions from community members and BoE members were gathered. All comments were taken into consideration while developing the next iteration of the document.

With the shared understanding that the M-V-CV document should propel the District into the future and take us beyond the status quo, we turned to reviewing the subcommittee's edits in small groups. Language choices and intentions were discussed and additional comments were gathered for consideration. After some discussion, the CDEP committee voted unanimously to support the draft with revisions for recommendation to the Board.

February 12 Superintendent's Conference Day Format And March 16 After-School PD Format

The professional faculty will meet on Feb 12 to work on CDEP planning. Dr. Jaeger agreed to assist in facilitating these plenary all-faculty (K-12) meetings with an opening session introducing the norms of collaboration and setting the day up as our "Moon Shot" for the future. This will be the first time that K-12 faculty will have the opportunity to discuss the M-V-CV document vertically to identify goals and action plans for the future of the District. The faculty will receive the M-V-CV prior to February 12 with an outline of the structure for the day to help prepare them for group discussion. It will be a time to identify where they believe gaps in the program exist and develop strategies for bridging those gaps and meeting the intention of the M-V-CV.

March 16 will be devoted to school-based and/or smaller grade-level work groups to continue these discussions for two hours after school.

Respectfully submitted by Laura Schulkind

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 the development of 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 courageous programming consistent with State standards and mindful of best learning practices. Each student enjoys equity of access to opportunities in an enriching environment that encourages the allowing for mastery of the skills and knowledge necessary at each grade level to meet or exceed high school graduation requirements. Our students will become: Working collaboratively with staff, parents, and the community we will support our students to become:

- **Self-directed learners** who use positive core values to 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 ethnically and organizationally diverse settings—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 in a variety of contexts—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 successful education A robust educational program requires access to state of the art facilities, equipment, and materials. to meet the rigor of an evolving curriculum.
- **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. Adults model this process.
- **Citizenship:** We are constructive and engaged citizens of our school, community, state, nation, and the world.
- **Whole Child:** In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- **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.
- **Student Achievement:** Continuous growth and improvement occurs for students and staff when learning is made visible; 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.

Note: This marked up version reflects the work of the MVCV CDEP Subcommittee and Full CDEP Team: January 20, 2016.

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