

4.1

2015-16 Retirees

Elaine Arbuckle	June 30, 2016
Gary Fingar	June 30, 2016
Laura Magley	August 15, 2016
Bonnie Murphy	September 26, 2015
Deborah Wasylchak	July 29, 2016

Audit Committee Meeting

June 1, 2016

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

Paul Slayton has agreed to continue with the committee for another year as long as there are no other community members eager to serve the District. The committee thanked him for continuing in his roll.

EFPR Engagement Letters:

EFPR (formerly Toski & Co.) submitted their letters of engagement to perform the audits of both our financial statements and ExtraClassroom Funds. There probably won't be a need for a single audit of Federal funds as we fall below the \$750,000 threshold to perform annual single audits.

EFPR will begin the audit in August and believes they will have the final report available for the committee's review in mid October. On the horizon for the 2016-17 school year, there are new GASB accounting regulations that will likely affect the way we report the use of funds. The auditor and Tom will review the new requirements this summer and put systems in place for reporting purposes.

SED Child Nutrition Program Audit:

SED conducted an audit of the cafeteria program on April 28, 2016. Ordering procedures and electronic file review were performed for the entire district, but the physical review of mealtime operations was only performed at CLS. A number of areas of concern were addressed (see attached report). The auditors spent time reviewing best practices and outlining additional resources to assist in reporting and maintenance.

The areas for corrective action included:

- meal counting and claiming
- meal components and quantities
- field trip meals
- signage indicating daily fruit and vegetable requirements
- maintenance of the food service account
- professional standards

The only findings that had potential for financial penalty included meal counting and maintenance of accounts. In the case of meal counting, the error was detected during breakfast service only and was insignificant enough that an agreed upon corrective action plan and additional staff training should suffice. Though the District has greatly improved the amount of money owed on the food service program, moving forward, districts will no longer be allowed to carry a deficit on food service accounts to the following year. All student accounts must be reconciled by the end of the year. If any debt remains, it is transferred to the General Fund where the Business Office will have to follow up on collections.

Christine Natoli, Larry Anthony and Tom will meet to review the findings and develop a final corrective action plan for the state by June 23. That plan will be shared with the committee after it has been prepared. It is clear that staff needs additional training to implement the regulations. Tom will follow up with Larry about what the staff needs to facilitate better communications between buildings. Last year, Larry had mentioned a desire to have a computer in each kitchen as a resource for recipes, nutritional information and email communication. Tom was unclear about whether or not the cash registers could be upgraded to computer terminals.

Technology Audit:

Tom and Steve Jensen have reached out to a number of firms about performing a forensic audit of the Business Office for technology. The cost for this work would be covered under the 2015-16 Internal

Audit budget. A more formal RFP will be put out once these firms provide a list of services to Steve. The formal audit will be conducted over the summer.

It is clear the the business office will need a new server for enhanced security. The district suffered a "ransomware" attack in mid-May that effected student and staff accounts only. The "unofficial" disaster recovery plan worked perfectly, but additional work and training need to be part of our standard operating procedures to guard against further problems. Once the audit of the business office is performed, polices and procedures will be "pushed out" to the District on a wider scale.

September Agenda

- review of Technology Audit - recommendations for policy and action plans
- External Audit review
- revisit Food Service Audit - training and new procedures



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Office for Prekindergarten through Grade 12 Education
Child Nutrition Program Administration
89 Washington Avenue, Room 375 EBA, Albany, NY 12234
(518) 473-8781 Fax (518) 473-0018
www.nysed.gov/cn/cnms.htm

LEA Code: 131801040000

May 23, 2016

Mr. Joseph Phelan
Superintendent
Rhinebeck CSD
45 N Park Road
Rhinebeck, NY 12572-0351

Dear Joseph Phelan,

On April 28, 2016 representatives from the New York State Education Department (SED) conducted an Administrative Review of the Child Nutrition Programs at Rhinebeck CSD. The main purpose of our visit was to ensure compliance of federal and State regulations governing the Child Nutrition Programs.

The review process is not intended to be an all-inclusive or final review of the Rhinebeck CSD School Child Nutrition Program operations. Therefore, your School Food Authority (SFA) should continue to examine operations at periodic intervals to ensure compliance with Child Nutrition Program requirements. SFA records shall be retained for a period of 3 years after submission of the final claim for reimbursement for the fiscal year to which they pertain. However, if audit findings have not been resolved the records shall be retained beyond the 3 year period as long as required for resolution of the issues raised by the audit. Please be advised that these records must be readily retrievable or immediately available upon request.

An exit conference was conducted on April 28, 2016 to discuss review findings, provide technical assistance and establish a corrective action plan. Corrective action is required to be applied to all schools under the jurisdiction of the SFA, as appropriate, to ensure that previously deficient practices and procedures are revised. Failure to fully and permanently correct all findings to SED's satisfaction and within the allotted timeframes established will result in issuance of a Notice of Proposed Termination and funds being withheld and/or denied.

Our review resulted in the following findings which may result in fiscal sanctions. Please submit certification that you have completed the corrective action agreed upon during the administrative review exit conference and provide the date each corrective action plan was fully and permanently corrected and any requested documents supporting corrective action by June 23, 2016. Failure to respond sufficiently to this notice by June 23, 2016 will result in program payments being withheld. SED may extend the timeframes established for corrective action upon written request of the SFA if extraordinary circumstances arise where Rhinebeck Central School is unable to complete the required corrective action within the specified timeframes.

Meal Access and Reimbursement- Meal Counting and Claiming

Findings: Meals were counted prior to students possessing a reimbursable meal at breakfast.

Agreed Upon Corrective Action Plan: All meals will be counted at the point of service after the student possesses a reimbursable meal. The Food Service Director will conduct training for the cafeteria staff on how to properly count meals at the point of service.

Documents Requested: Copy of training sign-in sheet that also lists topics of training

Technical Assistance: Technical assistance was provided regarding the requirement to count meals at the point of service

Nutritional Quality and Meal Pattern- Meal Components and Quantities

Findings: Production records are not being thoroughly completed to include the portion size of each food item offered, the number of reimbursable meals offered, or the number of reimbursable meals served. Additionally, production records did not list the milk component or the fruit component for several days in the review period. As a result, reviewers could not validate that all requirements of the Food Based Menu Plan are being met for the K-5 age/grade

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group. Milk and produce invoices provided were utilized to validate that the milk component and the fruit component were available for the review period of March 2016. Milk and produce invoices are allowable to validate that all components were accessible to students for this review. Additionally, standardized recipes were not available for all alternate meals on the menu, and Child Nutrition (CN) labels and/or product formulation statements were not on file for all food products.

Agreed Upon Corrective Action Plan: The SFA will immediately begin thoroughly completing production records each day. The SFA will develop standardized recipes for all menu items containing more than one ingredient. The SFA will maintain CN labels or product formulation statements for all food items on the menu.

Documents Requested: One full week of completed lunch production records from May 2016.

Technical Assistance: Production records, standardized recipe, and crediting documentation requirements were discussed with the Food Service Director.

Findings: The SFA did not offer the minimum daily vegetable component quantity of $\frac{1}{4}$ cup at lunch for the K-5 age/grade group on several days during the review period. Additionally, the SFA did not offer the minimum weekly requirement for the red/orange vegetable subgroup at lunch for the K-5 age/grade group.

Agreed Upon Corrective Action Plan: The SFA will increase the vegetable portion size to $\frac{1}{4}$ cup daily or serve an additional vegetable each day at lunch. The SFA will offer at least a $\frac{1}{4}$ cup portion of a vegetable from the red/orange subgroup each week.

Documents Requested: One full week of completed production records from May 2016

Technical Assistance: Food Based Menu Plan vegetable and vegetable subgroup requirements were discussed with the Food Service Director.

Findings: On the day of review, the staff was observed to offer a cheese stick or milk to students. Therefore, students who selected a cheese stick did not have access to the milk component. Additionally, students did not have access to one full cup of fruit at breakfast. The staff was not aware that students must have access to all five components in the Food Based Menu Plan in at least the minimum required quantities. Fiscal action will be assessed.

Agreed Upon Corrective Action Plan: The staff will immediately be trained on the requirements of Food based Menu Plan and the offer vs serve requirements. The SFA will ensure all students have access to the milk component at breakfast and lunch meal service and ensure all students have access to 1 cup of fruit at breakfast.

Documents Requested: Listing of the topics covered in meal pattern training and the sign in sheet for the training.

Technical Assistance: Technical assistance was provided to the Food service Director regarding Food Based Menu Plan and offer vs serve requirements.

Findings: The rice served on the day of review and during the review period was not whole grain rich.

Agreed Upon Corrective Action Plan: The SFA will apply for whole grain exemption for rice or will purchase whole grain rice going forward.

Documents Requested: Whole grain exemption, if applicable

Technical Assistance: Technical assistance was provided regarding Food Based Menu Plan whole grain requirements.

Findings: Field trip meals assembled on the day of review did not contain all 5 meal components of the Food Based Menu Plan. The bag lunches contained a peanut butter and jelly sandwich, a bag of chips, $\frac{1}{2}$ cup of apple slices, and a bottle of water. These meals were missing the vegetable component and milk component. The reviewers instructed the Food Service Director to add the missing components to the bag lunches; however, he was not able to do so.

Agreed Upon Corrective Action Plan: The SFA did not claim the field trip meals on the day of review. The Food Service Director will plan specific field trip bag meals for the staff to follow that include all five components of the Food Based Menu Plan in at least the minimum required quantities. The SFA will develop a system for counting these meals at the point of service if they will be claiming them in the future.

Documents Requested: None

Technical Assistance: Field trip meal requirements and counting claiming of field trip meals were discussed with the Food Service Director.

Findings: Signage indicating requirement to select at least $\frac{1}{2}$ cup of fruit or vegetable was not displayed.

Agreed Upon Corrective Action Plan: Signage indicating the daily fruit and vegetable requirement will be ordered and displayed at each meal service site.

Documents Requested: None

Technical Assistance: Signage requirements were discussed with the Food Service Director. Signage is available on Child Nutrition Knowledge Center. www.nysed.gov/cn/cnms.htm

Resource Management- Maintenance of the Nonprofit Food Service Account

Findings: The SFA has negative ending balance of \$28,275 in the nonprofit school food service account. Bad debts, including losses (whether actual or estimated) arising from uncollectable accounts and other claims, related collection costs, and related legal costs, are unallowable.

Agreed Upon Corrective Action Plan: \$28,275 must be restored to the school food account using non-federal funds, such as the general fund.

Documents Requested: Copy of funds transfer or a written plan detailing how the SFA will eliminate debt

Technical Assistance: Maintaining a positive fund balance in school lunch account was discussed with the SFA.

General Program Compliance- Professional Standards

Findings: There are two employees outside of the food service department whose responsibilities include duties related to the operation of the school nutrition program who have not received applicable training. Christine Natoli, Business Official and Thomas Burnell, Assistant Superintendent for Support Services each handle the claim for reimbursement and approve free and reduced applications.

Agreed Upon Corrective Action Plan: Christine Natoli and Thomas Burnell will complete required professional standards training or develop a plan for what training will be completed and the date of anticipated completion.

Documents Requested: A copy of the professional tracking record for each of the two mentioned employees including title, hours worked, the topic of training, the date completed, and the hours that contribute toward professional standards training or the planned training topics and hours with anticipated date of completion

Technical Assistance: Professional Standards requirement was discussed with the SFA. Professional Standard information is available on Child Nutrition Knowledge Center. www.nysed.gov/cn/cnms.htm

Additional technical assistance was provided on the day of review regarding the Buy American Provision. Information can be found in the Buy American memo on the Child Nutrition Knowledge Center.


Technical assistance was also provided on the day of review regarding promoting the National School Breakfast Program. Technical assistance was provided prior to the review regarding promotion of the Summer Food Service Program utilizing the toll free number (1-866-3-HUNGRY) on the school web site or on the June menu that is sent to households.

Technical assistance was also provided on the day of review on how to properly fill in the signage at the beginning of the service line. Reviewers discussed how each food item must be recorded under the correct meal component heading so that students understand how each food item contributes to the Food Based Meal Plan.

SED reserves the right to conduct additional reviews, either announced or unannounced, for any irregularities and/or to verify corrective action was completed and applied to all schools under the jurisdiction of the SFA, as appropriate and/or to conduct applicable close out procedures in the event of program termination. Again, failure to fully and permanently correct all findings to SED's satisfaction and within the allotted timeframes established will result in issuance of a Notice of Proposed Termination and funds being withheld and/or denied.

The National School Lunch Program and School Breakfast Program focus on improving the critical nutrition and hunger safety net for millions of children. Our goal for all Child Nutrition Programs is to increase awareness of and participation in these programs while promoting program integrity. Our intent is to provide you with any assistance that will enable you to continue to offer program benefits to the community. If you have any questions, please do not hesitate to contact me at (518) 473-8781.

Sincerely,


Kathryn Oliver
School Food Program Specialist

cc: Lawrence Anthony, Food Service Director
Thomas Burnell, Assistant Superintendent for Support Services

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov;

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4.2.2

School Start Time Sub-Committee

Minutes

June 2, 2016

Present: committee members Deirdre d'Albertis, Diane Lyons, Laura Schulkind, and Joe Phelan; invited guests from BMS/RHS John Kemnitzer (BMS Principal), Carmela Fountain (BMS School Counselor), Teresa Costakis (School Nurse), Megan Rodier (BMS/RHS Social Worker), Cassi Wintermantel (BMS/RHS School Psychologist), Marc Burg (BMS/RHS Assistant Principal), Jeff Levinson (RHS Guidance Counselor).

Members of the subcommittee welcomed Rhinebeck's Pupil Support Services professionals to help the group consider how to identify and track indicators of success (as well as unintended consequences) with the new school start time coming into effect this fall. In a wide-ranging conversation, all of our guests spoke to the connection between sleep and other factors that have a major influence on the health and well-being of our students.

School Nurse Teresa Costakis stated that trips to her office would be one relatively clear-cut measure of student wellness. She often sees exhausted students who feel unwell, need breakfast passes (having been unable to eat before leaving for school), or who simply need to lie down upon occasion. She expressed her willingness to chart changes in that behavior (if any) to help measure the impact of a later start time in 2016-17. Others agreed that sleep-deprived students present with a host of symptoms in the first few periods of the day; asking teachers to attend to affect and engagement during those early morning hours should be one valuable source of comparison for us to chart next year.

Lack of sleep is a serious problem that impacts our students and arises from a complex array of causes. Why don't kids get enough sleep? Is it enough simply to push the start time later without addressing the underlying causes of poor sleep hygiene? How can we be certain that this one change will make a difference unless we take the opportunity to raise awareness of the problem within our community? As one person pointed out, parents can do something as relatively simple as buy an alarm clock rather than set the alarm on a cell phone; keeping the cell phone out of a student's bedroom is one crucial way to minimize nocturnal disturbances and ensure uninterrupted, restful sleep.

Parents have a large role to play in understanding the impact of technology on their children's health. Technology addiction is soon to be recognized as a mental health problem in the DSM. Anecdotally, our Pupil Support Services staff are encountering an ever-greater sense that there is "no escape" from pressures associated with school interactions once students head home. Social media is present in our children's lives 24/7. We need to equip families as early as elementary school to cope with the influence of hand-held devices/smartphones. According to Common Sense Media, both parents and kids recognize that patterns of use (or over-use) are well-established by the teen years:

<https://www.common sense media.org/technology-addiction-concern-controversy-and-finding-balance-infographic>

In Fall 2015, the American Academy of Pediatrics revised its previous recommendations strictly to limit young children's access to screen time to be more realistic (given the ubiquitous presence of pads and phones in most homes), proposing that guidance rather than flat out prohibition is necessary if parents are to counter kids' over-reliance on technology.

The AAP's latest recommendations for Parents include: *"• Set limits at every age. Limit-setting is key in digital media use — just like in diet, behavior, sleep, and parenting in general. Parenting strategies are the same across various environments, including screen media. • Avoid displacement. When using digital media, caregivers should consider what it is displacing, and strive to maintain protected time for conversation, play, and creativity. • Address digital etiquette. Children and young adults must learn that online interactions should follow the same social guidelines as face-to-face encounters. Conversations about appropriate content, etiquette, empathy, and safety should occur early to provide a foundation for all digital media use. • Engage in using digital media together. Parents were advised to let their children show them what they are doing online; this helps children feel empowered and helps the parent learn while both are engaged. While classic parent-child activities like reading a story or playing a game look different in digital formats, it remains important to value time spent together. • Create definitive media-free zones. Create media-free zones such as during meal times and at bedtime, and set aside specific days or hours as "media-free" periods. Parents should also eliminate background TV, which dramatically reduces conversation or "talk time" with children. • Model media behaviors. Adults need to be attentive to their own personal digital media use (or over-use). Parents and other caregivers may ignore their children when using their own devices, and parental behavior provides strong modeling for children's behavior, including adult digital media use. It was noted that every media interaction is an opportunity and a possible teachable moment. Parents should recognize that teens are likely to make mistakes online — as they do offline — and that such mistakes present opportunities for learning and growth."*

[https://www.aap.org/en-us/Documents/digital media symposium proceedings.pdf](https://www.aap.org/en-us/Documents/digital_media_symposium_proceedings.pdf)

Our visitors emphasized the importance of sharing such pragmatic counsel with families. How best to reach busy parents who barely have time to make dinner after work much less attend information sessions? Parent Academy events are rich in terms of resources but relatively few people seem to be taking advantage of these opportunities to learn more. This is a communications challenge to our district and one the board will need to grapple with as we explain the school start time change and its benefits (create newsletters, use the website, offer food and childcare to participants for evening events, revamp open houses?)

An unexpected theme to emerge from our conversation was the immense difficulty in engaging tardiness as a problem based as much in parent behavior as it is in student conduct. There may be as much as 5% of our student population that we might consider chronically tardy. These are students across the achievement spectrum. Unexcused tardiness is not a problem, rather it

is the phenomenon of EXCUSED tardiness that has a negative impact on classroom dynamics and student learning. Helping parents to understand that their own schedules must not take precedence over their children's regular and reliable experience of the school environment is a long-term goal.

Students are experiencing a greater sense of anxiety than any of our professional staff have ever seen before. Renewed focus on health and wellness could not be better timed. Attention to sleep and physical/mental/emotional well-being is a point of entry for our community to think intentionally about how to support our young people through their experience of school.

In closing, the group did begin to identify a range of indicators for future study:

- a sleepiness questionnaire to be administered before the end of the current semester and then re-administered in the fall

- an online parent survey

- data on visits to the Nurse's Office

- data on bus ridership

- cafeteria use in the first few periods/breakfast purchases

- teacher observation of first period student engagement

- data on tardiness (as well as absenteeism and disciplinary infractions).

Dr. Barbara Chatr-Aryamontri of the Northern Dutchess Hospital Sleep Center has been assisting the group in working up an assessment plan.

Respectfully submitted,

Deirdre d'Albertis

Rhinebeck CSD Sleepiness Questionnaire

We would like to know about when you might feel sleepy during a usual week. For each statement, mark the circle under the response that best fits with how often it applies to you. It's important to answer them yourself - don't have people help you. There are no right or wrong answers.

1. What grade are you currently in

5	6	7	8	9	10	11
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What is your gender

☐ Female ☐ Male

3. I usually get to school by

Walking/Biking	Bus	Driven by Adult	Driven by Myself or Other Student
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. I fall asleep during my morning classes

Never (0 times per month)	Rarely (less than 3 times per month)	Sometimes (1 - 2 times per week)	Often (3 - 4 times per week)	Almost Every Day (5 or more times per week)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. I go through the whole school day without feeling tired

Never (0 times per month)	Rarely (less than 3 times per month)	Sometimes (1 - 2 times per week)	Often (3 - 4 times per week)	Almost Every Day (5 or more times per week)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I fall asleep during the last class of the day

Never (0 times per month)	Rarely (less than 3 times per month)	Sometimes (1 - 2 times per week)	Often (3 - 4 times per week)	Almost Every Day (5 or more times per week)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. I feel drowsy if I ride in a car for longer than five minutes

Never (0 times per month)	Rarely (less than 3 times per month)	Sometimes (1 - 2 times per week)	Often (3 - 4 times per week)	Almost Every Day (5 or more times per week)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. I feel wide-awake the whole day

Never (0 times per month)

☐

Rarely (less than 3 times per month)

☐

Sometimes (1 - 2 times per week)

☐

Often (3 - 4 times per week)

☐

Almost Every Day (5 or more times per week)

☐

9. I fall asleep at school in my afternoon classes

Never (0 times per month)

☐

Rarely (less than 3 times per month)

☐

Sometimes (1 - 2 times per week)

☐

Often (3 - 4 times per week)

☐

Almost Every Day (5 or more times per week)

☐

10. I feel alert during my classes

Never (0 times per month)

☐

Rarely (less than 3 times per month)

☐

Sometimes (1 - 2 times per week)

☐

Often (3 - 4 times per week)

☐

Almost Every Day (5 or more times per week)

☐

11. I feel sleepy in the evening after school

Never (0 times per month)

☐

Rarely (less than 3 times per month)

☐

Sometimes (1 - 2 times per week)

☐

Often (3 - 4 times per week)

☐

Almost Every Day (5 or more times per week)

☐

12. I feel sleepy when I ride in a bus to a school event like a field trip or sports games

Never (0 times per month)

☐

Rarely (less than 3 times per month)

☐

Sometimes (1 - 2 times per week)

☐

Often (3 - 4 times per week)

☐

Almost Every Day (5 or more times per week)

☐

13. In the morning when I am in school, I fall asleep

Never (0 times per month)

☐

Rarely (less than 3 times per month)

☐

Sometimes (1 - 2 times per week)

☐

Often (3 - 4 times per week)

☐

Almost Every Day (5 or more times per week)

☐

14. When I am in class, I feel wide-awake

Never (0 times per month)

☐

Rarely (less than 3 times per month)

☐

Sometimes (1 - 2 times per week)

☐

Often (3 - 4 times per week)

☐

Almost Every Day (5 or more times per week)

☐

15. I feel sleepy when I do my homework in the evening after school

Never (0 times per month)

☐

Rarely (less than 3 times per month)

☐

Sometimes (1 - 2 times per week)

☐

Often (3 - 4 times per week)

☐

Almost Every Day (5 or more times per week)

☐

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RHINEBECK CENTRAL SCHOOL DISTRICT/PERSONNEL COMMITTEEMinutes of Meeting of June 7, 2016

Present: Diane Lyons, Lisa Rosenthal, Joe Phelan. Absent: Rick Walker.

The Committee discussed the following topics: (1) Rick Walker's resignation from the Board; (2) status of various open positions; and (3) revisions to Superintendent's annual evaluation.

1. **Rick Walker's Resignation:** Joe informed the Committee that trustee Rick Walker has tendered his resignation from the Board, effective June 14, 2016, which Joe will present to the Board for approval at the meeting on that date. Rick's term does not expire until June 30, 2017, so his seat will have to be filled in some manner for the remaining year. The Board has considerable latitude in how it fills the seat, as long as the seat is filled within 90 days of Rick's resignation. The Board can appoint a member of the community to fill Rick's seat, using whatever criteria and methodology it deems appropriate. Alternatively, the district can hold a special election to fill the seat for the remaining unexpired term.
2. **Open Positions:** Joe reported that the position of Director of Special Education had been reposted and advertised throughout NY State. To date, a goodly number of applications have been received. The posting closes on June 17, 2016, and Joe hopes to have a recommendation for the Board to approve as soon thereafter as is feasible. The remainder of this briefing is not appropriate for discussion in open session.
2. **Revisions to Superintendent's Evaluation:** The Committee discussed the 2014 NYS Council of School Superintendents' ("NYSCSS") model evaluation. The Committee compared the model to Board policy #3120, "Duties of the Superintendent," to evaluate whether the model covered the areas of importance to the district as reflected in the policy. It was the Committee's opinion that, with a few tweaks, this model would cover the areas that the current evaluation form covers, but in a more useful way. The Committee believes that the NYSCSS model aligned better with the types of discussions the Board generally has during the evaluation process than the NYSSBA model did. The Committee also believes that it will not be possible to really know how well either model would work without "test-driving" them. In light of this, the Committee recommends that the Board adopt the NYSCSS model – with minor changes to be recommended by the Committee – for the Superintendent's evaluation for the 2016-17 year only, as a pilot, and then re-evaluate whether to keep it going forward, try the NYSSBA or another evaluation form for the next year, or return to the district's current form, following the results of next year's evaluation process. Joe stated that he was agreeable to this recommendation.

Next Regular Meeting: TBD

Dated: June 9, 2016

Respectfully submitted,

Lisa Rosenthal



2014

The Council's Superintendent Model Evaluation

7 Elk Street, 3rd Floor
Albany, NY 12207
www.nyscoss.org



Introduction

The Council's Model Superintendent Evaluation helps boards and superintendents to develop thoughtful, constructive evaluations that advance district goals and keep the leadership team healthy.

The board's evaluation of the superintendent is one of its most important functions. It's also mandated by law (8 NYCRR 100.2(o)(2) requires an evaluation on an annual basis). The evaluation is the instrument through which the board provides feedback to the superintendent, how (s)he is performing, whether its goals for the district are being achieved and what needs to be done if they are not. Past evaluations are something the superintendent may rely on both internally and externally as evidence of excellent performance should board goals or compositions change dramatically.

This model evaluation format has been designed to reflect the current practice in education to use a rubric style evaluation to determine levels of performance for the superintendent. Each section contains particular indicators with specific criteria to rate the performance level. The levels are scored on a scale of **highly effective, effective, developing, and ineffective**.

A strong evaluation process will:

- Enhance the performance of the superintendent
- Focus the district on goals and priorities
- Lead to transparent measures of performance and reasonable targets to meet
- Clarify areas where the board-superintendent relationship can be improved

Implementation

The Council's Model Superintendent Evaluation aims to serve as a basis to focus conversations with boards of education to perform their evaluation role effectively and in a way that can be directly linked to district goals and student performance.

The Model was built on a common set of leadership expectations that typically appear in superintendent evaluations and ties them to the professional standards and indicators. The evaluation is also a tool for the superintendent to create and maintain a solid leadership team with the board members. A well designed evaluation process is an important factor in building and sustaining a board-superintendent relationship. The evaluation process gives the board governance team and the superintendent an opportunity to reach detailed agreement on the leadership targets for the upcoming year.

The superintendent's goals should always be - as they are here - a major focus of the annual performance evaluation. The goals should be mutually agreed upon by the superintendent and the board of education and should be realistic for the superintendent and the staff to achieve. The Council suggests three to a maximum of five goals.

Evaluation Process

Important Considerations:

- Year long process
- Process is negotiated up front
- Self-reflection is critical
- Power is in the conversation
- Must be evidence based

Process Models

The board and superintendent will need to determine if the evaluation review is with the full board or between the board president and the superintendent. Conversation with Board could be facilitated by an outside facilitator so Board of Education (BOE) members can talk with each other, ask about evidence and probe each other's thinking. The specifics of the process and the evaluation document tool to be used need to be locally negotiated between the superintendent and school board.

Board Member Commitments

- Participate in the agreed upon process with honesty and integrity.
- Each board member should rate all performance indicators and goals based on evidence.
- Evidence should be aligned to the performance standards, the individual indicators, and the goals.
- Identify the Superintendent's strengths and areas for improvement and make recommendation for improving performance.
- Participate in the evaluation discussion, agree to goals for next year.

Superintendent Commitments

- Understand, agree to and participate in the articulated process.
- Gather data, documents and evidence to support performance in relation to the standards and progress toward achieving goals.
- Finalize goals and end-of-year evaluation with the Board.

See Appendix A for Sample Evaluation Models

"FOIL"ability

There are three basic parts to a superintendent's evaluation:

1. A description of the job duties, or goals to be achieved by the superintendent,
2. A subjective analysis, or opinion as to how well the superintendent met the standards and goals, and
3. A final rating of **highly effective, effective, developing, and ineffective**

Each section of the evaluation is subject to different levels of disclosure under the Freedom of Information Law (FOIL).

Section	FOIL-able?	Rationale
1. A description of the job duties, or goals to be achieved by the superintendent	YES	Disclosure of goals has been deemed to be a permissible rather than an unwarranted invasion of a superintendent's personal privacy, because goals are relevant to the performance of the official duties which relate to the position of the superintendent, and not to the individual.
2. A subjective analysis, or opinion as to how well the superintendent has met the standards and goals	NO	The second component, which involves a reviewer's subjective opinion can be withheld, as an unwarranted invasion of personal privacy, and on the grounds that a subjective comment constitutes an opinion concerning performance.
3. A final rating of highly effective, effective, developing, ineffective	YES	The final summative rating of the superintendent can also be disclosed because it constitutes a final agency determination which makes the final rating available pursuant to a FOIL request. Remember, if a superintendent's salary increase, or merit pay is based on performance, the evaluation is subject to FOIL.

Therefore, individual scores from individual board members are not "final agency determinations" and are therefore not subject to FOIL. By contrast, any summative number or summative comments approved by the entire board would constitute a final agency determination, they are subject to FOIL.

A. Relationship with the Board

	Ineffective	Developing	Effective	Highly Effective	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
Category Rating					

B. Community Relations

	Ineffective	Developing	Effective	Highly Effective	Rating
District image	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district as expected.	Projects and promotes a positive image of the district.	
Communication with community	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
Category Rating					

C. Staff Relationships

	Ineffective	Developing	Effective	Highly Effective	Rating
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	
Category Rating					

D. Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Rating
Budget development and maintenance	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	
Facility management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
Resource allocation	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
Category Rating					

E. Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
Focus on students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	
Goal development	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial resources to meet those goals.	Believes in and facilitates the development of short/long term goals for the district. Aligns the available resources within the budget to accomplish these goals.	
Staff development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	
Category Rating					

F. District Results (Student Performance)

The superintendent's work is grounded in the work of teachers, principals, and other staff and administrators, and is directly linked to student performance data used in the evaluation of teachers and principals. The idea is to build a parallel and aligned system that links student performance targets, teacher performance targets, administrator performance targets, and, ultimately, district performance targets.

Before linking student performance data to a superintendent's evaluation, the superintendent and Board of Education will want to ensure the following SMART conditions are in place:

1. Establish clear specific annual targets for student performance at the building levels, to be sure that everyone is focused on the same goals for student performance. Strategic three-five year goals set the district's direction for improving student performance, but building level annual targets, aligned to the district goals, provide measurable benchmarks for judging the district's staff's and administration's progress toward those goals.
2. Identify multiple measures that will allow the district and schools to measure progress in meeting the student performance targets. While the state assessments can be one measure of progress, they are not sufficient to provide a full picture of students' progress. The superintendent can identify other measures that can round out the picture of student performance and complement information provided by state assessments.
3. Set achievable improvement targets as a way to measure progress toward the district's long term student performance goals. Making the targets achievable will provide motivation and encourage continuous adaptation to student needs. A good starting point might be one student performance improvement target that cuts across the district and addresses a major improvement need for student outcomes, such as literacy.
4. Establish base lines for marking progress toward student performance targets. Baselines give the district and individual schools a clear, relevant and realistic starting point for measuring progress. They can point to critical improvement needs for the general student population and/or sub groups who need special attention.
5. Finally, start small and build. Building a performance review (evaluation) system that accounts for timely student results each year will take time. There are many facets of performance review, and districts are wise to proceed with care and a commitment to grow into better ways to assess the work of teachers, administrators, and even the board.

By linking the superintendent's student performance measures to those established for district goals, the Board of Education and superintendent stay focused on the district student performance priorities.

The following specific goals have been developed and agreed upon indicators of District results:

Goal 1 -					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 2 -					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 3 -					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Goal 4 -					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	
Category Rating					

See Appendix B for Sample Goals

Determining the Overall Evaluation Rating

Superintendent's name:	Name
------------------------	------

School year:	2013 - 2014
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RATINGS ON INDIVIDUAL DOMAINS:

A. Relationship with Board	Ineffective	Developing	Effective	Highly Effective
B. Community Relations	Ineffective	Developing	Effective	Highly Effective
C. Staff Relationships	Ineffective	Developing	Effective	Highly Effective
D. Business & Finance	Ineffective	Developing	Effective	Highly Effective
E. Instructional Leadership	Ineffective	Developing	Effective	Highly Effective
F. District Results	Ineffective	Developing	Effective	Highly Effective

OVERALL RATING:	Ineffective	Developing	Effective	Highly Effective
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Comments by Board of Education:

Comments by the Superintendent:

Superintendent's Signature: _____

Date: _____

Board President's Signature: _____

Date: _____

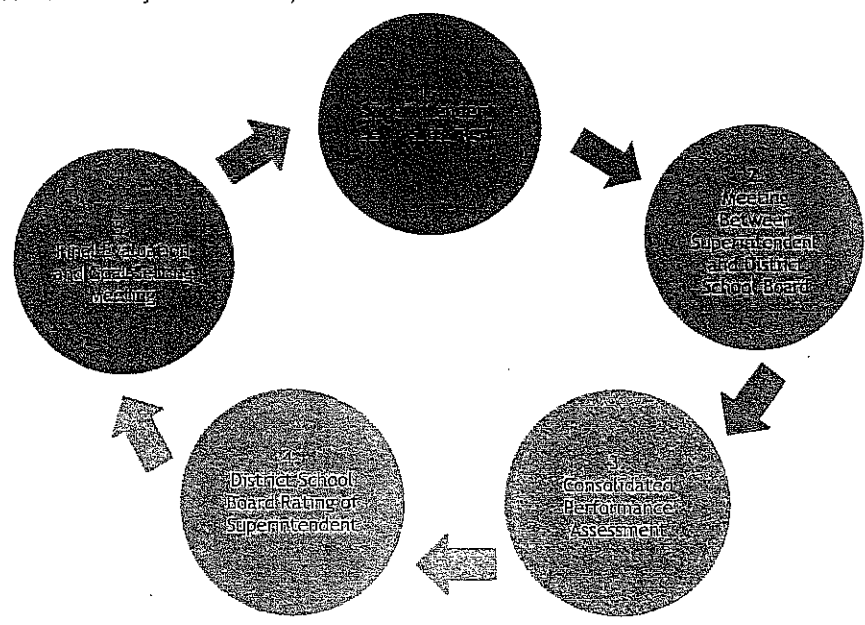
(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

Appendix A
Possible options for Superintendent Evaluation

Possible Option #1:

Each board member completes an individual evaluation of the superintendent, the forms should be returned to the board president (or designated board member) to synthesize the results and present the evaluation to the superintendent.
Each board member's rating sheets will be made available to the superintendent for review.
The final summative evaluation should reflect the Board's assessment as a whole.

Possible Option #2: (North Carolina - "Cyclical Process")



Possible Option #3: (Based on Missouri's Superintendent Evaluation)
**Suggested Timeline for the Superintendent Evaluation
Superintendent Emphasis**

In establishing a schedule for evaluating the Superintendent's performance, the School Board should first take into account the dates by which certain decisions need to be made. School boards should conduct the Superintendent evaluation annually. Conducting an annual evaluation means the identification, measurement, and documentation of performance standards needs to be continuous and ongoing. A sample schedule is provided below with emphasis on the role of the superintendent.

MONTH	RESPONSIBLE PARTY	ACTION
June	Returning Superintendent	Self-identify and submit for review plans to pursue school improvement plan and Superintendent PDP.
July	New Superintendent	Begin intensive review of district school improvement plan and personal goals.
August	New Superintendent	Self-identify and submit for review plans to pursue school improvement plan and personal goals.
Oct/Nov	Returning & New Superintendent	Review is made of school improvement plan goals and the Superintendent's professional development goals. Superintendents should address objectives that are complete, delayed or incomplete.
	School Board	School Board should meet with Superintendent to discuss progress.
Jan/Feb	School Board	School Board should complete the summative evaluation and make their employment recommendation(s) for the Superintendent.

Possible Option #4:

Superintendent Evaluation Process

July/August

Board and superintendent review evaluation process, performance, and standards.

Board and superintendent agree upon goals

September-December

Superintendent provides regular updates to the Board regarding progress toward goals

January

Superintendent and Board hold a retreat to review goal progress.

Superintendent will provide evidence related to the goals (portfolio)

February/March

Superintendent does a self-assessment

May/June

BOE meet to review goals/evidence

Review self-assessment of superintendent

BOE president writes evaluation

Reflect on the year

Set date for August retreat

Appendix B

Sample Performance goals:

A facilities consolidation study will be conducted by the Superintendent.
Findings of the study will be reported to the BOE no later than...

Given the critical attribute of leadership visibility for the Superintendent, the Superintendent will schedule a greater number of regular building visits, classroom learning walks and meeting with building principals for the ____ school year.

XX% of students will meet or exceed their building's annual performance target.

XX% of teachers will meet their annual performance target.

XX% of students will demonstrate improvement, this year, in literacy based on local measures.

The number of students who will pass the local college entrance test will increase by X% this year.

All schools will show improvement in the number of teachers whose students meet or exceed their annual targets.

The number of volunteer hours in our school will increase by X% this year.

The Superintendent will create and implement a communication plan that will integrate multiple forms of media.

Increase the quality of your digital presence.

The Superintendent will evaluate the building and grounds to assess needed repairs and maintenance in order to complete a building condition survey by [date].

A comprehensive evaluation of [i.e. special education] and will provide a report to the Board of Education which includes findings and recommendations by [date].

The Council would like to thank the committee members who put in a significant amount of time and effort to produce this Model Superintendent's Evaluation:

Jacinda H. Conboy
New York State Council of School Superintendents

Sharon L. Contreras
Syracuse City SD

Chad C. Groff
Superintendent of Schools

Robert J. Reidy
New York State Council of School Superintendents

Maria C. Rice
New Paltz CSD

Dawn A. Santiago-Marullo
Victor CSD

Randall W. Squier
Coxsackie-Athens CSD

Kathryn Wegman
Marion CSD

RHINEBECK CENTRAL SCHOOL DISTRICT/FACILITIES COMMITTEEMinutes of Meeting of June 8, 2016

Present: Mark Fleischhauer, Diane Lyons, Lisa Rosenthal, Joe Phelan, Tom Burnell, Sheldon Tieder.

The Committee discussed the following topics, all relating to a potential capital project: (1) the results of the RFP for architectural services in connection such a project; (2) financing scenarios for such a project; and (3) next steps in moving forward with such a project.

1. **Architectural Services:** Tom handed out a summary of the eight proposals received in response to the district's RFP. The costs ranged from \$205,080 from one firm (for a \$3.5 million capital project), to \$840,000 from another firm (for a project budgeted at \$10.5 million). Two firms gave ranges of costs, which appeared to be related to the type of work to be undertaken (since some types of work require less in design services than others); Tom will obtain clarification as to this. Sheldon observed that, since the majority of the work being considered was maintenance and repair-type work rather than new construction, he thought the district should use the least expensive firm, as long as there was no reason for concern about that firm's services. After thorough discussion, the Committee asked Tom to reach out to the business officials at other districts who had used the three firms whose proposals were the cheapest, to get their opinions on the firms, and report back by email. Joe and Tom plan to bring the Board a recommendation for what architect to hire prior to the June 28, 2016 meeting so that the Board can vote at that time.

2. **Financing Scenarios:** Tom distributed three documents: (i) a draft timetable for the project, prepared by Bernard P. Donegan Municipal Finance ("BPD"); (ii) a prevote analysis of the financing parameters of such a project, also prepared by BPD; and (iii) a schedule, prepared by Tom, showing the tax implications of such a project. The schedule is still in development and will have to be revised as it seems unlikely that the district would be ready for a vote on a project prior to late November 2016 (the schedule assumes a vote in October). Tom said that Chuck Bastian, of BPD, wants to address the Board at the July 11, 2016 meeting to discuss the prevote analysis; the Committee endorsed this proposal. Tom showed the Committee the range of anticipated tax increases depending on the size of the project approved. At the average assessed value of \$293,700 for residential property in the district, a \$5 million project would cost the homeowner an additional \$51 per year in property taxes, a \$7.5 million project would cost an additional \$78.92 per year, and a \$10 million project would cost an additional \$106.31. The Committee asked Tom to supplement this schedule to show the total tax cost (current school tax for 2016-17 plus additional cost due to capital project).

3. **Next Steps:** Based on the draft schedule prepared by BPD, several tasks have to take place starting this summer, for completion by the beginning of the 2016-17 school year. Per the Committee's previous discussions (with the approval of the Board), a

committee of community stakeholders needs to be formed to consider the proposed work and make recommendations on what the magnitude of the project should be. To this end, Joe intends to reach out to a number of entities such as the PTSO, the RSF, and other community organizations, to spread the word and find community members willing to serve on such a committee, which would meet over the summer. In addition, as noted above, the district will, upon approval by the Board, hire an architect for the project; the architect will be expected to assist the district in connection with the pre-referendum committee's review. By the end of the summer, the Committee hopes to have the result of the pre-referendum committee's deliberations so that the Board can approve a project early in the new school year, with the expectation of a district vote in late November or early December.

Next Regular Meeting: TBD

Dated: June 9, 2016

Respectfully submitted,

Lisa Rosenthal

Communications Committee Meeting
June 3, 2016
Minutes

Present: Steve Jensen Joe Phelan, Laura Schulkind, Deirdre d'Albertis, Deirdre Burns

1. Steve shared summer plans for website and technology development that will be addressed by he and/or Ed Schindler.
 - Steve looked into the cost of an RCSD app. They are fairly costly. Work is being done on a mobile friendly version of the web site in lieu of an app.
 - Teachers have asked for more templates for their web pages.
 - Teachers want multiple calendars - for different classes, etc.
 - On the theme of calendars, Laura asked Steve to look into how parents/students/end users can customize RCSD calendars, i.e., just RHS activities.
 - One of our servers needs to be upgraded.
 - Various modules need to be updated and some will be reconfigured so that staff can edit specific pages (i.e., reservation system)
 - Steve will develop his Technology Department page. May include links for tips to addressing common issues, etc., also can make use of it to communicate districtwide technology issues (i.e. upgrades)
2. RCSD branding.
 - Steve shared "branding guides" from a couple of public schools: Edina, Minnesota and Bloomfield Hills, MI. He and Joe are beginning to percolate ideas around this i.e., consistent use of logo, letterhead and other visual representations and images. It was noted that the guides he shared were very detailed!
3. Social Media Policy discussion.
 - Steve will follow up with legal counsel on examples of school district policies.
 - The School Start Time Committee met recently with student support services staff (nurse, psychologists, guidance, etc.). They noted the role of technology in the bigger picture of the growing incidence of anxiety among young people. What role might expectations from school play in this?
 - Does it get logistically complicated for students to have to manage multiple methods of communications from teachers?
 - Steve will do a brief survey of staff about what value they see in apps - perhaps increasing certain capabilities of the web site will meet their needs.
 - Deirdre d'A shared the work of Sherry Turkle, whose book, *Reclaiming Conversation*, examines the impact of social media and technology on young people. Turkle is a professor at the MIT Media Lab and her book raises concerns about identity formation and the development of empathy in young people as relationships are mediated through technology. (see: <http://www.nytimes.com/2015/10/04/books/review/jonathan-franzen-reviews-sherry-turkle-reclaiming-conversation.html>)

- Steve noted that there is a time and a place for technology use and a policy should reflect that.
- Deirdre d'A asked if Joe could follow up with Paul Finch about their thinking in developing Red Hook's policy.
- At this time we will stick with district sanctioned venues while we continue to discuss.

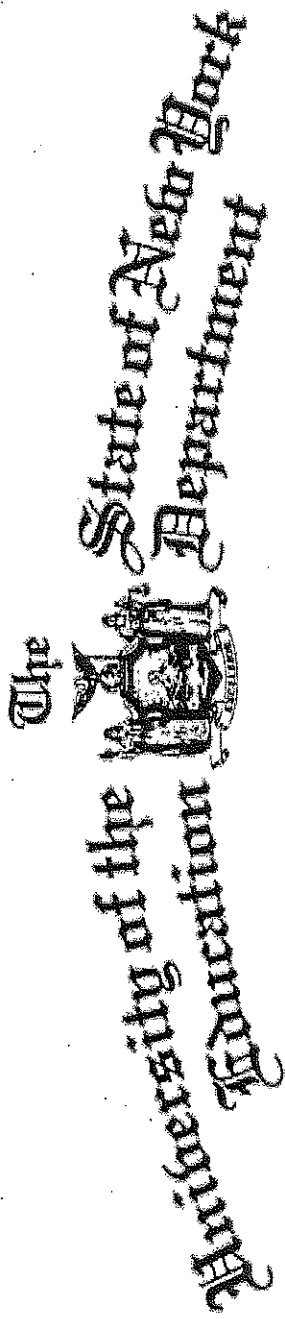
3. School Start Time communication.

- The SST Committee met and discussed that the change in start time is an opportunity to communicate to parents and students about related issues, for example, sleep hygiene, lateness, technology use. The committee is interested in producing a school start time newsletter. The first one could go out in late summer with reminders about the actual time changes. Brief discussion of where to find other content. They also need to decide the frequency of a newsletter. Deirdre B. expressed her enthusiastic support for this and noted appreciation for the terrific work of the members of that committee.

4. Convening of school related organizations on September 10, 2016.

- What do we call this gathering? Round Table on the Future of Our Schools is one idea that the committee likes.
- Will invite specific groups but have it open to the community.
- Need to formulate an agenda that will be share information and raise questions for meaningful discussion.
- Start with a presentation/snapshot of the school district - enrollment history, tax cap info and history, info on private school enrollment, etc. Here's "our story", share our pride in the schools.
- Also present the challenges, including enrollment.
- How do we address these challenges? What is our "preferred future" (to use a CDEP Comm term)? How do we move forward? Building an identity.
- Need to talk about the importance of vibrant schools to any community.
- Bring the community/our support organizations into the conversation of growing our future.
- More planning will happen over the summer.

Submitted by Deirdre Burns



In celebration of New York State Schools that have made the most progress or have the highest achievement in the State with no significant gaps in student achievement, your school has earned recognition as a

Reward School

FOR THE 2016 - 2017 SCHOOL YEAR

This Certificate Recognizes the Achievement of

Rhinebeck Senior High School

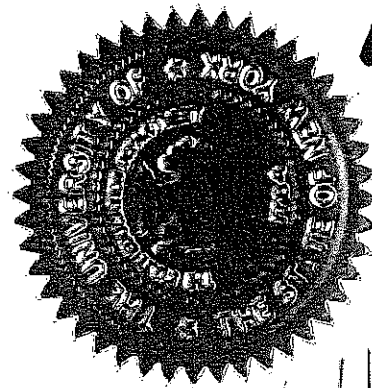
in leading New York State toward the accomplishment of educational excellence through an increase in student achievement and closing the gap in student performance.

May 2016

Angelica Infante-Green
Angelica Infante-Green
Deputy Commissioner,
Office of Instructional Support

Mary Ellen Elin
Mary Ellen Elin
President of The University and
Commissioner of Education

Jillene M. Ebert
Jillene M. Ebert
Senior Deputy Commissioner for
Education Policy



4.3

4.4

**RHINEBECK CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION**

**SCHEDULE OF MEETINGS
FOR THE 2016-2017 SCHOOL YEAR**

Regular Meetings of the Board of Education are held on the 2nd and 4th Tuesdays of every month in the Rhinebeck High School/Middle School Library at 7:30 p.m. Special Meetings or a change in the schedule will be called upon the request of the President of the Board of Education and will be posted.

2016	July 12, 2016 (Organization Meeting)	March 7, 2017
	July 26, 2016	March 11, 2017 (Budget Workshop, Sat AM)
	August 16, 2016	March 21, 2017
	August 30, 2016	April 4, 2017*
	September 13, 2016	April 18, 2017*
	September 27, 2016	Public Hearing/Budget Adoption (tentative)
	October 11, 2016*	April 25, 2017 (BOCES Vote)
	October 25, 2016	May 9, 2017 (Budget Hearing)
	November 8, 2016	May 16, 2017
	November 22, 2016	Annual Meeting - Budget Vote/BOE Election
	December 13, 2016	
2017	January 10, 2017	May 23, 2017
	January 24, 2017	June 13, 2017
	February 14, 2017	June 27, 2017
	February 28, 2017	