

Fire Safety Inspection Report

Submitted to: Mr. Sheldon Tieder,
 Director of Facilities

Rhinebeck Central School District

Prepared by: Christopher Naney, Environmental Compliance Coordinator

Location	District Wide
Project No.	065-1617
Site Visits	May 30, 2017
Report Date	May 31, 2017
Investigator	Christopher Naney #1106-7343B

This survey is strictly limited to that which is identified in the Project Scope of the report. Dutchess County BOCES Health, Safety & Risk Management does not assert that all potential health or safety hazards at this site were evaluated during this investigation.

Dutchess County Board of Cooperative Educational Services

TABLE OF CONTENTS

Executive Summary	1
Project Scope	1
Materials & Methods	1
Discussion	2
Comments/Recommendations	2
Reference	3

Executive Summary

The NYS Education Department requires an annual fire safety inspection for each public school facility for which it has issued a certificate of occupancy. A certified code enforcement officer must perform these inspections each year during the period specified by the Commissioner of Education for the Mid-Hudson Region. We inspected each facility in the Rhinebeck Central School District on May 30, 2017. There were non-conformances of sufficient severity to require re-inspections of the Rhinebeck High School/Middle School buildings. A summary of the nonconformances noted during these inspections can be found in the **Appendix** to this report.

Project Scope

Perform a fire safety inspection of each facility in the Rhinebeck CSD that carries a certificate of occupancy issued by the New York State Education Department. Prepare a summary report of the nonconformances found during these inspections.

Materials & Methods

Each inspection was performed by a NYS certified code enforcement officer (#1106-7343B) accompanied by school district representatives. These inspections were performed using the requirements of the Commissioner of Education Regulations 155.7 and the 2015 International Fire Code and 2015 International Property as adopted by the State of New York. The Public School Fire Safety Report is prepared by the NYS Education Department, Office of Facilities Planning.

Results Summary

No environmental monitoring or diagnostic testing was performed during this portion of the investigation.

Discussion

According to the Federal Emergency Management Agency (FEMA), fires kill more than 5,000 Americans each year (more than all natural disasters combined). In addition, over 25,000 people are injured in fires each year, and the annual property loss is estimated at \$9,000,000,000. Recognizing that fire prevention is the number one way to forestall this loss of life and property, the NYS Education Department requires a formal fire safety inspection to be conducted in every public school building in New York State once every eleven months. This inspection is to be completed by a person certified by the NYS Department of State as a code enforcement officer via a process prescribed by the Commissioner of Education.

Comments & Recommendations

We performed an inspection of each facility in the Rhinebeck CSD for which the district maintains a certificate of occupancy from the NYS Education Department. The summary for each building can be found in the **Appendix** to this report. All paperwork related to these fire safety inspections should be electronically forwarded to the NYS Education Department, Office of Facilities Planning no later than July 1, 2017.

References

1. **National Fire Protection Association (NFPA):** *NFPA 101 – Life Safety Code*. Quincy, MA: NFPA, 2003.
2. **New York State Department of State (NYSDOS):** *Fire Code of NYS*. Albany, NY: NYSDOS, 2002.

APPENDIX

Non-conformances

Rhinebeck Central School District

Fire Inspection

May 30, 2017

Rhinebeck High School / Middle School

131801040000-0002

Code Section	Description	Location	Severity
12I-1	Unapproved multi-plug adapter use	Room 105	Minor-1
12I-1	Unapproved multi-plug adapter use	Room 108-Daisy Chained	Minor-1
12I-1	Unapproved multi-plug adapter use	Middle School Principal office	Minor-1
12I-1	Unapproved multi-plug adapter use	Room 202	Minor-1
12I-1	Unapproved multi-plug adapter use	Room 134	Minor-1
12I-1	Unapproved multi-plug adapter use	Room 132B	Minor-1
12I-1	Unapproved multi-plug adapter use	Room 144	Minor-1
12I-1	Unapproved multi-plug adapter use	Band Office	Minor-1
12J-1	Extension Cord used as permanent wiring	Room 131	Minor-1
12J-1	Extension Cord used as permanent wiring	Room 132B	Minor-1
12J-1	Extension Cord used as permanent wiring	Room 144	Minor-1
14C-2	Classroom Doors not Closed & Latched at time of Building Occupancy	Throughout Building	Major-2
15B-1	Storage of Clothing in Corridor	Middle School Corridor	Minor-1
15B-1	Storage in Corridor	Gymnasium Corridor	Minor-1
15D-2	Curtains, Drapes, Hangings not Fire Retardant	MS Back Stairwell	Major-2
15D-2	Curtains, Drapes, Hangings not Fire Retardant	Room 145	Major-2
17A-3	Means of Egress Obstructed	Gymnasium	Severe-3
23A-1	Class I Exhaust Hood Not Inspected	Kitchen	Minor-1

This Building Must Be Re-Inspected

Severe - 1
Total Points - 23

Rhinebeck Central School District

Fire Inspection

May 30, 2017

Chancellor Livingston Elementary School

131801040000-0004

Code Section	Description	Location	Severity
9D-1	Storage within 24" of Ceiling	Room 101	Minor-1
12I-1	Unapproved multi-plug adapter use	Room 102	Minor-1
12I-1	Unapproved multi-plug adapter use	Room 123	Minor-1
12I-1	Unapproved multi-plug adapter use	Room 107B	Minor-1
12I-1	Unapproved multi-plug adapter use	Room 206	Minor-1
14C-2	Classroom Doors not Closed & Latched at time of Building Occupancy	Throughout Building	Major-2
17A-3	Means of Egress Obstructed	Gym Corridor- Crowd Control Stanchions	Severe-3
17A-3	Means of Egress Obstructed	Corridor @ 156- Wagons	Severe-3

This Building Must Be Re-Inspected

Severe - 1

Total Points - 13

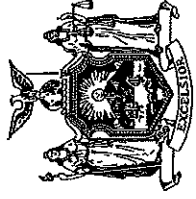
Storage Garage

131801040000-

Code Section	Description	Location	Severity
-	No Non-conformances Observed	-	-

Severe - 0

Total Points - 0



**University of the
State of New York
Department of Education**

**State of New York
Department of Education**

CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY:

CENTRAL HS/MS ADDITION
45 N PARK RD
RHINEBECK, NEW YORK 12572

DISTRICT:

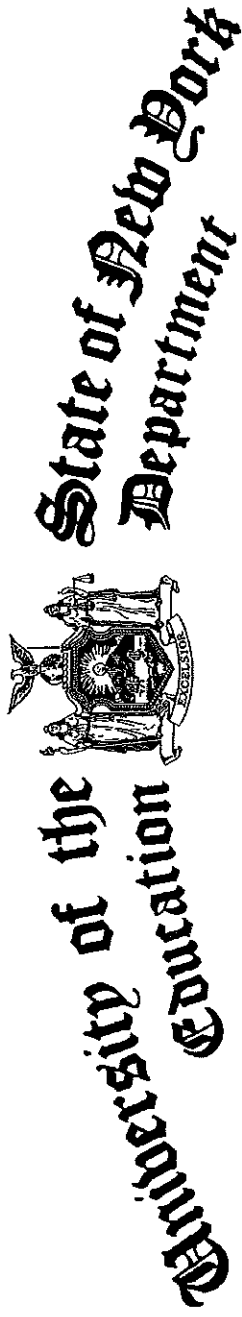
RHINEBECK CSD
JOSEPH PHELAN
PO BOX 351
RHINEBECK, NEW YORK 12572

Building ID: 131801040002

Issuance Date: June 28, 2017
Effective Date: July 01, 2017
Expiration Date: July 01, 2018

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED



**State of New York
Department**

**University of the
Education**

CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY:

CHANCELLOR LIVINGSTON ELEMENTARY SCH
48 KNOLLWOOD RD
RHINEBECK, NEW YORK 12572

DISTRICT:

RHINEBECK CSD
JOSEPH PHELAN
PO BOX 351
RHINEBECK, NEW YORK 12572

Building ID: 131801040004

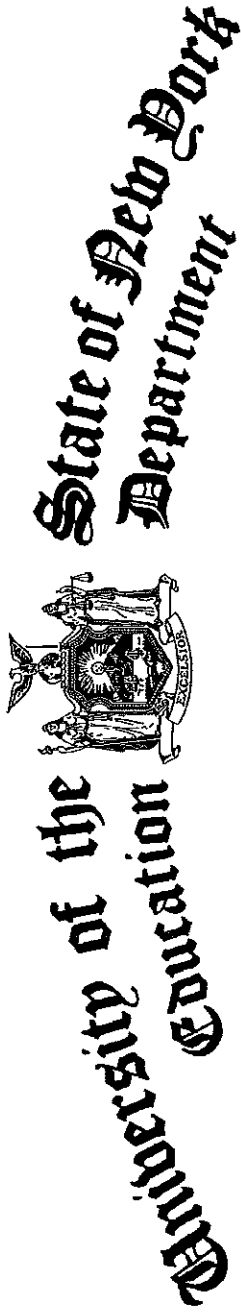
Issuance Date: June 28, 2017

Effective Date: July 01, 2017

Expiration Date: July 01, 2018

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED



CERTIFICATE OF OCCUPANCY

VALID FOR FACILITY:

STORAGE GARAGE
45 NORTH PARK RD
RHINEBECK, NEW YORK 12572

DISTRICT:

RHINEBECK CSD
JOSEPH PHELAN
PO BOX 351
RHINEBECK, NEW YORK 12572

Building ID: 131801042005

Issuance Date: June 28, 2017
Effective Date: July 01, 2017
Expiration Date: July 01, 2018

OBTAIN FIRE SAFETY REPORT FROM DISTRICT OFFICE

THIS CERTIFICATE VOIDS ANY PREVIOUSLY ISSUED

4.4.1

Long Range Planning Committee Minutes

June 28, 2017

Present: Deirdre d'Albertis, Diane Lyons, Laura Schulkind; Tom Burnell, Joe Phelan and Brett King.

The committee continues its fact-finding work in this preliminary stage since its formation. Members discussed the importance of holding a series of "listening sessions" with the community and with teachers early in the fall (after circulating one or more preparatory surveys this summer).

Brett King visited to talk with us about the challenges to be presented by declining enrollments at CLS. He outlined the current organization of the elementary school, future enrollment trends, and what he sees ahead for the next five years.

When he started, the school was in the process of moving down to four K classes per grade level; now it is at three. When a cohort comes in at 53 or 54, there is a natural fit with three sections. If the group is larger, however, say in the 60s or 70s, it is much more difficult to plan for that number. Currently he has 54 students moving up to 1st grade and 58 to 2nd grade. Classes entering grades 3-5 are still larger. To be clear, every time we lose a section, we reduce the elementary teaching staff by one teacher. With retirements and leaves, he has worked carefully to deploy staff in response to changing needs in the elementary school.

Even as overall numbers are trending down, Brett shared his own perception that special ed numbers are holding steady or in fact going up. He has retained special ed staff and aides to meet this emerging need. As many as a couple of families a month tour the building with him; frequently he is asked about service for high needs and special ed children. He reminded us that the process of classification is rigorous and builds in regular reassessment. The State mandates a number of decision points that make this possible. So there is no question that this is a trend that is real: the necessity of retaining skilled staff and non-instructs to support all of our students in the early school years is undeniable.

Specials (music, art, gym, etc) remain a crucial part of our students' school experience. Every time CLS reduces by a section, we still have an imperative to enrich each child's learning. This is especially true as class size goes up. No matter the class size, we will still have six grades to support. Brett has introduced "intramurals during recess," offering organized activities and instruction for children outside of regularly scheduled classes. One to two grades each day enjoy these additional opportunities during the 30 minute recess period; every student gets to do this a couple of times a week. He talked with us about the impact of bringing any of these staff members down to a .84 appointment as well as the impact of consolidating classes. He cautioned that a diminution of quality would result with a shift in these areas to less than full time appointments.

So these are the two largest challenges from Brett's perspective: steady or rising numbers of incoming students with high needs will mean we must hold on the Special Ed staff and lower enrollments may negatively impact our specials team in their high impact practices with all students. Is there such a thing as schools receiving additional aid for special ed if the percentages reach a certain level? Apparently not, although in large urban areas there are de facto magnet schools that operate in that way. For districts such as ours, there are no such options: in any case, as Tom pointed out, special ed and high needs students are increasing not only at Rhinebeck but in all school districts. This is a demographic trend. Self-contained environments (a 12 to 1 to 1 model) are promising: CLS will be working with such

a model for the rising 4th and 5th grade classes for part of the day. Integrated co-teaching environments are quite successful with elementary school students. Moving to combined grades within the general classroom, however, is difficult to do well. Brett also shared the current thinking on promotion and retention of children based on a whole host of factors; the school works with families in individual cases to determine what is best for each child in terms of his or her social, emotional, and academic development.

The committee discussed the importance of articulating a vision of our schools as inclusive and appreciative of each student's unique gifts. Our approach to special education has been and continues to be grounded in the research that supports such a vision. The school district and board is committed to understanding our specific community as we think through the challenge of declining enrollments in a tax cap era, learning from surrounding districts about their strategies for dealing with the same constraints. We see it as our challenge, also, to articulate our philosophy of inclusion, to explain the reasoning behind best practices for class size especially in K-2. Brett will share data about the incoming classes he has been seeing, providing nuance to the numbers as we continue our study. Meanwhile, he is working with his staff to adapt to the larger class sizes we may reasonable expect in the future, offering professional development opportunities to empower teachers in their interactions with all students. He is exploring different schedule plans to give specials more time with students; partnering with teachers in the building he hopes to implement one of these plans in the near future.

What impact would moving to a K-6 building have in Rhinebeck? Brett and John Kemnitzer have already had some conversation about this. Could there be a different instructional model for grades 5-6 on the CLS campus? There would be significant organizational challenges—and the budget implications would need to be examined closely—but this is certainly a district-level initiative worth discussing at the very least.

Additional notes: The group talked about Aides and Teaching Assistants at CLS. At this point, there is a fair amount of flexibility in how Brett is able to use his aides. He is able to flex their time somewhat based on student need. Teaching Assistants who "float" typically take over in an integrated, co-teaching environment after the Sp. Ed teacher moves to a different classroom. There are no state mandates on having 2 teachers in an integrated classroom but guidelines that speak to having 2 adults in the room "when necessary."

Tom is working on an organizational chart for the entire District, so we have a sense of who is deployed where and what their responsibilities are. We finished out by setting some parameters for our "statistical neighbors." Tom will generate a comparison specifically for Dutchess, but the more valuable comparison will be in the schools who are "similar" to Rhinebeck. Tom will set the ranges between 800-1200 students and a CWR of 1.5-2.5. With over 700 school districts in NYS, we'll catch many more than 10 (our target number), so Joe suggested we overlay that comparison with an SED comparison of testing performance/demographics. If there are other reports that show "similar" school districts by some alternate measure, we can overlay those as well in order to get stronger comparison data.
Respectfully submitted,

Deirdre d'Albertis