

Long Range Planning Committee Meeting Minutes

April 4, 2018

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

Citizens Advisory Committee

The group returned to the idea of timing for the Citizens Advisory Committee. In this moment, there are many engaged voices whose ideas should be marshaled to propel our process forward. It has become clear that the focus should be on identifying long range goals for further development. The work of the CDEP committee should be foregrounded for this advisory group to support and enhance the work of that committee. The LRP committee feels strongly that not only parent voices but those of faculty should be included in discussions.

Marvin will be asked to present his data report in the early Fall to identify key areas of growth and those that require additional support and improvement. What programs have worked? What programs need additional attention? It is important to note that any changes we make will have some kind of affect, and it is important to uncover as many potential positives and negatives in the development phase.

Budget Process

The committee would like to change the way our annual budgeting process happens for the future. It may be inevitable that we will need to find ways to continue to tighten our belts, but the narrative around doing damage to student programs is a false one. The discussions become reductive rather than focusing on improvement and re-allocation of resources to reach our goals. Moving forward, we will work more closely with the Rollover budget which only includes contractual increases from year to year. Any additional requests will need to be outlined and linked back to program goals.

Due to declining enrollment in the elementary school, it has forced Brett to think creatively about programs he would like to develop for students. If we can manage additional programs within our financial constraints, it can only support kids for the future.

In order to identify how the budget has been performing, the group feels strongly that additional “sub-LRPs” will need to be developed. These should be looked at by individual department. Athletics, Technology, Transportation, school building, etc. The question of how to review the academic program is still open. The CDEP plan works across a continuum K-12. How should our grade levels be broken down for analysis? The committee will develop a list of sub-plans to begin working with. It is important to note that this piece will need to be linked directly with the Finance Committee for review.

Internal Audit

Deirdre raised the question of appropriate internal audits. What operational areas should be reviewed for efficiencies? It may be instructive to return to the Risk Assessment audit performed in 2012-13 as well as internal audits that came out of that process. Tom offered that cleaning & maintenance should be reviewed after the capital project is finished. With renovated spaces, we will likely not need to spend as much time or resources fixing old things. Administrative staffing will also be affected once the new accounting system is up and running (SY 2019-20). Could software that we subscribe to (i.e. SchoolTool) be used more fully? Is it simple a matter of training?

Statistical and Aspirational Peers

It has been part of the committee's agenda to identify our statistical neighbors and identify what they are able to do given their financial constraints. We would like to include our “aspirational” neighbors as well – those districts who are high performing and of roughly the same enrollment. Their funding levels may

be much different from Rhinebeck's, but how do they deliver their programs? Forecast5 should be able to help us uncover this information.

Forecast5

Tom shared a number of reports generated from his training session with the Forecast5 people. With this program, we will be able to present Rhinebeck's "story." That is, show particular areas of the District over time and link our goals with enrollment and financial data. For this meeting he provided our Enrollment, Financial and Assessment stories along with enrollment projections and student:staff ratios – all highly compelling sets of data. We agreed that Marvin should address the assessment piece in the context of curriculum and would dive into that at our April 5 meeting. He also shared a demo report that evaluates and analyzes the budget. Many great ideas are included for future budget development and presentation material.

Next meetings:

April 16, 2018

April 30, 2018

4/16 Meeting Agenda:

develop list of sub-LRPs

review draft of CAC charter (DdA to provide first draft)

review peer aspirant group

discuss any matters pertaining to the public hearing on April 17

Respectfully submitted by Laura Schulkind

Peer Summary Where does our Revenue come from? Where do our Expenses go (by function)? How are Non-Instructional Expenses allocated? Where do our Expenses go (by Object)? Which Expense items have grown the most? Do Revenues and Expenses align? H
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W

RHINEBECK CSD Financial Story

Peer Summary

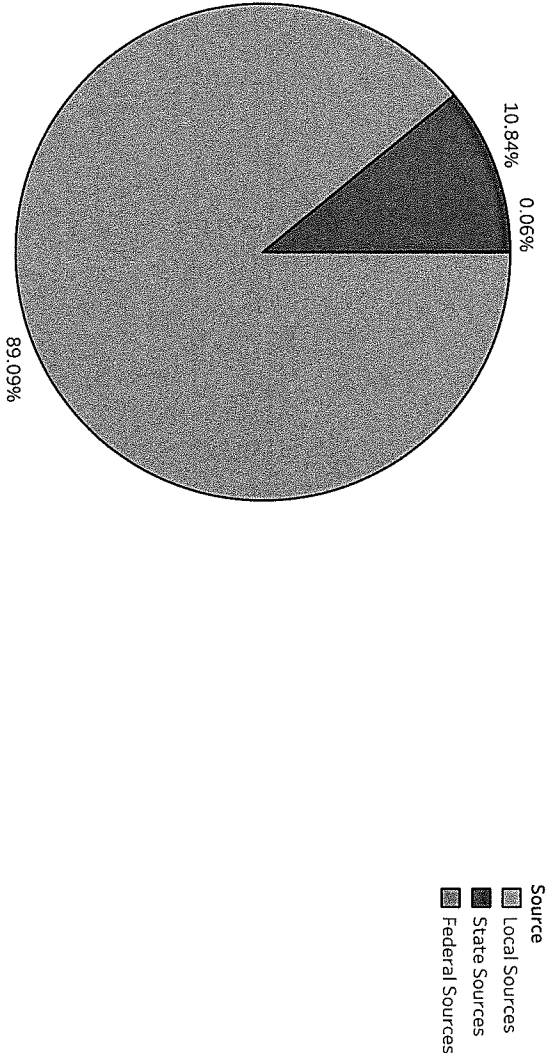
District	County	District Enrollment	Low Income % of Enrollment	CWR	
GERMANTOWN CSD	COLUMBIA	557	38.78%	1.203	
MILLBROOK CSD	DUTCHESS	950	25.89%	1.833	
NEW PALTZ CSD	ULSTER	2,210	24.66%	1.036	
NORTHEAST CSD	DUTCHESS	735	61.22%	1.346	
ONTEORA CSD	ULSTER	1,312	44.13%	2.342	
PINE PLAINS CSD	DUTCHESS	958	36.95%	1.933	
RED HOOK CSD	DUTCHESS	1,904	22.64%	0.974	
RHINEBECK CSD	DUTCHESS	1,050	15.24%	2.166	
RONDOUT VALLEY CSD	ULSTER	1,978	45.10%	1.197	
SAUGERTIES CSD	ULSTER	2,560	43.36%	0.818	

FORECASTS
ANALYTICS

Enrollment data presented is from 2017. Financial data (CWR) presented is from 2018.

RHINEBECK CSD Financial Story

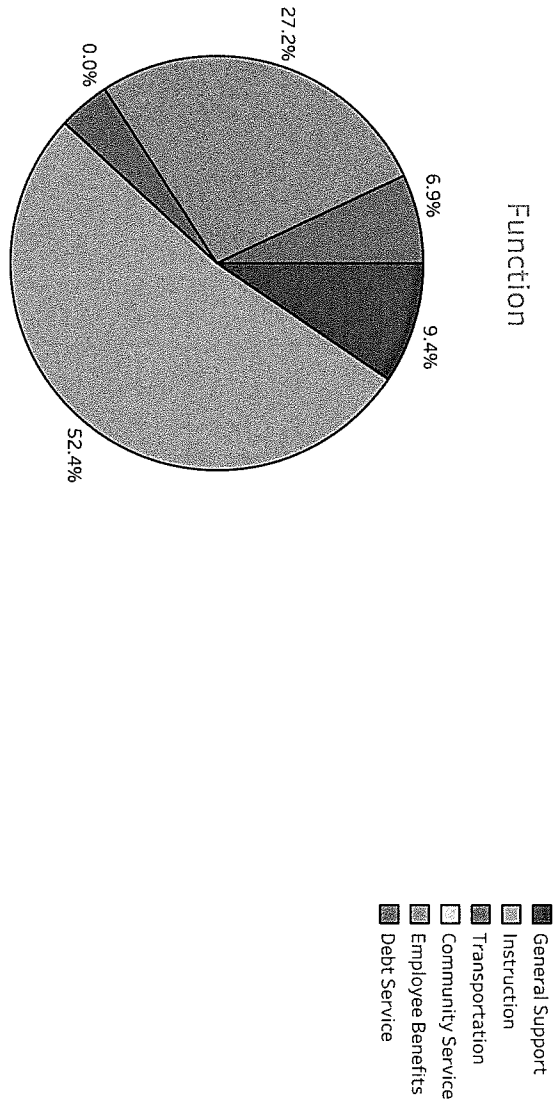
Education in New York is funded from a combination of Local, State, and Federal sources. The pie chart below shows the breakdown of the district's revenue between these sources for the district's operating funds for fiscal year 2016.



Peer Summary	Where does our Revenue come from?	Where do our Expenses go (by function)?	How are Non-Instructional Expenses allocated?	Where do our Expenses go (by Object)?	Which Expense Items have grown the most?	Do Revenues and Expenses align?	H o w
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RHINEBECK CSD Financial Story

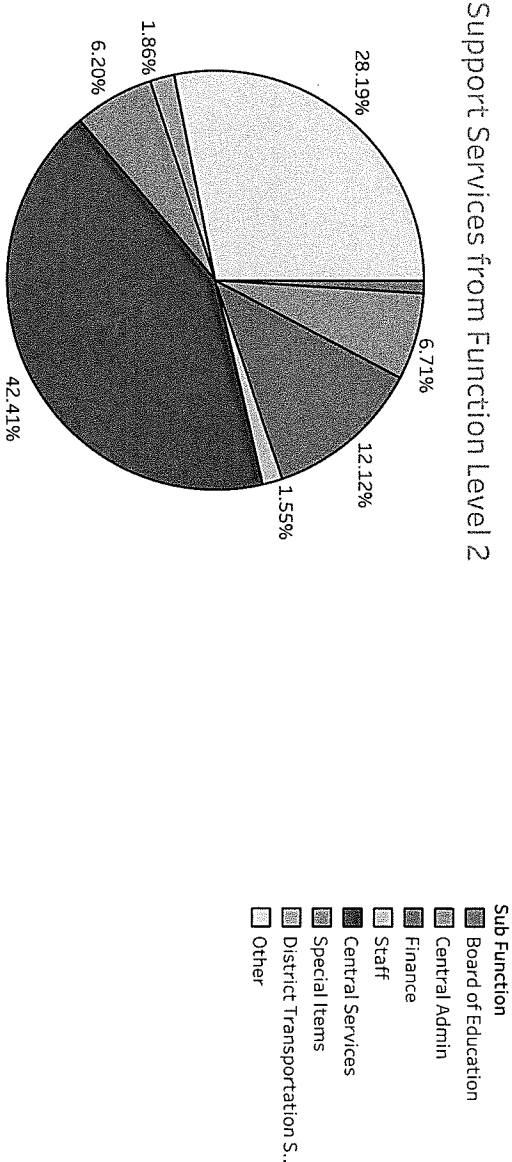
In school district accounting, expenses are categorized in multiple ways. The pie chart below breaks down Operating Expenses (as defined on Notes page) for Fiscal Year 2016 by Function which shows the general operational areas of spending.



Peer Summary	Where does our Revenue come from?	Where do our Expenses go (by function)?	How are Non-Instructional Expenses allocated?	Where do our Expenses go (by Object)?	Which Expense items have grown the most?	Do Revenues and Expenses align?	H o w ..
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RHINEBECK CSD Financial Story

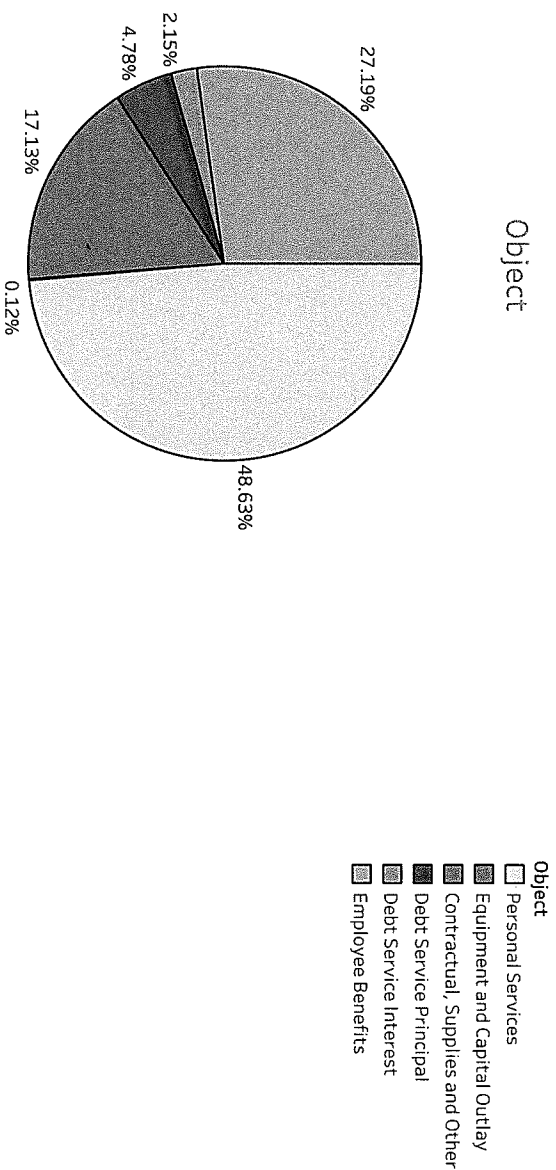
In school district accounting, expenses are categorized in multiple ways. The pie chart below breaks down Operating Expenses (as defined on Notes page) for Fiscal Year 2016 by Function which shows the general operational areas of spending and focuses just on the Support Services functions.



Where does our Revenue come from?	Where do our Expenses go (by function)?	How are Non-Instructional Expenses allocated?	Where do our Expenses go (by Object)?	Which Expense items have grown the most?	Do Revenues and Expenses align?	How does per student spending compare?
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RHINEBECK CSD Financial Story

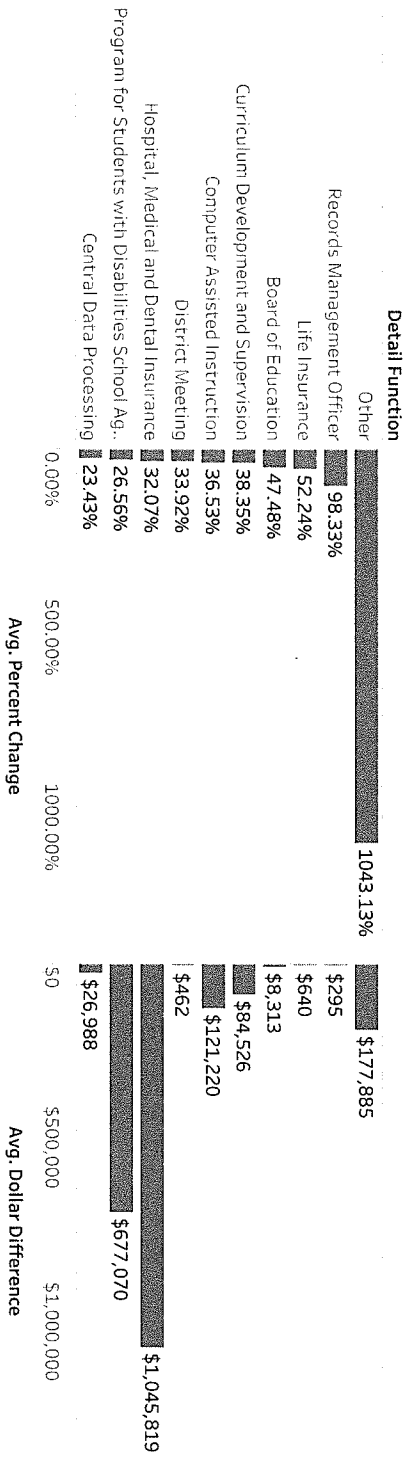
In school district accounting, expenses are categorized in multiple ways. The pie chart below breaks down Operating Expenses (as defined on Notes page) for Fiscal Year 2016 by Object which shows the types of expenses.



Where do our Expenses go (by function)?	How are Non-Instructional Expenses allocated?	Where do our Expenses go (by Object)?	Which Expense Items have grown the most?	Do Revenues and Expenses align?	How does per student spending compare?	Data Notes
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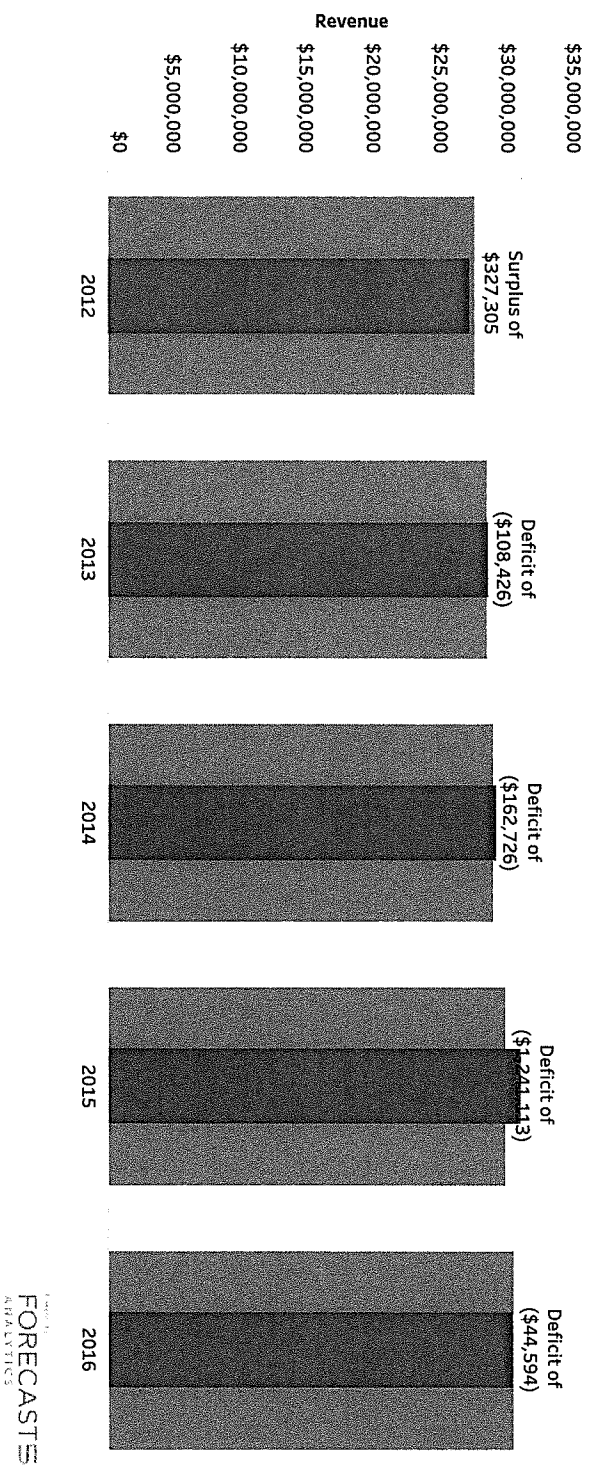
RHINEBECK CSD Financial Story

The ten functions below had the highest percentage increase in spending from 2013 to 2016 in the Operating Fund. The right-hand column shows the dollar amount of the increase over that same time period. Line-items without an amount for both 2013 and 2016 are not displayed.



RHINEBECK CSD Financial Story

Keeping revenues and expenses aligned is a key to solid financial health. The graph below shows Operating Fund revenue (Blue) and expenses (Red) for the last five years. The label represents the difference between the two. A surplus of revenues over expenses will show as a positive value and a deficit of expenses which are greater than revenues will be a negative value.



Where do our
h Expenses go (by
e. function)?

How are
Non-Instructional
Expenses allocated?

Where do our
Expenses go (by
Object)?

Which Expense Items
have grown the most?

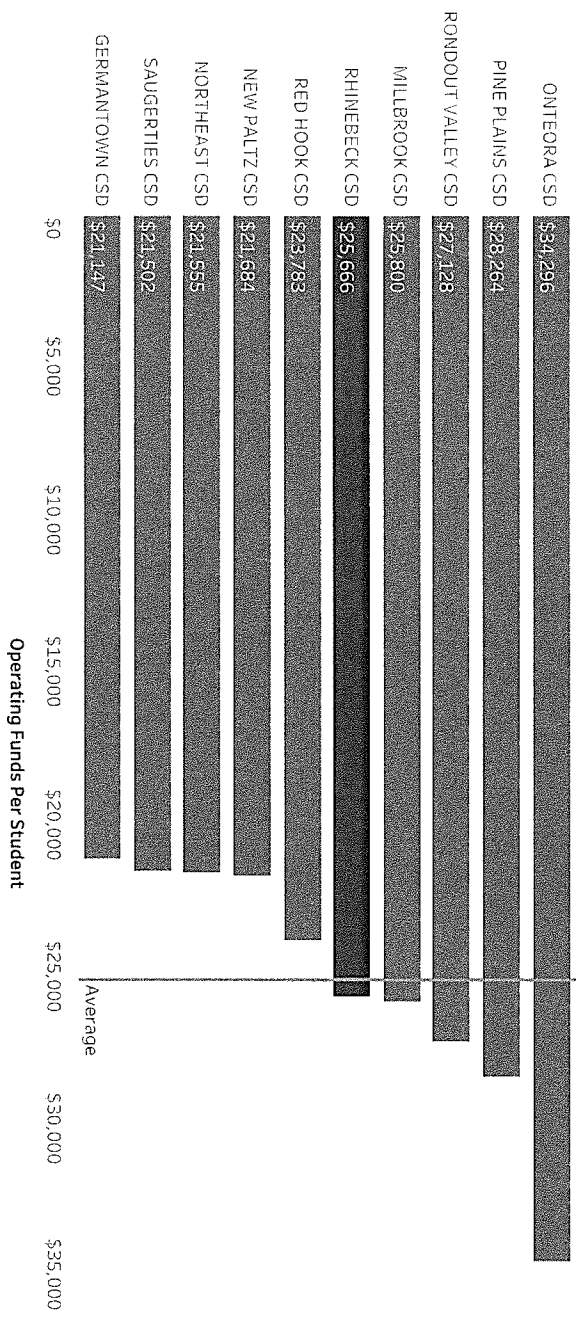
Do Revenues and
Expenses align?

How does per student
spending compare?

Data Notes

RHINEBECK CSD Financial Story

Operating Expenditures per Student is a reflection of available resources and student needs. The chart below shows the district's operating expenditures per student for 2016 compared to its peers.



Why do our Expenditures go (by function)?	How are Non-Instructional Expenditures allocated?	Where do our Expenditures go (by Object)?	Which Expense Items have grown the most?	Do Revenues and Expenditures align?	How does per student spending compare?	Data Notes
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Data Notes

Financial information is obtained from the New York State Education Department (NYSED) ST-3 Form - <https://stateaid.nysed.gov/st3/st3data.htm>

Combined Wealth Ratio (CWR) is a measure of relative wealth combining property wealth and income wealth per pupil and is utilized in the state funding formula.

Operating Funds are presented as the General Fund – Fund A.

Student count used for the per student calculations represents BEDS (Basic Educational Data System) Fall enrollment from NYSED and excludes any charter school students - <http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>

5Sight Home page: <https://5share.com/5sight/home.html>

Peer Summary

How are our Elementary students performing in ELA?

How are our Elementary students performing in Math?

How are our Middle School students performing in ELA?

How are our Middle School students performing in Math?

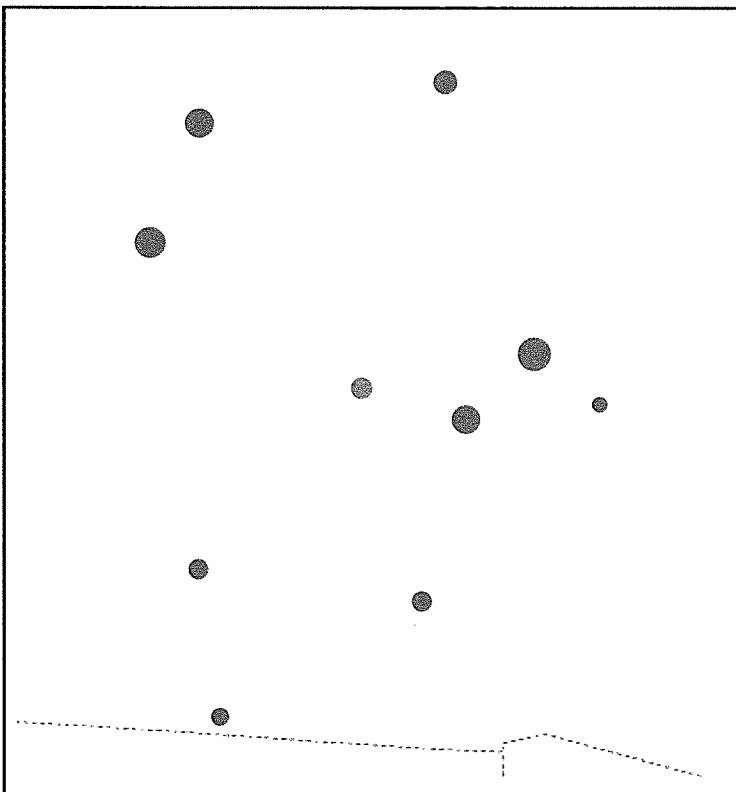
Did Elementary scores improve from the prior year?

Did Middle School scores improve from the prior year?

RHINEBECK CSD Elementary Assessment Story

Peer Summary

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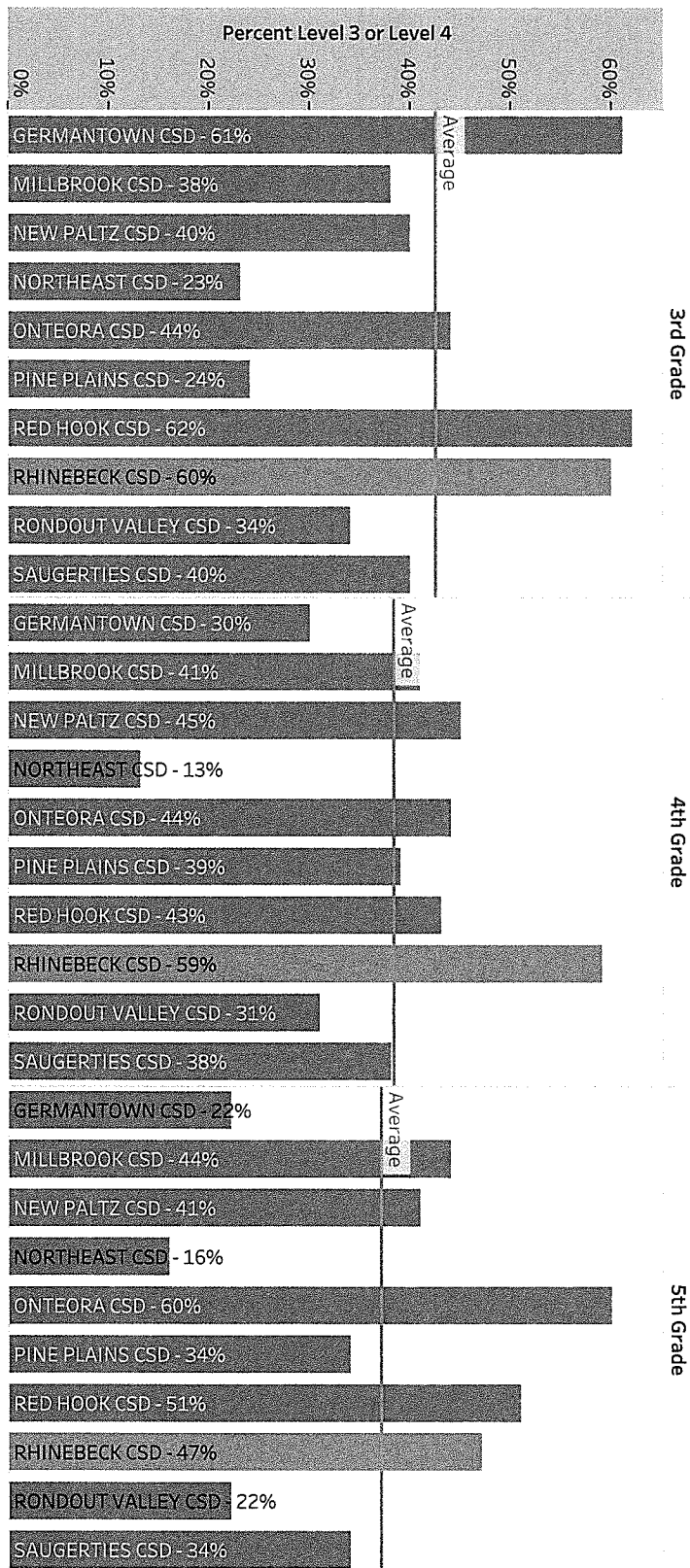


Enrollment data presented is from 2017. Financial data (CWR) presented is from 2018.

Peer Summary	How are our Elementary students performing in ELA?	How are our Elementary students performing in Math?	How are our Middle School students performing in ELA?	How are our Middle School students performing in Math?	Did Elementary scores improve from the prior year?	Did Middle School scores improve from the prior year?	D a.
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RHINEBECK CSD Elementary Assessment Story

2017 NYSE/IT English Language Arts Exam - Elementary

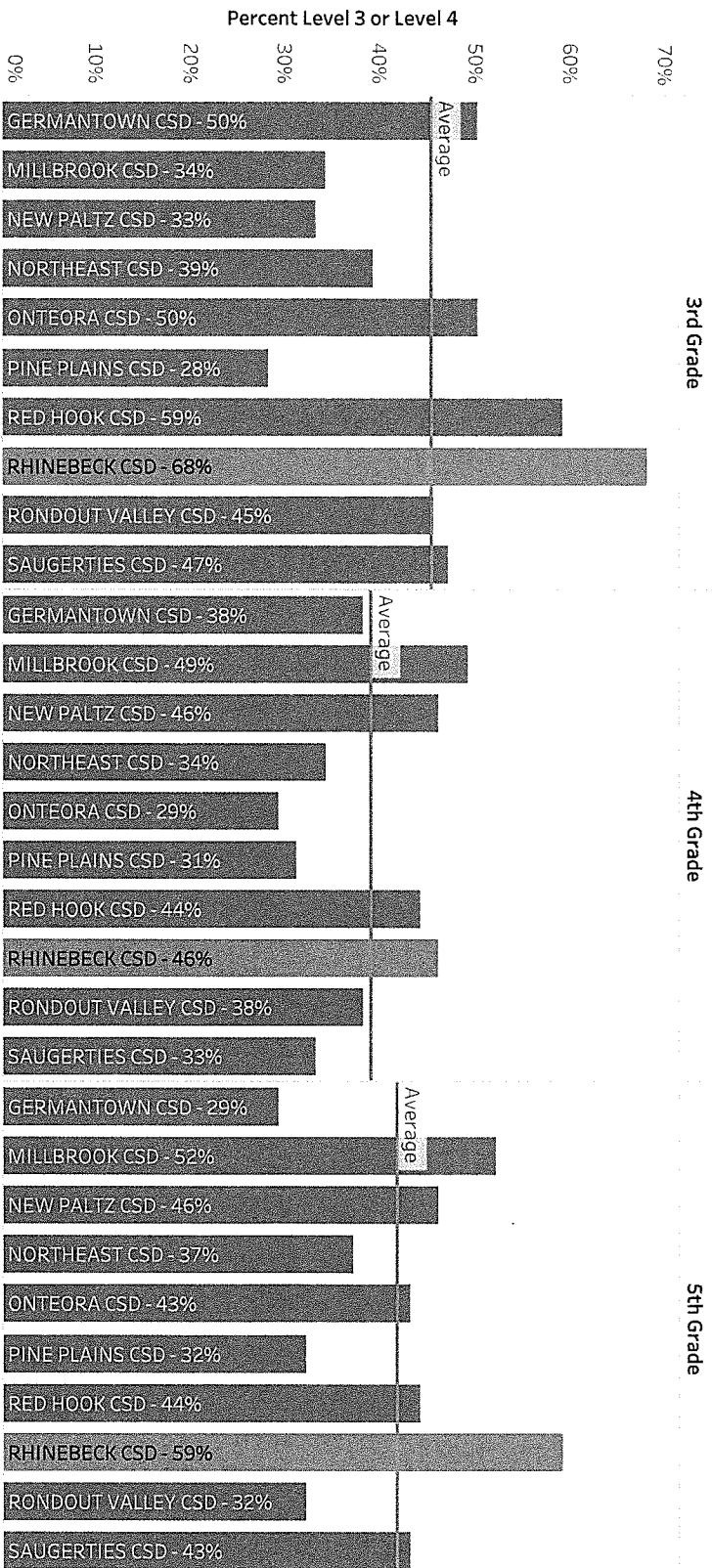


FORECASTS
ANALYTICS

Peer Summary	How are our Elementary students performing in ELA?	How are our Elementary students performing in Math?	How are our Middle School students performing in ELA?	How are our Middle School students performing in Math?	Did Elementary scores improve from the prior year?	Did Middle School scores improve from the prior year?

RHINEBECK CSD Elementary Assessment Story

2017 NYSE/IT Math Exam - Elementary

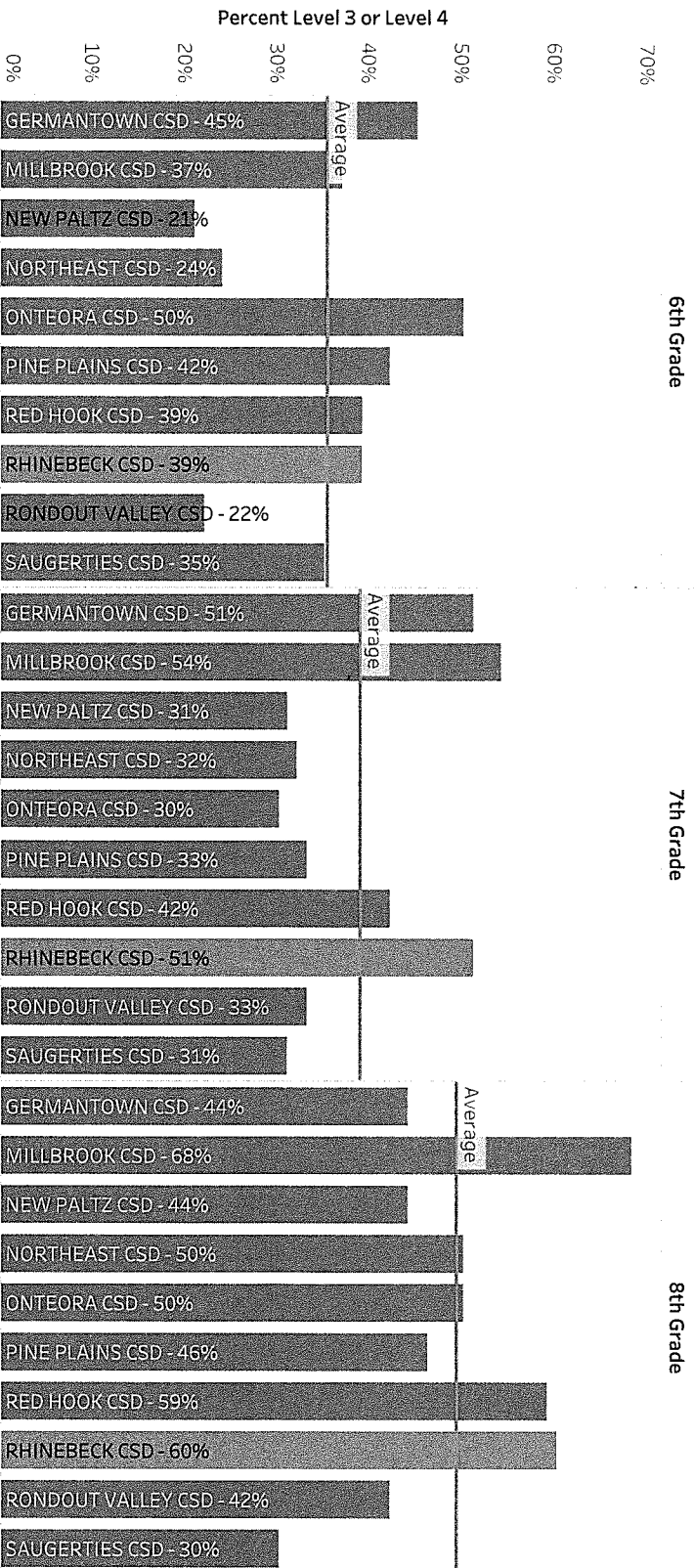


FORECASTS
ANALYTICS

Peer Summary	How are our Elementary students performing in ELA?	How are our Elementary students performing in Math?	How are our Middle School students performing in ELA?	How are our Middle School students performing in Math?	Did Elementary scores improve from the prior year?	Did Middle School scores improve from the prior year?	D a.
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RHINEBECK CSD Elementary Assessment Story

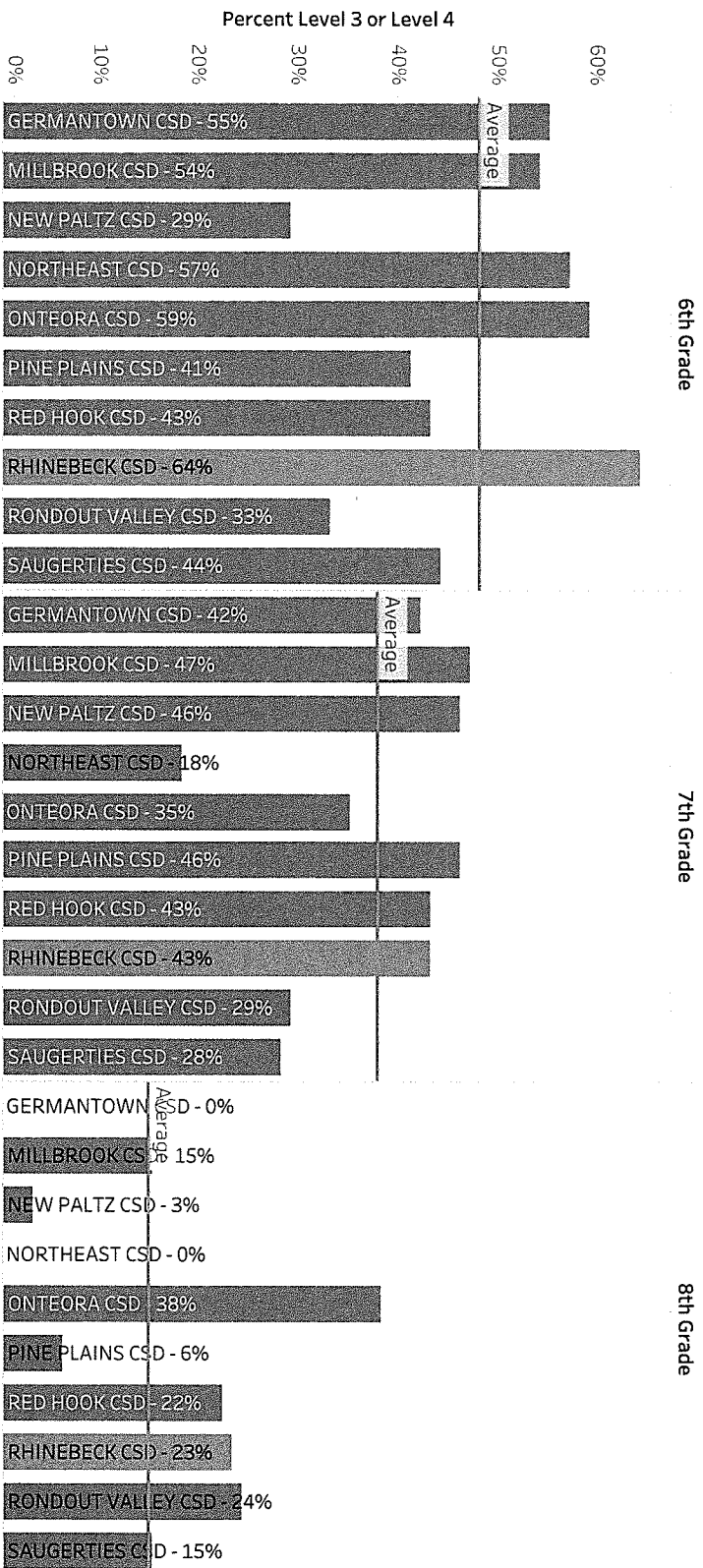
2017 NYSE/IT English Language Arts Exam - Middle School



FORECASTS
ANALYTICS

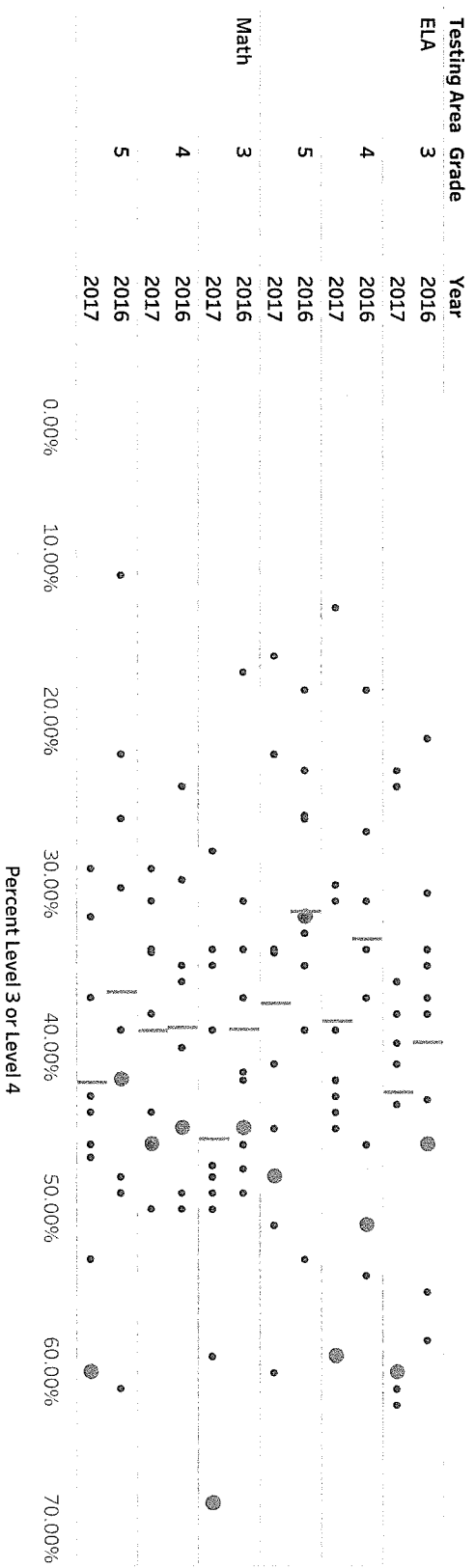
RHINEBECK CSD Elementary Assessment Story

2017 NYSE/IT Math Exam - Middle School



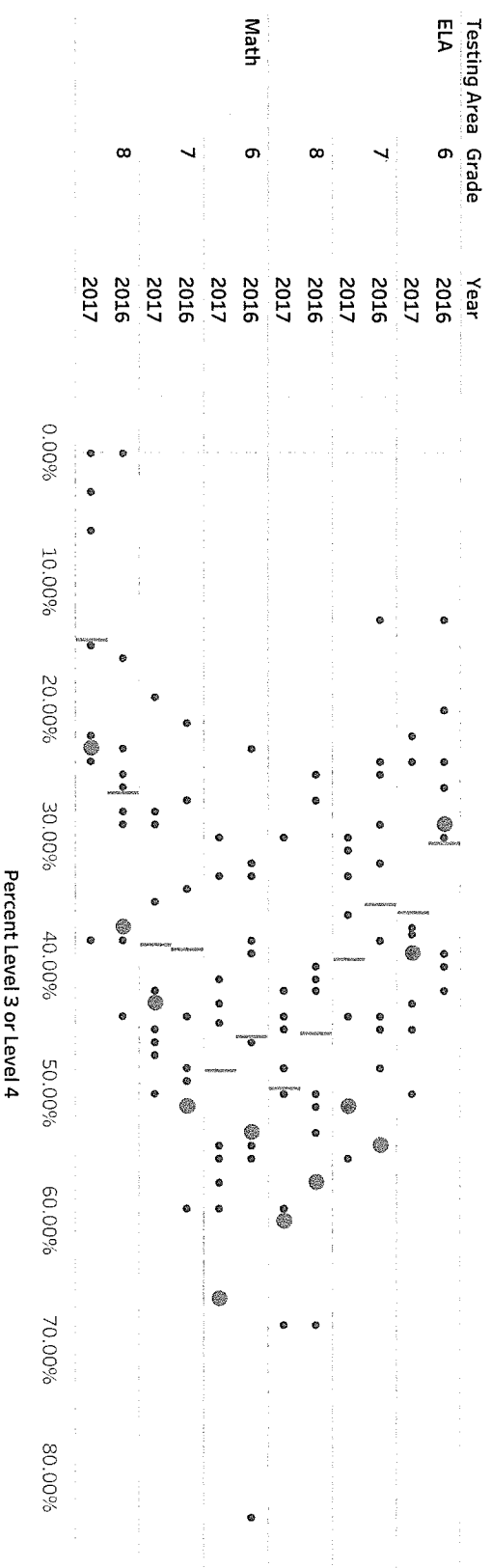
RHINEBECK CSD Elementary Assessment Story

Simply comparing pass rates from year to year does not tell the full story of how students are doing. This visual shades the ranges of scores in the peer group, displays the median as a hashmark and the District in Orange to analyze the change in performance in relation to the District's elementary peers' performance.



RHINEBECK CSD Elementary Assessment Story

Simply comparing pass rates from year to year does not tell the full story of how students are doing. This visual shades the ranges of scores in the peer group, displays the median as a hashmark and the District in Orange to analyze the change in performance in relation to the District's middle school peers' performance.



P	How are our	How are our	How are our Middle	How are our Middle	Did Elementary scores	Did Middle School
e.	Elementary students	Elementary students	School students	School students	improve from the prior	scores improve from
.	performing in ELA?	performing in Math?	performing in ELA?	performing in Math?	year?	the prior year?

Data Notes

Data Notes

Grade 3-8 Assessment data from the New York State Elementary/Intermediate Tests is obtained from the New York State Education Department at: - <https://data.nysed.gov/downloads.php>

Combined Wealth Ratio (CWR) is a measure of relative wealth combining property wealth and income wealth per pupil and is utilized in the state funding formula.

For more detailed analytics of this data visit the 5Sight home page:
<https://5share.com/5sight/home.html>

What has been the overall enrollment trend?

What are the demographic trends?

How are certain subgroup enrollments changing?

Are there enrollment bubbles in certain grades?

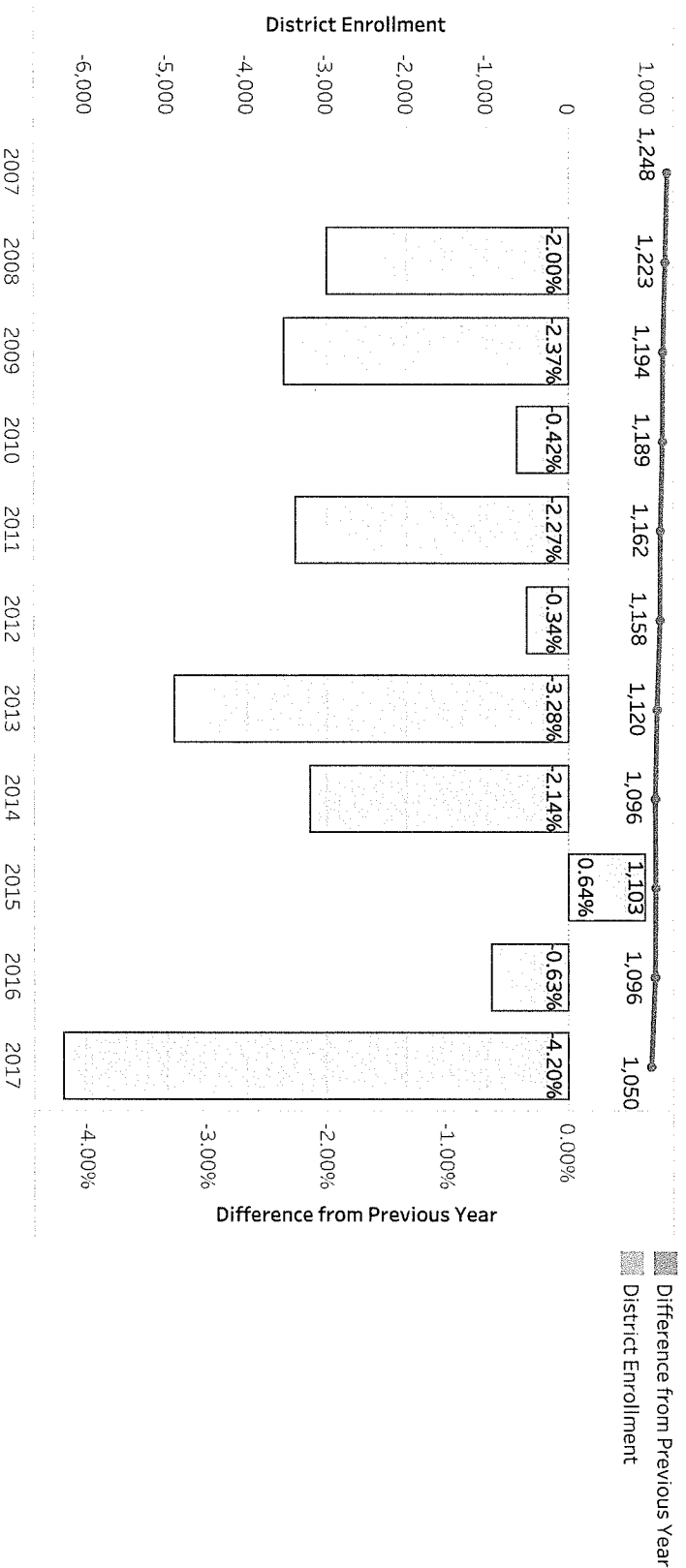
What could future kindergarten classes look like?

What schools have seen the largest changes in enrollment?

Data Notes

RHINEBECK CSD Enrollment Story

Changes in enrollment can place demands on the District. The orange line below shows total K-12 enrollment over the last ten years, while the blue bars represent the year-over-year change on the secondary axis.



What has been the overall enrollment trend?

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How are certain subgroup enrollments changing?

Are there enrollment bubbles in certain grades?

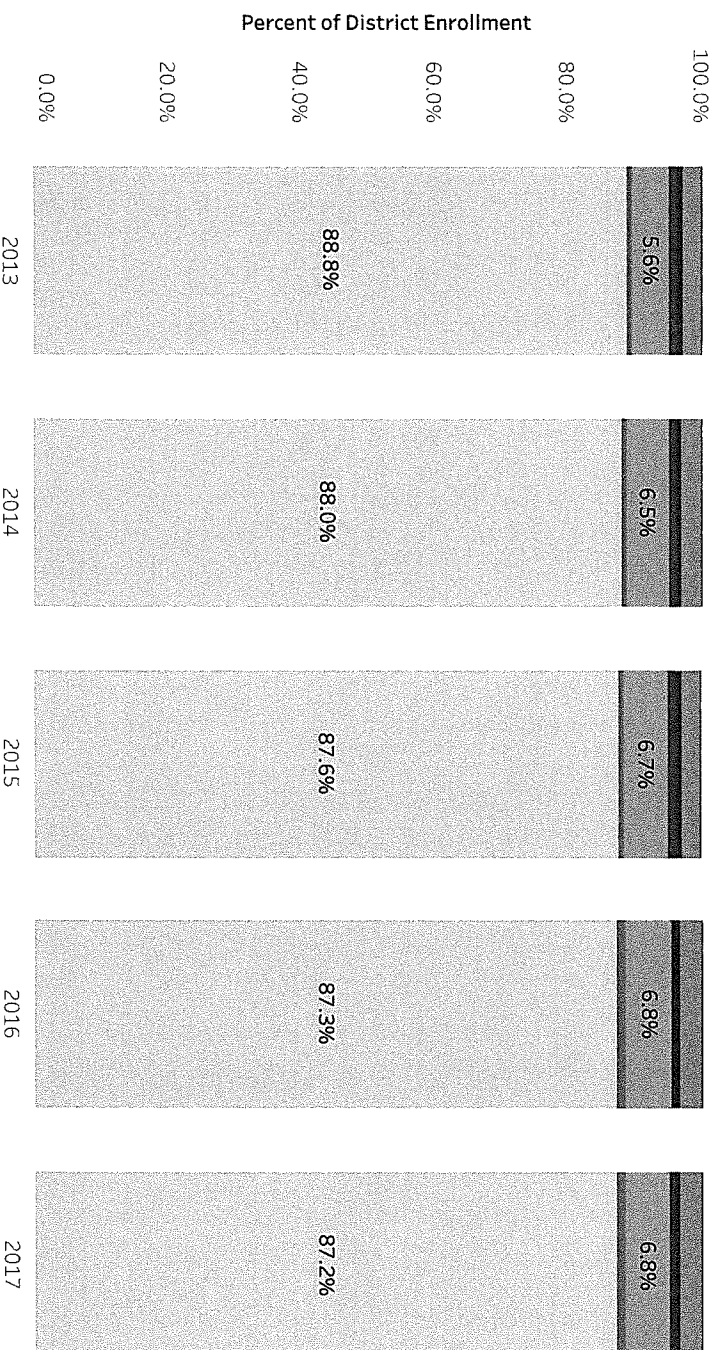
What could future kindergarten classes look like?

What schools have seen the largest changes in enrollment?

Data Notes

RHINEBECK CSD Enrollment Story

The stacked bars below show the percentage of K-12 students each year by race/ethnicity.



Enrollment Type

- Amer Indian
- Asian
- Black
- Hispanic
- Two or More
- White

Can exclude to see detail

What has been the overall enrollment trend?

What are the demographic trends?

How are certain subgroup enrollments changing?

Are there enrollment bubbles in certain grades?

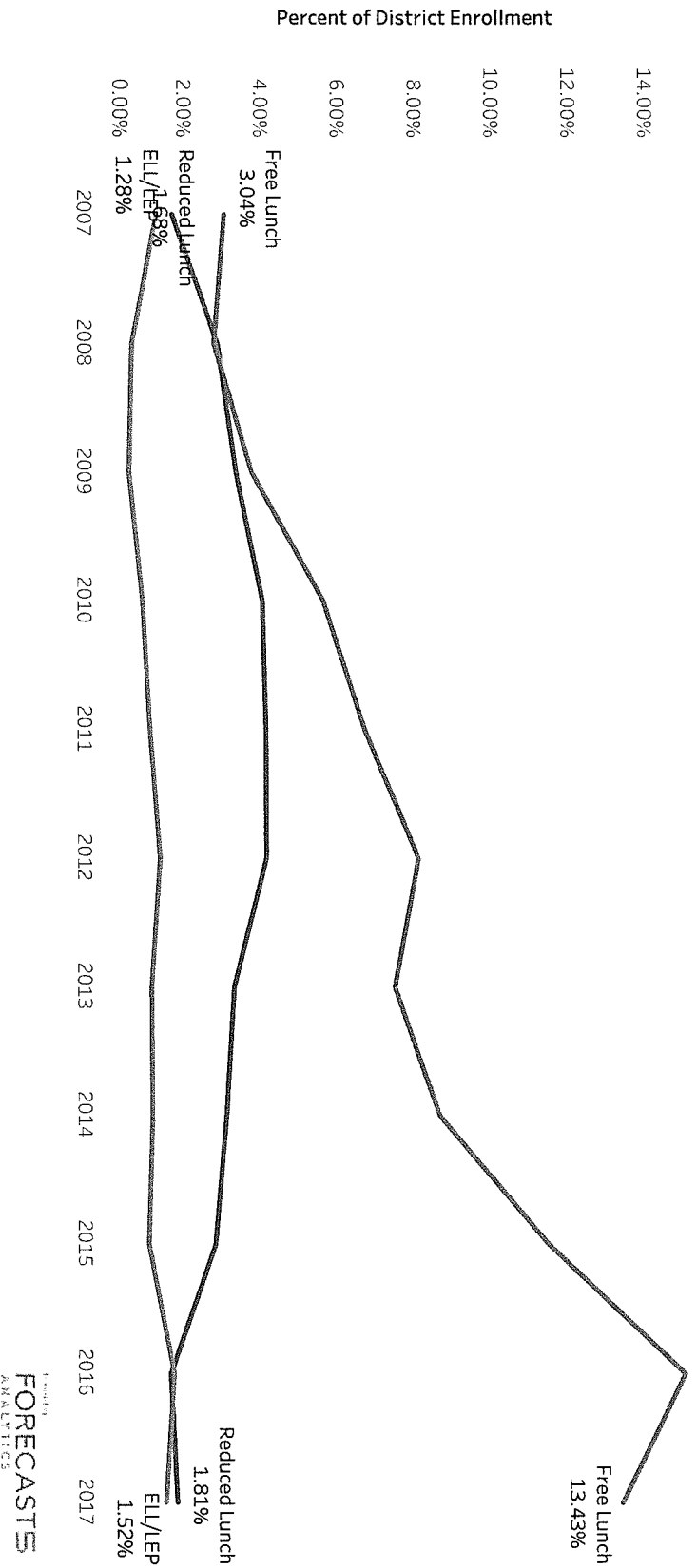
What could future kindergarten classes look like?

What schools have seen the largest changes in enrollment?

Data Notes

RHINEBECK CSD Enrollment Story

Low income students and English Language Learners can require additional support. The chart below shows how enrollment for these two subgroups has changed over time and in relation to total district enrollment.



What has been the overall enrollment trend?

What are the demographic trends?

How are certain subgroup enrollments changing?

Are there enrollment bubbles in certain grades?

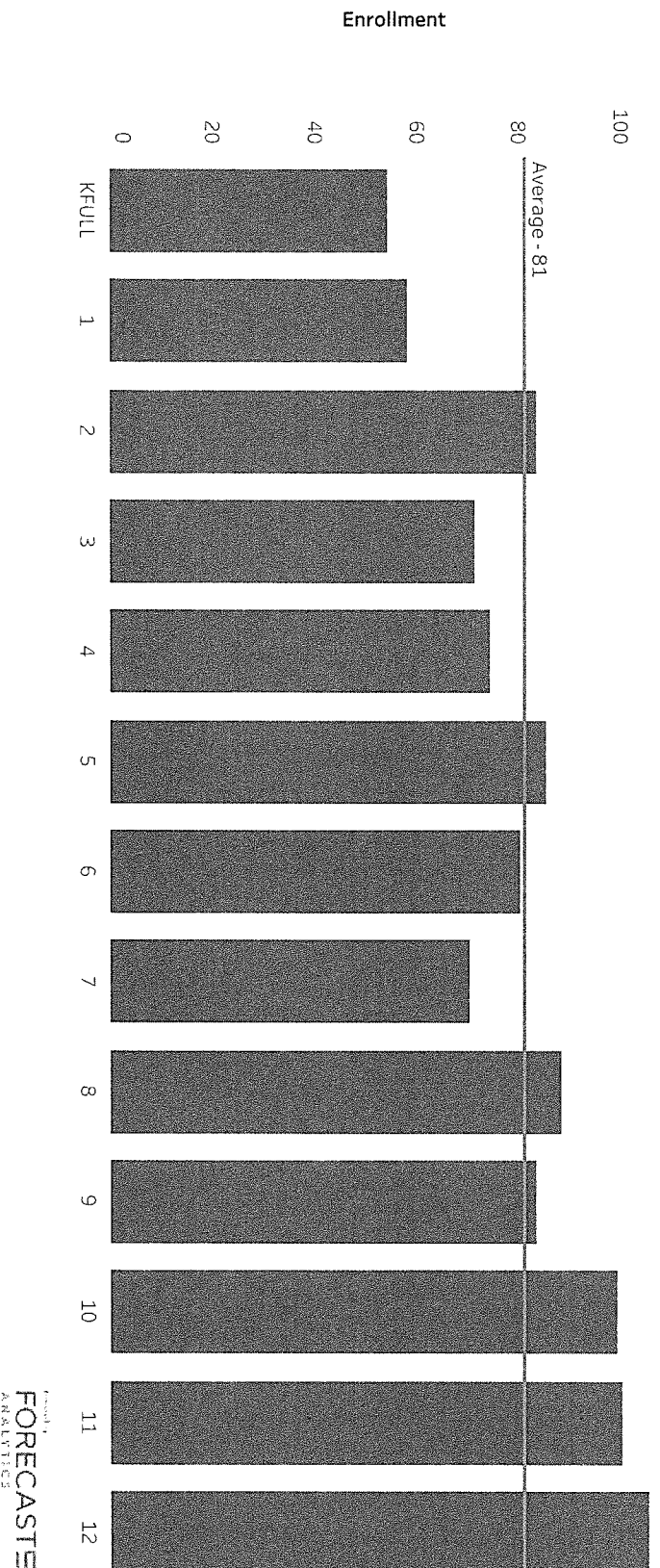
What could future kindergarten classes look like?

What schools have seen the largest changes in enrollment?

Data Notes

RHINEBECK CSD Enrollment Story

Disproportionately larger or smaller classes can cause staffing challenges as they move through the grades and more so as they move from the elementary buildings to middle school and then high school. Utilize the bar chart below of 2017 enrollment by grade to identify potentially impactful bubbles.



What has been the overall enrollment t...

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How are certain subgroup enrollments changing?

Are there enrollment bubbles in certain grades?

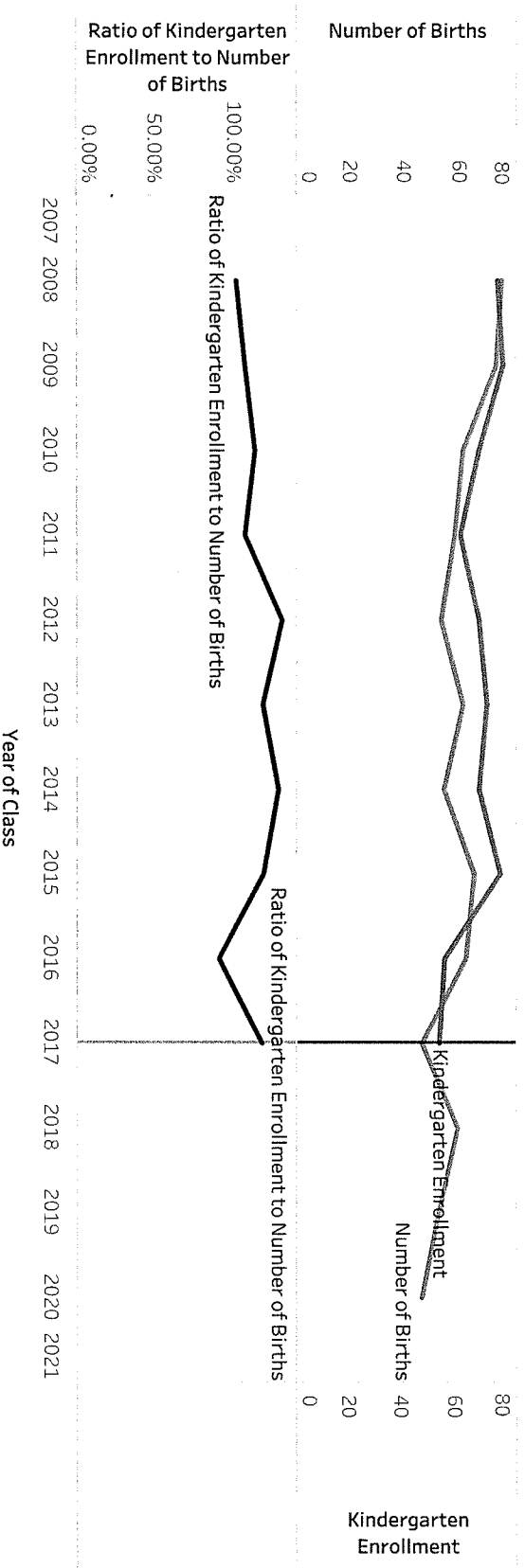
What could future kindergarten classes look like?

What schools have seen the largest changes in enrollment?

Data Notes

RHINEBECK CSD Enrollment Story

Prior years' birth data can help predict future kindergarten enrollments. The chart below compares live birth data (offset by six years) to kindergarten enrollments. If the ratio of the two has historically been consistent, use the trend of more recent live births (to the right of the shaded area on the orange line) to anticipate upcoming kindergarten classes. The Year of Class label refers to the kindergarten school year, i.e. kindergarten count for 2017 is kindergarteners enrolled in the 2016-17 school year and is compared to births from calendar year 2011.



What has been the overall enrollment trend?

What are the demographic trends?

How are certain subgroup enrollments changing?

Are there enrollment bubbles in certain grades?

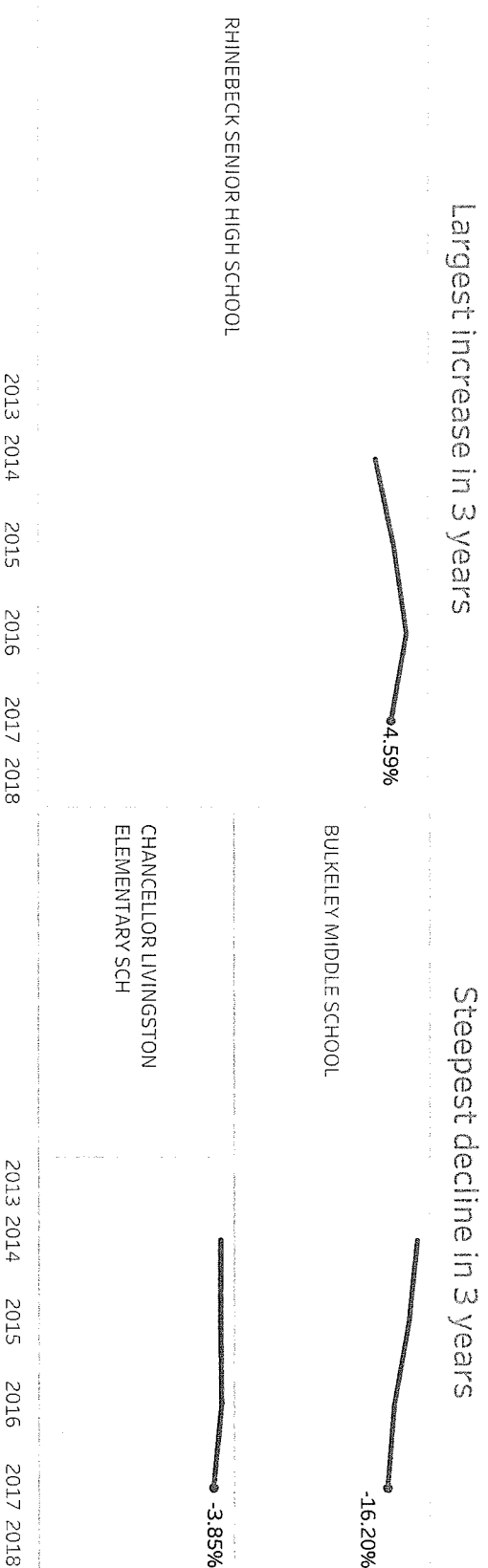
What could future kindergarten classes look like?

What schools have seen the largest changes in enrollment?

Data Notes

RHINEBECK CSD Enrollment Story

Even if overall district enrollment is stable, fluctuations between buildings can still present staffing challenges. Use the table below to identify which buildings have seen the largest increases and decreases over the last three years (2014 to 2017).



What has been the overall enrollment t..	What are the demographic trends?	How are certain subgroup enrollments changing?	Are there enrollment bubbles in certain grades?	What could future kindergarten classes look like?	What schools have seen the largest changes in enrollment?
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Data Notes

Data Notes

Enrollment data consists of fall student counts from the NYSED School Enrollment Data - <http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>

Annual live birth counts by the mother's home ZIP Code are obtained from the New York State, Department of Health. ZIP codes used for the district's birth counts represent all ZIP codes that are represented within the district boundaries, but portions of those codes may also be outside the district.

Live births are offset six years to compare to kindergarten enrollments for comparative purposes

For more detailed analytics of this data visit the 5Sight home page: <https://5share.com/5sight/home.html>

Finance Committee Meeting

April 5, 2018

Attendance: Joe Phelan, Steve Jenkins, Mark Fleischhauer, Elizabeth Raum, Tom Burnell

BOCES Building Project

BOCES wants to close their beta site which would eliminate their paying rent, located on Route 44 in Poughkeepsie, and construct/revamp a single site campus (you can find the proposal in the packet of our last board meeting). This is a \$40million dollar project.

Financing: there are two methods of financing and all depends on the individual 13 Boards.

1. If all 13 Board agree, we arrange for our own financing (potentially a better rate)
1. If only one Board disagrees, then financing is through the Dormitory Authority (DASNY)
2. This project is not available for state aid, so will require to go on to tax cap calculation
3. This project is subject to a public vote and the vote will take place in December
4. BOCES has not provided information regarding rental rates (is this a savings for us?)

Workers Compensation Reserve

Five years ago we had a \$10million deficit for funding our reserve, which was considered a unfunded liability. Today we are \$2million in the black, a result of five years putting money in and not a lot of injuries. We've righted ourselves so we'll take the additional money out of the reserve and put in our general fund balance.

Debt Service

Our debt service implementation scenario falls into two categories: either we put off the impact until 2020-21 budget (scenario #1) and get hit with a sudden and high rate or we slowly take on the impact and build the cost into our budget (scenario #2) over the next three years. The recommendation is to go for scenario #2, spreading the debt service over the next three years. The debt service is a part of the budget and it does increase our tax levy but not our tax rate

2018-2019 Budget Development

Tier 1 changes: took out library clerk and placed on the Tier 2 list; CLS typist \$14.5 overtime (no longer \$15); BIC Week expenses; not replacing typist. The only personnel changes on Tier 1 is not filling typist position and creating a hybrid operations/facilities position of cleaner/groundskeeper.

Tier 2 changes: added the library clerk, CLS assist principal 4 days, Director of Tech 4 days, RHS/BMS assist principal 4 days, RHS reduce summer guidance days to 5 days per councilor

Policy Committee Meeting

April 11, 2018

In attendance: Joe Phelan, Diane Lyons, Elizabeth Raum, Mark Fleischhauer (phone)

#4526 Use of computers by Staff and Staff: The committee reviewed the computer use policy as vetted by our attorney. The single underline is the legal council additions, the double underline is Steve Jensen additions. All staff and students will need to sign this updated version at the start of the 2018-2019 school year.

Social Media Policy: Steve Jensen has collected information from BOCES and other districts questioning whether it is advisable to have a social media policy or whether the acceptable use policy is sufficient. It is an open question and the need for a social media policy will be raised with the Communication cmte.

Policies reviewed:

6610 INVENTORY & CONTROL OF FIXED ASSETS: Tom Burnett to review

6620 WIRE TRANSFERS AND ONLINE BANKING: no changes

6630 DISASTER RECOVERY PLAN: no changes

6635 PASSWORD PROTECTION: Joe will verify with Steve Jensen and will double check the 90 day change your password requirement (yearly?)

6670 PETTY CASH/PETTY CASH ACCOUNTS: change title of School Business Official to Assistant Superintendent for Support Services

6700 PURCHASING: no changes

6740 PURCHASING PROCEDURES: change Business Admin title to Assistant Superintendent for Support Services, Joe will check with Tom regarding purchasing regulations

6800 PAYROLL PROCEDURES: change Business Administrator title to Assistant Superintendent for Support Services

6830 EXPENSE REIMBURSEMENT – STAFF: travel coach or economy, only with approval travel first class/business class; Delete #3 (phone call)

6830.1-R PAYROLL PROCEDURES: change Business official title to Assistant Superintendent for Support Services

6900 DISPOSAL OF DISTRICT PROPERTY: change school business administrator title to Assistant Superintendent for Support Services

6910 REPORTING AND INVESTIGATING ALLEGATIONS OF FRAUD: no changes

Action Items: Ask Tom about policy paying taxes not at school but to M&T Bank

Next Meeting: Thursday, May 24, 2018

Respectfully submitted: Elizabeth Raum

CURRICULUM COMMITTEE MINUTES

April 5, 2018

4.2.4

Attendance: Deirdre d'Albertis, Jaclyn Savolainen, Laura Schulkind, Joe Phelan, Marvin Kreps.

The group spent much of its meeting discussing implications of assigning middle school teachers to teach in the high school and high school teachers to teach in the middle school. Marvin was asked for his perspective on curriculum design across grades 6-12. He noted that it is not unusual broadly to differentiate elementary (K-6) from secondary (7-12) school approaches to teaching: RCSD has long embraced a middle school model as opposed to the junior high/senior high organization seen elsewhere. This approach to "the essential elements of the middle level of education" emerged decades ago to address education of students in grades 5-8 or 6-8. The idea is that middle school coincides with a transitional phase in student development requiring a "high touch" environment, modified advisory approach, and team organization for both students and teachers. Block scheduling was also common when the middle school idea was first implemented: we only see vestiges of that approach in events such as water days in BMS.

Marvin describes current thinking as more heterodox today. The educational reform movement as well as state and federal approach to standards-based learning have intensified the academic "press" around math and ELA, with less attention until very recently to the social/emotional needs of students (NYSED is only now asking schools to consider this as a measurable outcome). Pronounced focus on student achievement (via metrics such as state testing) has perhaps inevitably developed in tension with the older middle school model, forcing schools into traditional curriculum delivery as opposed to progressive experimentation. So too, economic constraints in public education have led small districts to consolidate services as they grapple with declining enrollments. A renewed focus on the secondary school model has been the result. Marvin observed that there is no clear evidence in support of either model (MS/HS v. JR/SR High) that suggests that student learning outcomes are superior in one or the other. At the same time, there is potential for schools to work together, integrate effort, and promote the notion of "one school" drawing on the best traditions of each. Laura mentioned a recent e-clip on the power of creating less traditional learning spaces through modular design and flex furniture deployment. Modular thinking is consistent with project-based learning. Members of the committee reminisced about Open Classrooms and other experiments of the 70s and 80s, many of which languished as "top down" initiatives developed without significant support of the teachers asked to work in these environments.

All of that being said, Marvin suggested that the HS might benefit from more of a MS "high touch" feel for we are indeed learning from the school climate survey that social and emotional needs are increasing for this age group (social media, school safety, high stakes testing all contribute to escalating rates of anxiety, for instance). This may be an opportunity for the district to draw on what is best in each school. Advisory groups, for instance, might play a role once more. Retaining high expectations while also providing more nurture for adolescents could be one positive result.

CDEP has a crucial and a central role in articulating the values at the heart of our curriculum and our school community. The work of the teachers, administrators, parents, and board members in articulating the CDEP plan must inform strategic planning over the next several years: all agree that CDEP language and concepts must be integrated 1) with budget planning and 2) with personnel decisions. Tom Burnell could become more involved with the CDEP team to see that resource allocation and staffing decisions are informed by this blueprint for success. It is tempting to over-simplify or to discount processes that remain behind the scenes for those not directly involved: we want to make CDEP much more visible to members of our community as we enter into Year 2 of Long Range Planning. So too, we want to form a Citizens Advisory Committee to discuss CDEP as the basis for our efforts moving forward. Coordinating CDEP with data from Forecast Five will allow us to do a better job of telling Rhinebeck CSD's story—something we really must do effectively moving forward.

Deirdre shared information she has been gathering about the budgeting process at "peer aspirant" school districts such as Blind Brook/Rye Union (<https://www.blindbrook.org/cms/lib/NY01913277/Centricity/Domain/64/2018%202019%20Supts%20Budget%20Presentation%202%2012%2018.pdf>). Marvin shared the story of Carmel's current budgeting challenges (responding to an initial 4 million dollar shortfall: http://www.carmelschools.org/budget_audits). What we

need to communicate clearly is that the tax levy cap is making it increasingly difficult year after year to close the gap between revenues and expenditures for all NYS public schools. Ultimately, this is not a sustainable financial model and it will surely drive smaller school districts to lose their autonomy/identity either through consolidation with neighboring districts or the creation of large county-level schools.

Respectfully submitted,
Deirdre d'Albertis

**Board of Cooperative Educational Services
of the Sole Supervisory District of the
County of Dutchess**

BALLOT – BOARD OF ELECTION 2018

There are **three** vacancies on the Board of Cooperative Educational Services to be filled at the annual election to be held on April 24, 2018. The Trustees or Board of Education of each component school district, by resolution, may cast **one vote for each vacancy** to be filled **and only one vote for each candidate**. **A maximum of three (3) votes may be cast in this election.** No more than one person residing in a particular component school district may be elected to serve on the Board of Cooperative Educational Services at one time, except as provided in Education Law § 1950 (2-a).

The District Clerk, or other officer authorized to certify that a board resolution has been adopted, shall complete the ballot by placing an “X” next to the name of the candidate for whom a vote has been cast, and by completing the certification below. Candidates are listed in alphabetical order, with their school district of residence and home address:

*Since only one Board Member can represent Webutuck, your School Board must choose either Dale Culver or Rick Keller-Coffey for that seat.

<input type="checkbox"/>	Dale Culver*
District of Residence: Webutuck	
Home Address: PO Box 71 Amenia, NY 12501	

<input type="checkbox"/>	Rick Keller-Coffey*
District of Residence: Webutuck	
Home Address: 131 Schoolhouse Road Millbrook, NY 12546	

<input type="checkbox"/>	Edward McCormick
District of Residence: Arlington	
Home Address: 106 King Drive Poughkeepsie, NY 12603	

<input type="checkbox"/>	Robert Rubin
District of Residence: Wappingers	
Home Address: 1 Drum Court Poughkeepsie, NY 12603	

CERTIFICATION

I, Whitney Druker, District Clerk of the Rhinebeck Central School District, do hereby certify that at a public meeting held on April 24, 2018, the Board of Education of the Rhinebeck Central School District adopted a resolution casting its vote(s) in the annual election of members of the Board of Cooperative Educational Services for the person(s) indicated on the above ballot.

Date: _____

Signature

4.3

**Board of Cooperative Educational Services
of the Sole Supervisory District of the
County of Dutchess**

BALLOT

**VOTE ON THE ADMINISTRATIVE BUDGET
2018-2019**

The Trustees or Board of Education of each component school district, by resolution, may cast one vote to approve or disapprove the Board of Cooperative Educational Services Administrative Budget in the amount of \$4,565,785. The District Clerk, or other officer authorized to certify that a board resolution has been adopted, shall complete the ballot by placing an "X" next to the approval or disapproval indicating how the vote has been cast, and by completing the certification below.

APPROVE

BOCES Administrative Budget

☐

DISAPPROVE

BOCES Administrative Budget

☐

CERTIFICATION

I, Whitney Druker, District Clerk of the Rhinebeck Central School District, do hereby certify that at a public meeting held on April 24, 2018, the Board of Education of the Rhinebeck Central School District adopted a resolution casting its vote on the Board of Cooperative Educational Services Administrative Budget indicated on the ballot above.

Date: _____

Signature