

4.4.1

Facilities Committee Meeting Minutes

May 8, 2018

Attendees: Tom Burnell, Deirdre D'Albertis, Mark Fleischhauer, Jaclyn Savolainen, Joe Phelan, Sheldon Tieder

Capital Project Update

The Facilities Committee discussed the fact that our capital project is still under review by SED and the impact of that delay on our construction timeline. Since our last meeting, we withdrew the project from the "expedited" third party review process (that would have cost extra) because we were at the same spot in both queues. Due to the fact that we still have not received approval for our project, we can only plan on doing summer work on elements that involve state contracts, namely, the work on access control and the phone system. We don't have enough time to go through the bid process for other work to be done this summer (plus we expect the vast majority of contractors are already booked for the summer and we are very concerned that costs would be extremely high for any contractors who are willing to bid on such short notice).

After the project is approved by SED, four bids will go out in the Fall: HVAC, site work, electrical, and general contracting. The bulk of the work will take place in Summer 2019-20 and Summer 2020-21.

A representative from Lime Energy Services had contacted the District about the possibility of an LED lighting project with funding from an EPC (Energy Performance Contract) with Central Hudson. We're not sure how much energy savings we would be able to get in such an upgrade (which factors into how much funding we could get) and how/when/whether we could tie the payment into the capital project. Sheldon and Tom will look into this with our construction and design professionals.

Tom explained that we can't set up a bond at this time in anticipation of interest rates going up because we are not allowed to set up a bond until 50% of the work is done. We already have short term BANs (Bond Anticipation Notes) and are able to invest that money in the NYLAF (New York Liquid Asset Fund) investment pool up until when we need it. NYLAF has a guaranteed rate of return of about 1.5% (compared to the 2.5% interest cost on the BAN) and money can be pulled out with a day's notice.

Regular summer facilities work:

Plans are under way for field fertilization, pavement patching, railings, and hardware/screens on windows.

The short-term plan for the potholes at the base of the driveway on North Park is to patch through the end of the year and then get outside contractors to cut out a piece and re-pave. Sheldon said it has been very challenging to do this work because of weather, timing, and the fact that both sides of the driveway are damaged, but his crew is doing their best. The long-term fix will be the repaving that happens in the capital project. The metal plate in front of CLS is the responsibility of the Village of Rhinebeck and will be fixed by the Village when school is out.

Trees

The tree commission planted four trees at CLS in anticipation of having to take some trees down for safety reasons in the future.

The trees in the HS courtyard will have to be removed soon because if they get big and develop problems, there wouldn't be a way to get them out of the courtyard, since the only access routes are through school hallways.

Next meeting: May 31, 2018

Respectfully submitted: Jaclyn Savolainen

4.4.2

Communications Committee Meeting Minutes

May 9, 2018

Attendees: Liz Raum, Jaclyn Savolainen, Laura Schulkind, Joe Phelan, Steve Jensen

Invited Guests: Susan St. Clair, Victor Britton

Talk to Your Teachers

Susan and Victor joined the committee to discuss appropriate communication strategies between parents and teachers due in large part to the proliferation of negative commentary on social media of late. Board Policy is very specific about how best to resolve issues with staff (<http://www.rhinebeckcsd.org/policyview.php?PolicyID=28>), but it seems that social media is becoming the go-to place for airing parental frustrations with particular issues in the classroom or in the District more generally.

The group recounted the “Talk To Your Teacher” campaign from a number of years ago. Susan and Victor seemed to recall that it helped communications between staff and parents. While the District has no oversight of Facebook postings, and school law is very clear about prohibiting the defense of staff using District resources, we would like to encourage modeling appropriate communication not just between children but between adults as well. The committee explained that the upcoming District Facebook page will be well controlled, and comments from parents will be vetted prior to going public so as to eliminate the possibility of defamation.

We would like to be as proactive as possible in encouraging better communications in all facets of the District. Unfortunately, certain parents feel uncomfortable meeting with teachers directly. In addition, many times, students beg their parents not to “make a big deal,” so it becomes increasingly difficult to address any concerns or misunderstandings when they occur. We brainstormed different approaches including having friends or counselors join a reticent parent to act as a sort of parent advocate. It may also be appropriate to speak with a Guidance Counselor when parents are unsure.

It is clear to all that, given our focus on wellness, we need to model civility and respect for one another in our community. It has been the practice of Board Members to alert Joe to any posts that highlight a problem. Joe then informs the appropriate Principal to share out with the affected teacher.

Perhaps it is time to “re-boot” the Talk with your Teacher Campaign. Board Members should make a point of inviting parents to reach out to teachers during their Open House welcome. Susan and Victor will encourage teachers to be clear in their classrooms about promoting discourse. There may be benefit to attempt “tracking” social media posts regarding the schools and teachers to get a sense of positive and negative mentions.

RCSD Facebook Page

Steve and Joe have been testing the Hootsuite migration of Twitter posts to the District Facebook page, and all seem to be working well. A universal image should be chosen for the home page. Populating the page with website News stories will require some programming on our website which will likely happen over the summer. In the meantime, “double posting” will occur for now. We discussed having a “soft launch” in the spring to continue to work out any bugs and incorporate any feedback. Our goal is to have the page fully launched at the end of the summer ahead of the Fall sports season start. Now that the revised Acceptable Use Policy has been approved, all teachers and students will be asked to review and sign. Steve is going to look into linking Artsonia as well as video from our various YouTube channels to FB. This is also an excellent way to promote events at the school and potentially increase the use of the school auditorium.

District Brochure

Claudia Cooley from the Chamber got back to Joe with feedback from local Realtors who think that Rhinebeck “sells itself,” and parents will come armed with internet research regarding school offerings. The committee agreed that it’s still worth presenting ourselves positively and will move ahead with design and finalizing copy. Jaclyn and Laura will work together to mock-up the layout. Steve Jensen, with his in-Design training, will be able to create the file.

District Calendar

Steve shared his ideas about re-designing portions of the District calendar. The proposed changes seemed great.

Next meeting: June 14, 2018

Respectfully submitted by Laura Schulkind

4.4.3

Curriculum Committee Minutes May 14, 2018

Attendees: Deirdre D'Albertis, Marvin Kreps, Joe Phelan, Jaclyn Savolainen, Laura Schulkind

Invited guests: Edwin Davenport, Sarah Wheeler

Course Proposals for English 9 & 10 Honors Seminar

A few years ago, there was a proposal to replace 9/10 Honors English with an Honors Seminar, but with other things going on, that proposal was put on hold. Before that, the District eliminated Modified English classes in the interest of heterogeneous grouping in those classes. Recently, the school replaced 11 Honors with an additional AP course offering, and the English Department has observed positive results from that change. Dr. Davenport stated that research shows heterogeneous groupings advance all students.

To summarize, the proposal in the Board packets involves enrolling all 9th and 10th grade students in Regents English, with an option to take an advanced, writing-intensive enrichment seminar for .25 credit and the possibility of an Honors distinction. Small groups of students could meet 1x per ABCD class schedule cycle. The scheduling would be similar to AIS classes, but details will need to be worked out. This seminar would be open to any student wishing to take it for opportunities for more reading, more writing, more discussion. The curriculum of the seminar would be vertically aligned to AP English classes. No additional staffing would be needed, and no electives would need to be cancelled to achieve this.

Joe suggested that this might be rolled out as a pilot to see how well it works. Marvin talked about whether we could build in assessment criteria from the start. We would also want to get feedback from next year's 10th graders who participated in 9 Honors and therefore have a basis for comparison.

Some of the concerns discussed include the question of whether this would add heavy reading for students taking a course once every 4 days, whether this model would present an improvement for high achieving learners, and whether students would be willing to take on the extra work for .25 credit. Also, staffing levels need to be kept in mind as the smaller class sizes reach the high school. More concerns were shared by email after the meeting and will be addressed in a response by the English department.

The committee discussed whether this change would require Board approval or just notification. We already offer 9/10 Honors English but with a different schedule, and we already use much of the curriculum. Is this a major change or a minor change? It appears that it does not require approval, but there is an opportunity for Board questions. Any summer curriculum work would need approval.

If scheduling doesn't allow the rollout of this proposal for the coming school year, we could try it earlier next year and have time to engage the students and help them understand what it means.

Music

Dr. Davenport provided the preliminary numbers of students who have been placed in band, chorus, the women's chorus and men's ensemble.

The committee also started a discussion about reviewing the music program.

Next meeting: June 6, 2018

Respectfully submitted: Jaclyn Savolainen

2018-2019 Course Proposals:

English 9 Honors Seminar, .25 credits

English 10 Honors Seminar, .25 credits

In an effort to maximize students' opportunities to challenge themselves academically, we propose a pilot reconfiguration of our Honors English courses at the 9th and 10th grade level. The recent changes at the 11th grade level, which included the replacement of 11 Honors with an additional AP course, have allowed us to offer differentiated instruction to more heterogeneous groupings of students. The positive results we have observed have inspired us to propose the following changes in earlier grades: we wish to discontinue English 9 Honors and English 10 Honors, instead piloting an option to take a seminar for an "honors" distinction on their transcripts.

Beginning in the academic year 2018-2019, students in English 9 or 10 Regents may enroll in an advanced, writing-intensive enrichment seminar aligned with their grade level Regents course for .25 credit and the possibility of an honors distinction. Our department hopes to confer with guidance counselors and administrators to determine the specifics of the scheduling and grading for this new course. That said, some thoughts include: Students must maintain an 80 average or above in the course for all four quarters to receive this distinction at the end of the year; alternatively, the course could be graded Pass/Fail. Small groups of students could meet 1x per ABCD cycle.

Student-led discussions of both fiction and nonfiction texts will provide enrichment to the Regents curriculum at each grade level. Independent reading, journaling, and research projects will help students develop the advanced composition and documentation skills they will need as they prepare for upper-level coursework, especially the coursework in AP English Language and Literature courses. Vertical alignment with both AP courses will be part of our development of the course in a Summer Curriculum Project.

Course Structure:

- Socratic Seminar
- Teacher Conferences
- Writer's Workshop with Peer Evaluations
- Self Evaluations/Reflections
- Portfolio Assessment
- Grade Contract?

Vertical alignment with AP courses

- poetry study
- advanced composition and syntax
- rhetorical analysis of essays, NYT editorials, etc.

1 research paper per quarter

- Argument Types (*A Little Argument*: definition, causal, evaluation, rebuttal, etc.)
- Based on reading(s) of contemporaneous text or author (to enrich or extend Regents level coursework) or related interdisciplinary topic
- Annotated Bibliography (academic database articles and other reliable sources)

- Oral presentation of findings
- Full Process (pre-writing, outlining, drafting, editing stages collected along with peer and self-evaluation)

Submission to student publications

- Literary Magazine
- School Newspaper

Here are working title lists for the courses:

English 9 Honor Seminar	English 10 Honors Seminar
Greek Drama <i>(Oedipus by Sophocles, Oresteia by Euripedes)</i>	Shakespeare Tragedy or History Machiavelli's <i>The Prince</i>
Shakespeare Comedy	Fiction <i>Dracula</i> <i>Jane Eyre</i> <i>Pride and Prejudice</i> <i>Tale of Two Cities</i> <i>Strange Case of Dr. Jekyll and Mr. Hyde</i> <i>Brave New World</i> <i>The Time Machine</i> <i>Candide</i>
Non-Fiction <i>Hidden Figures</i> <i>The Immortal Life of Henrietta Lacks</i> <i>The Tipping Point (or Blink)</i> <i>I Am Malala</i> <i>We Should All Be Feminists</i>	Nonfiction <i>Frankenstein's Cat</i> <i>The Man Who Mistook His Wife for a Hat</i>
Dystopian <i>Fahrenheit 451</i> <i>The Book Thief</i> <i>Orwell (1984 or Animal Farm ?)</i> <i>The Handmaid's Tale (??)</i> "Harrison Bergeron"	World Literature <i>Things Fall Apart</i> <i>The Purple Hibiscus</i> <i>Life of Pi</i> Short Stories Anthology: Ha Jin, Jamaica Kinkaid, Amy Tan, N. Scott Momaday, Gabriel Garcia Marquez, Jorge Luis Borges, Derek Walcott....
Graphic Novels <i>March</i> <i>To Kill a Mockingbird</i>	

4.4.4

Long Range Planning Committee Meeting
May 15, 2018

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

Citizens Advisory Committee

Joe shared the latest list of community members interested in participating on the Citizens Advisory Committee. To date, there are 17 names (18 as of 5/16) - community members, parents with young children, older children and a teacher from each school. We are grateful for the support we're receiving from these individuals. We will propose 3 evening dates with the option to add a fourth as the work progresses.

The first meeting will be about understanding "why we're here." In order to facilitate conversation we will send out links to the District CDEP Plan as well as links to the LRP Minutes for the year and data from the NYSED School Report Cards. We will encourage members to read through these documents prior to our first meeting and come armed with questions. Based on those, the committee will work to gather further information for the participants.

It is important to impress upon the group that our goal is to think creatively about providing an excellent education for our students in the tax cap era. How should we best allocate resources? We will spend a bit of time explaining the cap and where our money comes from and show comparisons of our county schools, including Red Hook so that members understand the vast differences in each school's funding.

What of the questions of declining enrollment and finance? We will likely raise big ideas so as to get a sense of community values. Consolidation? Changing school configuration? Shared services? Jr/Sr High School? Any of these ideas will require in-depth analysis so it is critical to have the understanding and advice of this committee.

We understand that each member will come with some pre-conceived ideas about "what should be done." In order to insure that the conversation is productive, Joe will look into engaging a Facilitator for the discussions as we had with our capital plan advisory committee.

Given where we are in the school year, it is unlikely we'll be able to engage a Facilitator before June. Once we meet with that person, we will poll the committee with 5 dates over the summer to try to reach critical mass of participation. There is the potential for meetings to extend into the Fall. Regardless of the Facilitator, we would like to host the first meeting before the end of the school year.

Next meetings:

May 30

June 8

Respectfully submitted by Laura Schulkind

4.4.5

Personnel Committee Minutes

May 17, 2018

Attendees: Diane Lyons, Laura Schulkind, Steve Jenkins, Joe Phelan, Tom Burnell

The committee discussed the contract negotiations with the three bargaining units. We discussed the consistency of the district's positions across all three units.

Next meeting is May 21

Respectfully submitted by Steve Jenkins

Dutchess BOCES

SAFETY AND RISK

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Environmental Hygiene Report

Submitted to: Sheldon Tieder
Director of Facilities
Rhinebeck Central School District
Prepared by: Brian Colandrea

Location(s)	District Wide Fire Safety Inspection
Project No.	037-1718
Site Visit(s)	May 2, 2018
Report Date	May 17, 2018
Investigator(s)	Brian Colandrea

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

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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 inspection each year during the period specified by the Commissioner of Education for each zone (the schools in Dutchess County are in the Mid Hudson Region). On May 2, 2018 we inspected the facilities of the Rhinebeck Central School District (CSD). A summary of the non-conformances noted during these inspections can be found in the Appendix. The information from the fire inspection must then be submitted through the NYSED Business Portal by a designated school employee. None of the buildings of the Rhinebeck CSD had non conformances of sufficient number and/or gravity as to require a re-inspection.

Project Scope

Perform a fire safety inspection of the facilities of the Rhinebeck CSD that carry a certificate of occupancy issued by the New York State Education Department. Prepare a summary report of the non-conformances found during these inspections for the Rhinebeck CSD.

Materials & Methods

Each inspection was performed by a NYS certified code enforcement officer (registry #1003-7229B) accompanied by an agency representative. These inspections were performed using the requirements of the Commissioner of Education Regulations 155.7 and the Fire Code and Property Maintenance Code of New York State.

Discussion

According to the Federal Emergency Management District (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

On May 2, 2018 we inspected the facilities of the Rhinebeck CSD for fire safety. The summary for each facility can be found in the Appendix. None of the buildings of the Rhinebeck CSD had non conformances of sufficient number and/or gravity as to require a re-inspection. The information from the fire inspection must then be submitted through the NYSED Business Portal by a designated school employee after April 17th 2018. Once this has been certified by the Superintendent of Schools the district can print its 2018-19 certificates of occupancy. This must all be done by June 1, 2018.

Appendix

Fire Inspection Summary

2018 Fire Safety Inspection Summary for Rhinebeck Central School District

Rhinebeck High School ID # 131801040002

Location	Description	Code Violation	Severity
Room 105	Multi plug adapter plugged into another multi plug adapter	12E-1	Minor
Room 144	Multi plug adapter plugged into extension cord	12E-1	Minor
Room 137	Multi plug adapter plugged into another multi plug adapter	12E-1	Minor
Attendance Office	Multi plug adapter plugged into another multi plug adapter	12E-1	Minor
Admin. Office	Open junction box	12K-1	Minor
Total		5	

This building does not require a re-inspection

Storage Garage @ HS ID # 131801040004

Location	Description	Code Violation	Severity
	No violations noted		
Total			

This building does not require a re-inspection

Chancellor Livingston Elementary ID # 131801040004

Location	Description	Code Violation	Severity
Room 101	Rescue window obstructed	2E-2	Major
Multiple	Decorative lights in use in Rooms 103 and 213	12E-1	Minor
Room 113B	Illegal space heater in use (no tip over control)	12E-1	Minor
2 nd Floor Storage Room	Electrical panel needs a blank	12E-1	Minor
Multiple	Fire door chocked open in Rooms 155 and 158	14C-2	Major
Room 158	Illegal adapter in use	12I-1	Minor
Total		8	

This building does not require a re-inspection

2018 Fire Safety Inspection Summary for Rhinebeck Central School District

