

4.2.1

**FACILITIES COMMITTEE MINUTES**  
**JUNE 10, 2015**

Attendance: Deirdre d'Albertis, Mark Fleischhauer, Lisa Rosenthal, Sheldon Tieder, Tom Burnell, Joe Phelan.

Tom updated members of the committee on preparations for the upcoming **Building Condition Survey**: Tetra Tech has been engaged to visit our campuses and complete the BCS in July. The survey will cost .09 per square foot. There may be additional costs for a roof scan; Sheldon and Tom confirmed that this additional expense is aidable. The contract is defined as a service and the cost will fall below the designated 20K threshold. For this reason, the board is being informed of (rather than being asked to approve) the expense.

Sheldon outlined **summer projects**. He is waiting for the green light on the BMS Tech Lab project. Sheldon would work closely with Steve Jensen in developing the plan for this space. The district will need to replace a 2007 BMS/RHS water heater that has reached the end of its useful life. Some boiler work may be needed. The group talked about the state of asbestos tile flooring in the buildings. Perhaps there could be funds available in the capital fund (approx. 100K remaining) to address this last ongoing maintenance concern, but there are clear restrictions on the circumstances under which these monies might be accessed.

Looking forward, the group discussed a revised draft timeline prepared by the firm of Bernard Donegan for a **potential referendum**. *IF we wish to pursue this rather brisk timeline—with a goal of scheduling the vote for **October 2016**—the full board will need to commit soon to the endeavor.* It would only be appropriate to identify such a capital project as one of the board's goals for 2015-16. This would be a much smaller project (3-4 million) than the one completed in RCSD ten years ago. The goal would be to maintain our current facilities, not expand them. At the same time, the process would be similar in many ways to the one that unfolded around the previous referendum. Plenty of time and input from community stakeholders is crucial to building support for capital projects. Completing the BCS is an important first step; then Sheldon, Tom, and Joe will enter into a fact-finding phase informally with consultants prior to more concrete discussions beginning in the fall. Ideally, an architect should be identified by late fall or winter of this year.

Tom shared updated information about the estimated local share of existing and future building debt (see attached).

Members of the committee are open to meeting again in July/August to maintain momentum going forward. Joe passed along a NYSSBA article on composting shared by fellow board member Laura Schulkind.

**Agenda for next meeting:**

BCS update and Project Manager consultation.

Respectfully submitted,

Deirdre d'Albertis

# RHINEBECK CENTRAL SCHOOL DISTRICT

**DRAFT**

## PROPOSED CAPITAL PROJECT TIMETABLE FOR OCTOBER 2016 VOTER REFERENDUM

Purpose/Building: \_\_\_\_\_

TARGET DATE	RESPONSIBLE PARTIES	ACTIONS	Date: 05/01/15
Summer, 2016	Board of Ed. Supt.	1. Board decision: a) Select architectural firm. b) Define Scope of Project for each building. c) Voter Referendum timing.	
Summer, 2016	Architect	2. a) Prepare a construction cost estimate for each project number broken down between alteration/reconstruction and addition. Cost estimates need to be defined for both construction and site work (Incidental Cost Allowances). b) Provide Building Aid Unit (B.A.U's) estimates for each building addition. c) Provide a preliminary month-by-month cash flow for each construction phase.	
Summer, 2016	Supt. Architect	3. If new Educational space, then submit a Comprehensive <b>FACILITIES NEEDS ASSESSMENT SUMMARY</b> as part of the documentation in order to receive approval of a capital project and receive <b>NEW RATED CAPACITY</b> .	
Summer, 2016	Supt. Architect Bond Counsel	4. <b>SET UP AND EXECUTE SEQRA (State Environmental Quality Review Act) PROCESS</b> – Architect and Superintendent to set up timing and action details with School's Bond Counsel. The Architect will be responsible to provide a written recommendation; including any forms or studies conducted, as to the type of SEQRA process to be utilized by the Board of Education in its determination. <b>THIS MUST BE COMPLETED PRIOR TO THE ADOPTION OF THE WORDING OF THE PROPOSITION CALLING FOR SPECIAL ELECTION TO VOTE ON THE CAPITAL PROJECT.</b>	

**RHINEBECK CENTRAL SCHOOL DISTRICT**

**DRAFT**

**PROPOSED CAPITAL PROJECT TIMETABLE  
FOR OCTOBER 2016 VOTER REFERENDUM**

Purpose/Building: \_\_\_\_\_

TARGET DATE	RESPONSIBLE PARTIES	ACTIONS	Date: 05/01/15
Summer, 2016	Supt. BPD, Inc. Architect	5. Discussion of possible <b>revenue sources</b> to help offset the District's local share. <ul style="list-style-type: none"> <li>• Capital Reserve or Repair Reserve</li> <li>• Cash contribution</li> <li>• Energy savings</li> <li>• Grants</li> <li>• Insurance proceeds</li> <li>• Debt Service Fund</li> <li>• Decline in existing local share</li> <li>• _____</li> </ul>	
Summer, 2016	Supt. BPD, Inc.	6. Initial contact of Bond Counsel.	
Summer, 2016	District Business Office	7. School District to provide variable information to BPD, Inc. for completion of Tax Rate Impact Report and Debt Service Planning.	
Summer, 2016	BPD, Inc.	8. Prepare a <b>Building Aid Delay</b> Graphical Timeline.	
July 2016	Supt. <b>SEA</b>	9. Forward certified copies of the <b>SEQRA DETERMINATION</b> to Bond Counsel with a photocopy to BPD, Inc.	
July 2016	Supt. BPD, Inc.	10. Meeting to review draft of the Tax Rate Impact Report (TRIR).	
08/09/16	BPD, Inc.	11. Request Bond Counsel to draft the Proceeding Calling for a Special Election to Vote on a Capital Project.  <b><u>SEQRA DETERMINATION MAY BE LEGALLY REQUIRED BEFORE CALLING FOR A VOTER REFERENDUM:</u></b> CAUTION: If the SEQRA findings have not been determined, then the voting timetable needs to be discussed with the District with Bond Counsel prior to proceeding.	

**RHINEBECK CENTRAL SCHOOL DISTRICT**

**DRAFT**

**PROPOSED CAPITAL PROJECT TIMETABLE  
FOR OCTOBER 2016 VOTER REFERENDUM**

Purpose/Building: \_\_\_\_\_

TARGET DATE	RESPONSIBLE PARTIES	ACTIONS	Date: 05/01/15
08/18/16	Supt.	12. Distribute the agenda for the next Board of Education meeting.	
08/23/16	Board of Ed. Supt. <del>Clerk</del>	13. At a <b>BOARD MEETING</b> : a) Adopt SEQRA Resolution b) Call for Special Election. c) Adopt the wording of the proposition(s). d) Board Resolutions approving contracts for: (i) Architect (ii) Bond Counsel (iii) Financial Consultant	
<del>08/24/16</del>	<del>Clerk</del>	14. a) Mail certified copies of 13a, b, c, and d(ii) to Bond Counsel b) Mail copies of 13a, b, c, and d(iii) to BPD, Inc.	
N/A	Supt. Architect	15. If necessary, send a letter or file Application for Apportionment of Building Aid to your Facilities Planning Project Manager. <i>School Districts which have been targeted for reorganization may be denied aid without the Certificate of Apportionment.</i>	

**RHINEBECK CENTRAL SCHOOL DISTRICT**

**DRAFT**

**PROPOSED CAPITAL PROJECT TIMETABLE  
FOR OCTOBER 2016 VOTER REFERENDUM**

Purpose/Building: \_\_\_\_\_

TARGET DATE	RESPONSIBLE PARTIES	ACTIONS	Date: 05/01/15
08/25/16	Clerk	<p>16. Submit the text of the Legal Notice calling for a Special Election Voter Referendum to 2 (two) newspapers having general circulation within the District. <b>First publication of four Legal Notices of Special Election must be not more than 49 nor less than 45 days prior to the Referendum date.</b></p> <p><b>THE CLERK SHOULD DOUBLE CHECK EACH NEWSPAPER FOR EACH PUBLICATION.</b></p> <p>Daily Newspapers: Daily Freeman Poughkeepsie Journal</p> <p>a) 1st publication date: 09/01/16 b) 2nd publication date: 09/12/16 c) 3rd publication date: 09/21/16 d) 4th publication date: 10/04/16</p> <p><b>CAUTION:</b> Publication should be 2 weeks prior to vote date to allow any republication, if necessary.</p>	
Sept, 2016	District	17. Send Capital Project Newsletter to District residents. (Optional)	
Sept, 2016	Board of Ed. Supt. Architect BPD, Inc.	<p>18. <b>Public Information Meeting (Optional)</b></p> <p>a) Location: _____ b) Time: _____</p>	
Oct, 2016	Board of Ed. Supt. Architect BPD, Inc.	<p>19. <b>Public Information Meeting (Optional)</b></p> <p>a) Location: _____ b) Time: _____</p>	
10/05/16	Clerk	20. Send newspapers' Affidavits of Publication calling for the voter referendum to Bond Counsel ( <b>certified copies</b> ) and BPD, Inc.	

# RHINEBECK CENTRAL SCHOOL DISTRICT

**DRAFT**

## PROPOSED CAPITAL PROJECT TIMETABLE FOR OCTOBER 2016 VOTER REFERENDUM

Purpose/Building: \_\_\_\_\_

TARGET DATE	RESPONSIBLE PARTIES	ACTIONS	Date: 05/01/15
10/18/16	Clerk	21. VOTER REFERENDUM a) Polling Hours: _____ b) Location: _____ c) Type of Ballot: _____ d) Voter Reg. (Y/N): _____ e) Absentee Ballots: Yes _____	
10/19/16	Supt. Architect	22. If a positive vote, send <del>FILE OF INTENT FORMS</del> <a href="http://www.emsc.nysed.gov/facplan/forms/letter_of_intent_forms.html">http://www.emsc.nysed.gov/facplan/forms/letter_of_intent_forms.html</a> to Facilities Planning requesting assignment of: a) SED Project Manager b) Facilities Planning Project Number(s)	
10/19/16	Supt. Clerk BPD, Inc.	23. If a positive vote, coordinate returning Voter Referendum documentation to Bond Counsel (certified copies) and BPD, Inc.	
10/27/16	Bond Counsel	24. Prepare and transmit Bond Resolution and Notice of Estoppel to School District for inclusion in Board of Education Agenda packet.	
11/03/16	Supt.	25. Board Agenda packet sent to School Board Members.	
11/08/16	Board of Ed.	26. Board meeting to adopt Bond Resolution (MUST BE ADOPTED BY AT LEAST A 2/3 VOTE of the voting strength of the Finance Board except 1) where a Bond Resolution is subject to mandatory referendum before it becomes effective or 2) where a Bond Resolution provides that it shall be submitted to a referendum - a 3/5ths vote is sufficient LFL § 33)	
11/09/16	Clerk	27. Deliver text of the Notice of Estoppel to official newspaper(s).	
11/09/16	Clerk	28. Mail adopted Bond Resolution to Bond Counsel (certified copies) and with a photocopy to BPD, Inc.	

**RHINEBECK CENTRAL SCHOOL DISTRICT**

**DRAFT**

**PROPOSED CAPITAL PROJECT TIMETABLE  
FOR OCTOBER 2016 VOTER REFERENDUM**

Purpose/Building: \_\_\_\_\_

TARGET DATE	RESPONSIBLE PARTIES	ACTIONS	Date: 05/01/15
11/16/16	Clerk Newspaper	29. Publication of legal "Notice of Estoppel" in official newspaper(s). <b>CLERK TO VERIFY PUBLICATION.</b>	
12/07/16	Calendar	30. Notice of Estoppel publication period expires. <b>(21st DAY AFTER DATE OF PUBLICATION.)</b>	
12/08/16	Clerk	31. Mail Affidavit of Publication of Notice of Estoppel to Bond Counsel ( <b>certified copies</b> ) and BPD, Inc.	
TBD	BPD, Inc.	32. Request letter to Architect requesting cash flow and eligible SED project costs.	
TBD	Architect Pres. of Bd. Supt.	33. Submit documents to Facilities Planning (FP). <a href="http://www.p12.nysed.gov/facplan/SubInfo.htm">http://www.p12.nysed.gov/facplan/SubInfo.htm</a> (Final Submission Forms Workbook)  (for each project over \$10,000) for each project number  a) FORM FP-SP - <b>FOR EACH PROJECT</b> <b>FORM</b>  b) FORM FP-F - <b>FOR EACH PROJECT</b> <b>FORMS AND SUBMITTALS</b>	

**REGULAR BOARD MEETING DATES: 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays**



Board of Education  
School District Clerk  
NYS Building Aid Forms

**ACTION REQUIRED**

TBD = To Be Determined

**RHINEBECK CENTRAL SCHOOL DISTRICT**

**DRAFT**

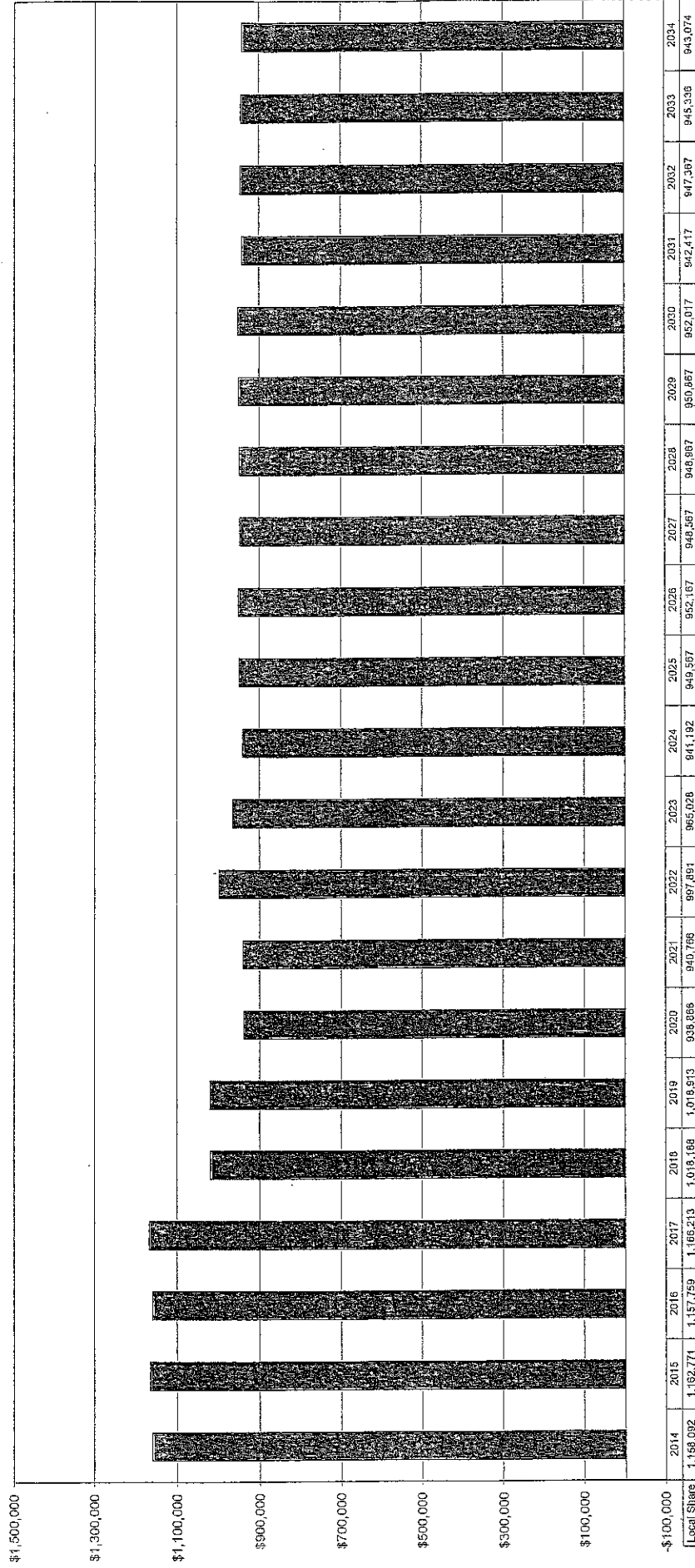
**PROPOSED CAPITAL PROJECT TIMETABLE  
FOR OCTOBER 2016 VOTER REFERENDUM**

Purpose/Building: \_\_\_\_\_

TARGET DATE	RESPONSIBLE PARTIES	ACTIONS	Date: 05/01/15
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# Rhinebeck Central School District

## ESTIMATED LOCAL SHARE OF EXISTING AND FUTURE BUILDING DEBT

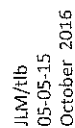


Fiscal Year Ending June 30

dlm  
Updated: 5/5/2015  
Printed: 5/5/2015

Bernard P. Donegan, Inc.

Local Share - CHART  
DSB 2014-15-RhinebeckCSD - 2



*'A rind is a terrible thing to waste'*

# To reduce waste and fuel science lessons, more schools build compost piles

By Cathy Woodruff  
SENIOR WRITER

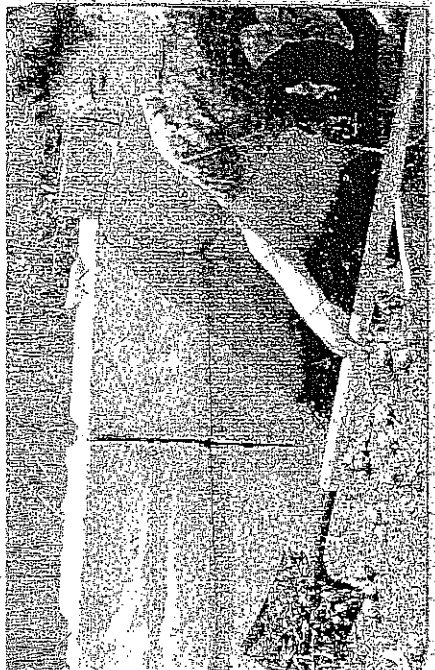
Before heading home each day, a small crew of North Country high school students pulls a cart loaded with lunch scraps a few-dozen yards out to a set of concrete bins behind the school.

The students, from the Colton-Pierrepont school district, record the weight and volume of the day's left-over fruit pits and peels, bread crusts, salad greens, vegetables and more before dumping it all into one of the bins. Most days, the take is about 15 lbs. — more if whole apples were on the menu.

Before shoveling on a covering layer of wood chips, the students churn the mixture a bit. To be sure the material underneath remains warm enough for the unseen micro-organisms to keep working, they spear the pile with a thermometer and note the temperature.

Colton-Pierrepont is among a growing number of New York school districts, large and small, that are composting organic material to reduce the volume of waste sent to landfills. Composting initiatives fuel countless science lessons and, teachers say, promote environmental stewardship and sustainability.

A recent tally by the Cornell Waste Management Institute (informal motto: "Compost...because a rind is



Colton-Pierrepont High School freshman and environmental intern Cooper Regan covers school lunch compost with wood chips to help the decomposition process and discourage wildlife from visiting the site.  
Photo courtesy of Colton-Pierrepont School District

cost now is about \$7,200, he said.

"The largest cost of it all is the food service tray," Watkins said. Marcellus buys compostable trays, made of recycled material, that cost about 9 cents each instead of Styrofoam trays, which used to cost the district about 3 cents each, he said.

When quantifying the reduction in waste at Marcellus since composting began, Watkins runs through numbers that could remind listeners of a Common Core word problem. The district's annual waste production used to

no cost to the district for composting. Even the wood chips, or "brown matter," used in the working compost mix are donated by National Grid.

At the request of *On Board*, the New York State School Nutrition Association recently surveyed its members, mostly food service managers, about their schools' experience with composting and any concerns that might discourage them from endorsing a composting program.

Of 84 members who responded, nearly three-quarters said their districts did not have a composting program for school meal scraps. For those who would hesitate, the chief concerns were lack of sorting compliance by students, insufficient staff to perform compost-related tasks, costs for compostable trays or other materials and worries about sanitation issues, such as bugs, smells or rodents.

Officials with OCRRRA and the Cornell Waste Management Institute said most districts can find ways to overcome most or all of those issues, and they said they and their staffs are eager to help districts get programs started or navigate around stumbling blocks. The Waste Management Institute also has developed educational resources in both English and Spanish to help educators infuse composting into the curriculum.

"A school district that adopts large-scale food scrap composting is making a strong statement about its com-

agreed. "I think all schools in New York should be doing this," she said.

## How composting works



### Why compost?

Organic materials sent to landfills take up space and generate methane gas as they decompose in an anaerobic (airless) environment. When they decompose through the aerobic (with oxygen and air) composting process, they provide a valuable resource: nutrient-rich soil.

### What goes into a compost bin?

Vegetable and fruit scraps, grains, grass and yard clippings, coffee grounds and tea leaves, shredded paper, wood chips, leaves, etc.

### What food stays out?

Meat, fish and poultry; dairy products; fats and grease.

### How does composting work?

Micro-organisms, including bacteria and fungi, go to work within a compost pile to break down the organic materials, producing heat. The combination of moisture, air and heat accelerate the work of the micro-organisms, which turn lunch scraps, wood chips and other material into rich soil.

Sources: Cornell Waste Management Institute, Onondaga County Resource Recovery Agency, Keith Watkins, Eniko Gilbert and Jenny Morrill.

compost facility and 1,072 bags of recycling. Trash volume also is reduced by the natural compaction that occurs when waste is separated, he said.

That means the district is diverting nearly 5,700 bags each year from the landfill, Watkins said.

Here's how Watkins said the process works in Marcellus: Students separate their lunch waste; custodians use wheel barrows to deliver the compostable scraps to a loading dock; and maintenance workers pick up the material and deliver it to a roll-off dumpster, which is periodically picked up by the district's contractor, Waste Management.

A bonus for Marcellus has been the opportunity to use some of its compost in construction of a new girls' softball field scheduled to open next fall.

The programs in Marcellus and Colton-Pierrepont illustrate how composting programs can be tailored to local conditions, resources and priorities.

A \$2,000 grant from the Development Authority of the North Country helped to pay for construction of the compost bins and the purchase of supplies, including shovels, in Colton-Pierrepont. A teacher who is now retired spearheaded the effort, and now the baton has been passed to science teachers Eniko Gilbert and Jenny Morrill.

"When we first took on the composting project this year, it was a little daunting," said Morrill, who teaches fifth and sixth grade science. "The biggest lesson for me has been that anyone can do it, on a small scale or a big scale."

The high school students who manage the compost bins earn academic credits for their involvement. They have the title of environmental interns. Colton-Pierrepont diverted about 1,000 pounds of food to the compost bin, instead of a village dump, last fall. At this point, the cardboard lunch trays still go into the trash because the district would need a shredder to make them compostable, teachers said.

Soon, the compost is expected to play a role in another emerging initiative, a school vegetable garden.

Superintendent Joseph Kardash said there is virtually

said the number easily has doubled since she started keeping count a few years ago.

The institute, which is part of the Department of Crop and Soil Sciences in Cornell University's College of Agriculture and Life Sciences, offers an array of resource materials and guidance to schools, municipalities, companies, non-profit organizations and others looking to start composting programs.

"Composting in schools is a perfect situation," said Jean Bonhotal, director of the institute. "Children learn that this is how we should dispose of organics for a more sustainable world."

Schools also are ideal places for composting because of the large amounts of food waste they produce each day, said Andrew Radin, recycling operations manager for the Onondaga County Resource Recovery Agency (OCRRA). The agency, which collaborates with composters including schools, hospitals and other institutions, operates the largest municipal food scrap composting facility in the state, according to Radin.

Marcellus, which was among the first Onondaga County school districts to launch a composting program in 2012, sends its food scraps and other organic waste to OCRRA's composting facility.

The initial incentive for Marcellus's program was the prospect of cutting waste-hauling costs as district officials scoured the budget for efficiencies a few years ago, said Keith Watkins, superintendent of buildings and grounds. These days, since other costs largely offset those financial savings, he said the educational benefits and the opportunity to practice good environmental citizenship are what keep the compost program cooking.

"The priority, to me, is the environment," Watkins said. "The space we're using in the landfills is not always going to be there."

Marcellus saved about \$1,800 in carting costs in the first year of composting, Watkins said. Since then, however, the district has made changes, such as buying compostable trash can liners, which improved operational efficiency but added to the overall cost. The net annual

Finance Committee Meeting: June 16, 2015

Present: Mark Fleischauer, Diane Lyons, Joe Phelan, Tom Burnell, Deirdre Burns

### 1. 2014-2015 Budget Review

While some of the numbers are still estimates the committee went through some of the highs and lows for the year. The district spent about 99% of its budget. In years past it was about 96%. It was noted that last year's finance committee recommended a tighter budget. Tom feels that based on the number of unexpected expenses that come up spending to 99% is to close for comfort and he would like to be closer to 97%. Some areas that we spent much more than expected were special education, supplies, the wireless project, technology, substitutes (long term) and transportation (there was a discrepancy in the contract language about the gap time).

On the savings' side, we did well with fuel oil costs. On the revenue side we had no tuition students as expected but overall we collected slightly more revenue than predicted.

### 2. Transportation Bid Update

The pre bid meeting will be next Tuesday and bids are due June 30. The board should see this either July 14 or 28<sup>th</sup> depending on BOCES. Tom also went through a meeting he had with Larry Fiber a transportation consultant who will be optimizing our bus runs. It looks like we may be able to reduce several runs.

### 3. Cafeteria Pricing

Larry Anthony joined us to discuss a possible price increase for next year. The district has not increased prices in the past three years. The committee looked at prices from 10 local districts. Rhinebeck currently charges the most for lunch. Milk and breakfast prices vary. Switching to biodegradable products will increase cost to the program. Larry is still looking into the possibility of using milk from Hudson Valley Fresh with a grant that is available. If we continued with the product after the first year there would be a substantial increase in milk price. Since there are so many exciting changes going on in the cafeteria it was felt that a price increase should wait to see if the changes grow the program. The committee was agreeable to an increase in the breakfast price at the HS and middle school. Currently the breakfast price just breaks even with cost. Larry also discussed an issue that has come up as he considers using a company called Farm to Table. This Company works with 22 local farms and uses a courier to bring whatever products are order directly from the farm to the school. The problem is payment; it must be made in a matter of days. This is impossible given the current process schools must use to make payments to venders. Tom will look into the possibility of getting a credit card for the district. Increasing participation is still the key and promotion, especially at CLS. Larry plans to continue the newsletter and is always happy to speak to district parents. The Committee thanked Larry for his hard work and a successful first year.

#### 4. School District Income Verification (SDIV) Process

Tom will be filing a form that allows him to go through residents that list Rhinebeck as their school district on their income tax form. He will do this to verify that they are actually residents of our district. Sometimes this is not the case. Having residents list Rhinebeck when they are not in fact residents adds to the districts wealth ratio and can negatively affect our tax cap.

#### 5. Budget Transfers

Tom will have them for the Board most likely for Tuesday but they were not ready for the committee to review. The committee asked Tom to give detailed descriptions for the board packet as this is new to some members.

Respectfully submitted by Diane Lyons

**Audit Committee Minutes**

June 16, 2015

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

Invited Guest: Larry Anthony

**Cafeteria Operations**

Larry Anthony was invited to speak to the committee regarding his assessment of the cafeteria operations after his first year. We shared the initial Internal Cafeteria Audit report as well as the follow-up report including Vanacore's recommended procedural changes including:

- Monthly inventory reports
- Tracking types of meals served
- Using eTriton menu modules for state nutritional reporting
- Using Calendar function to track meals and sales times
- Tracking students receiving multiple free or reduced meals in a single day
- Track popular items purchased for better menu planning

The eTriton program is being used as a Point-of-Sale system and has been very helpful in terms of tracking sales and student accounts. However, eTriton has much more functionality that has yet to be utilized. Larry is managing monthly inventory manually but has been able to prioritize orders and control inventory to better develop menus for the week.

**Future Planning**

Ideally, in order to make best use of the eTriton system and operationalize the recommendations from our Auditors, Larry believes that there should be a computer in each kitchen for each Cook Manager in order to access recipes, inventories and food safety controls more effectively. Currently, he is developing menus weekly and generating stacks of paper for each kitchen. eTriton is a web-based system that can share information from a central location to the individual Cook Managers each day. Without a computer in the kitchens, the recommendations of the Auditor are impossible to implement. The committee discussed this issue at length and would like to know whether there are some older laptops that could be re-purposed for use in the cafeterias. Tom will follow-up with Steve Jensen to determine what hardware is available.

Moving forward, Larry would also like to consolidate some of the food preparation in one kitchen. There are a number of pieces of equipment in the CLS Kitchen that are not being utilized but are in working order and could be used for making the hot components of the meals while the smaller kitchens could continue to prep salads, fruits, sandwiches, etc.

The committee commended Larry's ability to make dynamic decisions on a weekly basis to implement the changes he could without the proper tools. eTriton is a tool that the District owns but can't use to it's fullest capacity without more technological support. His priorities for the coming year are to:

- Input all nutritional information and recipes for each meal
- Plan Menus based on Federal guidelines and inventory available
- Track Food Safety requirements

The committee noted that the eTriton platform is a tool and recognized that Larry will use his professional judgement about which features are useful and which are not, the rationale for which he could share with the committee at a later date. We look forward to inviting Larry back to an Audit meeting in 6 months or so to get an update.

**Next Meeting**

- Review Payroll Audit

Respectfully Submitted: Laura Schulkind

## School Start Time Ad Hoc Committee Minutes

June 11, 2015

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

Invited Guest: Larry Fiber, Fiber Fundamentals

Larry Fiber is a School Transportation Consultant and one of the developers of the computer program RCSD uses to develop transportation routes - TransFinder. Larry was engaged to:

- optimize bus routes without overloading the number of students on each bus
- determine timely arrival and departure times for both sets of runs (RHS/BMS vs. CLS)
- how these elements affect our ability to alter the school start times for RHS/BMS

### Current Transportation Structure

Larry found that there is plenty of time built in between dropping students at RHS/BMS and beginning the CLS runs in the morning. The challenge occurs during the afternoon runs in getting the buses back to CLS in time to pick-up the elementary kids.

We use 13 buses to perform the runs at both schools. In the afternoon, we have 14 minutes built in the schedule to get kids from the last bell onto the bus and rolling. Older students get themselves to the appropriate bus. At CLS, each teacher delivers her/his students to individual buses, and all buses need to be in the CLS parking lot at dismissal time. All K students are delivered to their driveway unless their road is inaccessible by a bus. Generally speaking, most of our students experience "door to door" stops.

### First Draft Optimized Routes (without start time shift)

Assumptions for optimization of routes were based on keeping all students and their locations the same. Timing on routes was based on drivers going 25-30 MPH (unlikely for most buses on faster roads). The biggest unknowns are the locations of the incoming Kindergarten class and new students to the District, but these are unknowns every year and are part of the annual route review. It is important to note that this was a draft scenario and hadn't been vetted with Sue McCormack or Diane at Durham.

We have the potential to use as few as 11 buses at RHS/BMS (1 less than budgeted for) and 9 buses for CLS. In this scenario, the longest bus route in the afternoon is 55 minutes round trip from RHS to the furthest stop and returning to CLS (with buses traveling at 25 MPH). The timing between returning to CLS, loading the bus and pulling away by 3:30 is a critical factor and every 5 minutes saved would help.

Larry suggested ways in which to shorten the time it takes from the final bell to buses pulling out. At RHS/BMS, students could be given 9 minutes from final bell to pull out. (During our meeting, we noted that the buses were gone by 2:25 rather than 2:30 as scheduled, a positive sign). At CLS, we could potentially organize the students in the Gym by bus number rather than having each classroom teacher or aide deliver students to each bus. When Bus #26 pulls into CLS, those students could be escorted to that bus. If for any reason a bus is late in getting to CLS, the students would be kept together in a central location until the bus arrived.

We then looked at how far students had to walk to their bus stop. Elementary students are allowed to walk up to .3 miles from their driveway to a pick-up point. The reality is that about 50% of students walk less than .1 miles to their bus stop. We could condense bus stops, thus saving time, but imagine that there will be parents concerned that they won't be able to see their child from their house. This will need to be a point of discussion in open forum.

#### **Optimized Routes (with altered start time)**

Even with the potential efficiencies we identified, would they be enough to allow shifting the RHS/BMS start time by 30 minutes? The biggest concern is getting buses back to CLS in the afternoon, loaded and pulling out at the normal 3:30 pm time. It seems unlikely at this point.

How would we support students participating in after school clubs? Currently, clubs meet for about 45 minutes depending on down time before the start. If school ended at 2:45 pm, clubs would only have time to meet for 30 minutes before taking the 3:15 "late bus" to CLS. The committee wondered if it would be possible for clubs to meet more frequently for less time, for instance, twice per month.

How would the early morning CLS clubs be affected? Currently, students are dropped off at 7:30 am if they take the high school bus and wait in the cafeteria until 8:00 am for their elective to begin. Some students take advantage of breakfast being served, but not all. If the start time shifted, students could still take the high school bus and get to CLS in time for an 8:00 am elective start.

With so many potential scenarios, Larry requested that the committee provide some parameters within which to work. We asked that he run a transportation scenario with a 30 minute shift in RHS/BMS start time. The routing could not cost any more than it currently does, and if we could realize cost savings, all the better. He expressed his concern about getting to CLS in time to leave with the elementary kids by 3:30 pm, so we asked that he look at possibly moving the time for CLS by 15 minutes.

#### Would the BoE consider shifting the CLS start/end time 15 minutes later?

#### **Next Steps**

The committee realizes that there is still much work to be done. This school year has been spent collecting concrete facts about the potential shift in timing. We propose that the 2015-16 school year become an education and outreach year. It will also be a year that we can assess the effects of the optimized routes without a change in schedule.

We would like to engage the community, parents, teachers, custodial staff, coaches and students. It is important to address the issues of Health and Wellness while educating our constituents about the impacts on students' school experience, transportation and logistical issues.

At this point, the committee is no longer pursuing the idea of "single tripping," i.e. all students K-12 riding the bus to school at the same time. More buses than the 13 we currently use would be required, thus costing the District more money. "Flip-Flopping" the schedule to allow for a late HS/MS start and an early CLS start directly impacts sports schedules, clubs would be

affected and there would no longer be an afternoon "late bus." For this reason, we have eliminated Flip-Flopping as an option as well.

Bus re-routing will occur for the 2015-16 school year. As always, we will experience some hiccups during the first few days. Some traditional pick up spots may change, and lengths of routes may change. Larry will continue to work on finding the best solutions moving forward and will fine-tune his routing with Sue and Diane. Over the summer, the Committee will meet to plan for the coming year. We will generate a list of Pros vs. Cons about changing the time, develop a timeline for constituent engagement and develop separate Survey Monkey surveys for parents and students to collect information about their opinions on the topic.

#### **Summer Meeting**

- Generate Pro/Con list for all 3 scenarios
- Develop timeline for 2015-16 community engagement
- Develop surveys for parents and students

Respectfully Submitted: Laura Schulkind

## **RHINEBECK CENTRAL SCHOOL DISTRICT 2014-15 District Goals**

### **1. Communication**

The Board of Education supports continued efforts to increase, improve, and promote opportunities for regular, meaningful, and respectful communication among members of the Rhinebeck school community, particularly between parents and teachers, in order to improve student engagement, achievement, and success.

### **2. Comprehensive Educational Planning**

The Board of Education supports a multi-year effort to engage District stakeholders in a restructured comprehensive education planning process:

- that is driven by the District's mission, vision, and core values;
- that is focused on educational improvement through substantive and meaningful engagement with data; and
- that considers existing and anticipated curriculum, instruction, and facilities needs, financial constraints, and enrollment trends.

### **3. Celebration of Educational Progress**

The Board of Education supports efforts to publicly acknowledge and celebrate the achievements of students and staff as indicators of the District's past, current, and future progress toward educational success.

### **4. Food Service**

The Board of Education supports the development, implementation, and assessment of a sustainable plan to restructure and manage the District's food service program in order to increase the nutritional value of program offerings while improving the program's financial viability.

Adopted – BOE 08/19/14

**EVALUATION OF SCHOOL BOARD  
OPERATIONAL PROCEDURES**

The Board of Education shall review the effectiveness of its internal operations at least once annually. The Superintendent of Schools shall participate in this review and suggest ways by which the Board can improve its functioning as a deliberative and legislative body.

1<sup>st</sup> Reading 12/22/98  
2<sup>nd</sup> Reading 2/26/02  
Adopted