

Scarsdale Public Schools



Budget Development and Staffing Recommendations

January 9, 2023

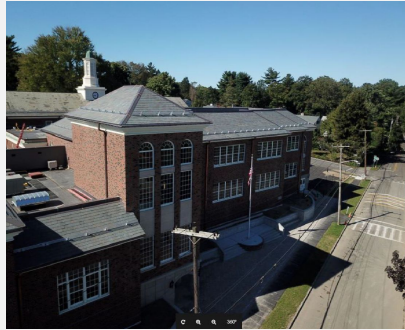
Presentation Focus

1. School Budget Development & Considerations
2. Staffing Recommendations
3. Current Staffing Levels & Projected Enrollment
4. 2023-24 Staffing Requests & Recommendations
 - Tier I Staffing Recommendations
 - Tier II Staffing Recommendations
5. Projected Staffing Levels & Projected Enrollment
6. Budget Development Timeline

Budget Development Process

School Budget Development

The school budget provides the necessary financial resources to operate the School District and to help achieve the goals and objectives of the School District as set forth in the Strategic Plan.



Our Mission and Purpose

The Scarsdale Public Schools seek to sponsor each student's full development, enabling our youth to be effective and independent contributors in a democratic society and an interdependent world.

- ❑ **World Class Education**
- ❑ **Well Prepared**
- ❑ **Opportunities to Flourish**
- ❑ **The Whole Child**

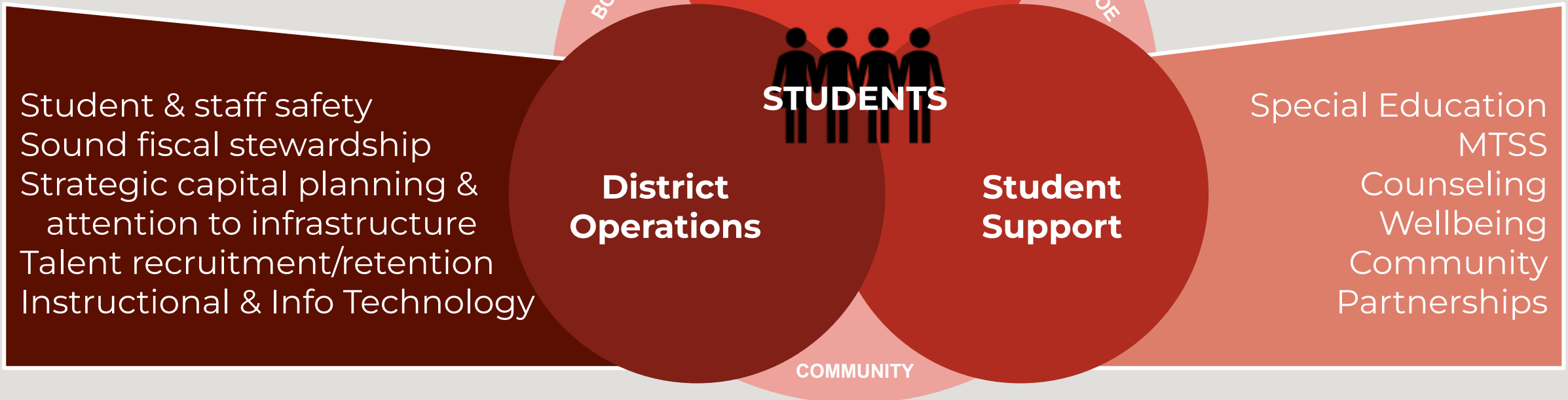


School District Organization



Appropriate class sizes
Rich, enriching offerings
Co- and extra-curriculars
Coherence and consistency

Professional development (STI++)
Curriculum enhancement and
innovation (CFI++)
Pedagogy improvement



Student & staff safety
Sound fiscal stewardship
Strategic capital planning &
attention to infrastructure
Talent recruitment/retention
Instructional & Info Technology

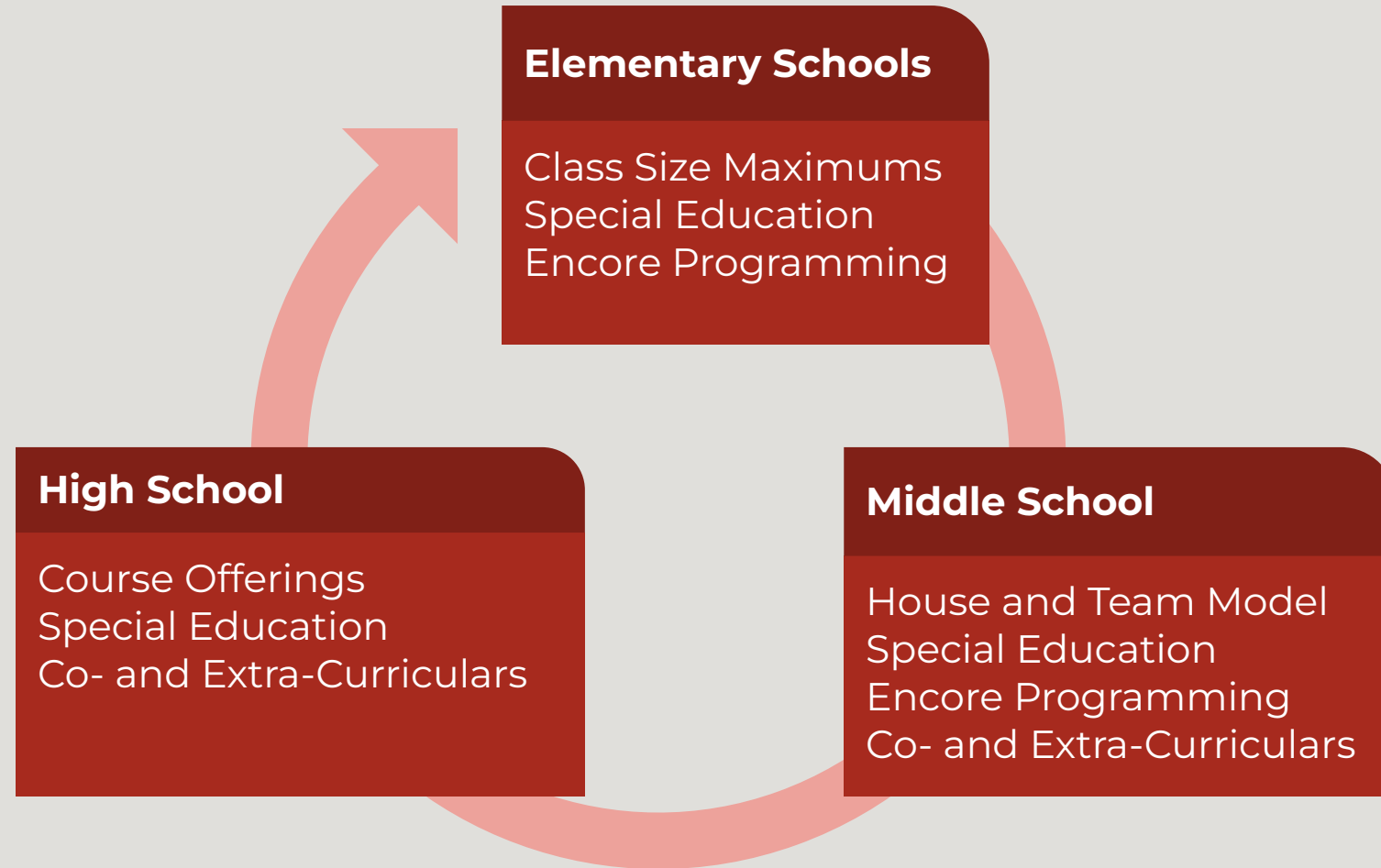
Special Education
MTSS
Counseling
Wellbeing
Community
Partnerships



Scarsdale Public Schools www.scarsdaleschools.org

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Program Drivers



Priorities for 2022-23 - A Transition Year



CONNECTING

The Dots
Each Other

How our individual goals support the larger mission



Our

WIDE

Wellbeing Inclusion
Diversity Equity

**Wellbeing- Mental Health
Inclusion, Belonging**



COMMUNITY

**Relationships and
Partnerships; Flourishing**



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Strategic Plan - Ongoing Work

Next Generation Standards
Reading/Writing Units
Multiple Perspectives
Cross disciplinary integration
Wellness, Sustainability
Global Competencies/
Opportunities
Critical & creative thinking
Collaborative problem Solving



School Budget Development

Budget initiatives only appear in a budget draft after thoughtful consideration, deliberation, and discussion.

Staffing requests and instructional budget drivers are vetted in purposefully planned meetings throughout the fall between Cabinet, Principals, and Administrative Council (District-wide Administrators). Requests are assessed for:

- ☐ Educational Efficacy
- ☐ Impact on Student Education Outcomes & Achievement
- ☐ Alignment with Mandates and Best Practice
- ☐ Alignment with Strategic Planning and Education Priorities
- ☐ Staffing Efficiency; and
- ☐ Financial Impact

All non-instructional departments meet with the Assistant Superintendent and Business Manager to review budget requests. Requests are analyzed based on:

- ☐ Consistency with Strategic Plan and overall District goals;
- ☐ Consistency with Operational Standards and Best Practice; and
- ☐ Historical Spending Norms and Purchasing Efficiencies.

Budget Efficiencies

- Self-Funded Healthcare Plan
- Optimization of Staff
- Maximizing State Aid
 - BOCES Services, Transportation and expenditure-based aides
- Timing Considerations
 - Facilities and technology projects, staffing decisions
- Cooperative Agreements – Village
- Cooperative Purchasing – Competitive bidding, multiple cooperative bidding arrangements
- Technology Advancements
- Energy Consumption – Led lighting and new boilers

Sequence of the Budget Process

Budget Deliberation and Development – *Administration*



Budget Discussions – *Board of Education & Administration*



Budget Discussions – *Board of Education, Administration & Community*



Final Budget & Vote

Budget Discussions

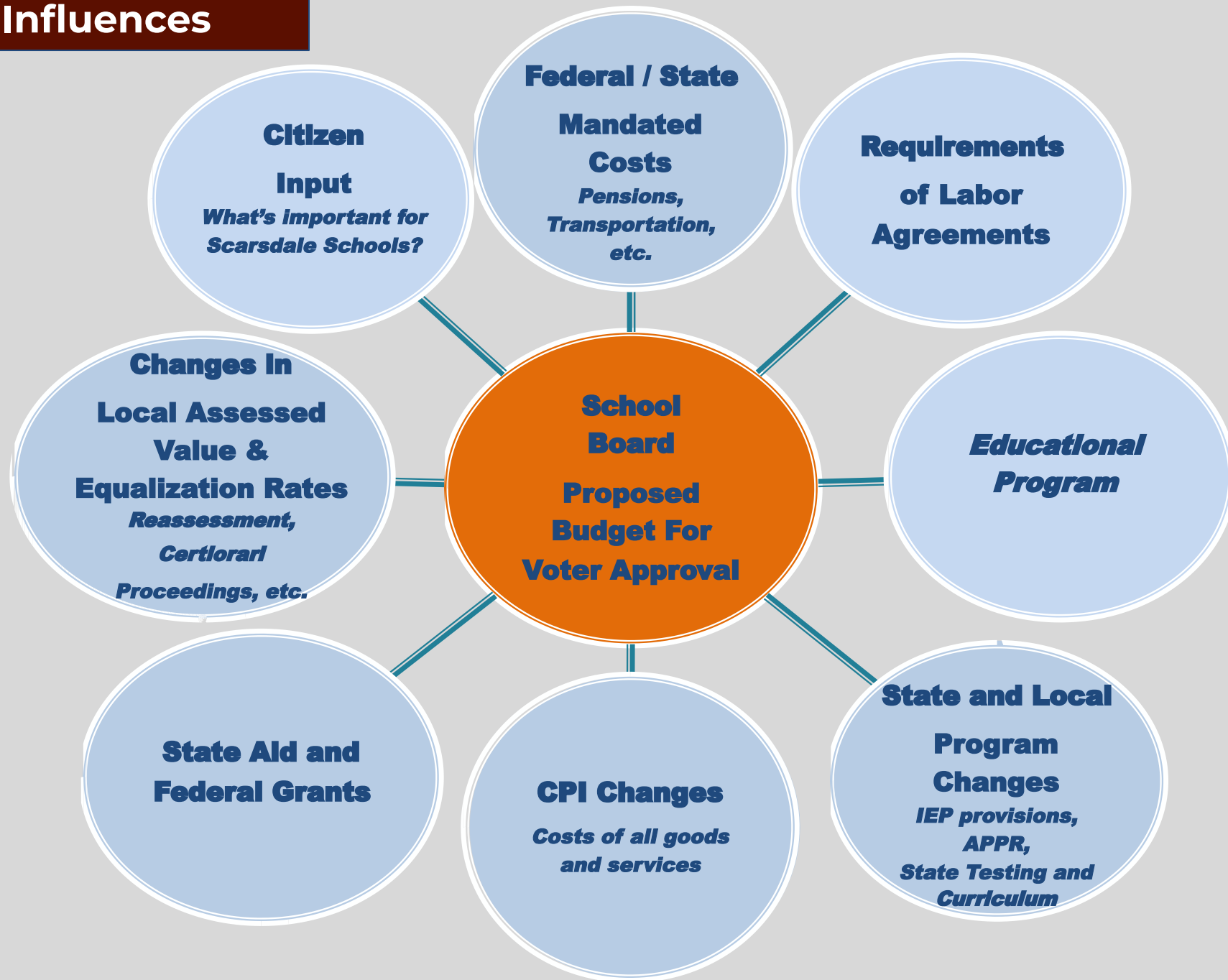
Budget Focused Forums *November 17th & March 27th*

Administration
Board of Education
Community*

Dates	Focus
Special Board Meeting – November 17 th	Community input on 2023-24 Budget Priorities
Regular Board Meeting – January 9 th	2023-24 Budget Development and Staffing Recommendations
Budget Session #1 - February 13 th	2022-23 Year End Projections, 2023-24 Draft Budget Plan, Budget Drivers Debt Service, Transportation, Employee Benefits, Athletics and Affirmation of Staffing Recommendations
Budget Session #2 - March 6 th	2023-24 Draft Budget Plan Update, Department Budget Presentations including Instruction, Facilities, Special Education, Security and Technology
Budget Session #3 - March 20 th	2023-24 Budget Plan Update and Full Budget Presentation
Regular Board Meeting - March 27 th	Budget Forum & Review
Regular Board Meeting - April 17 th	Board of Education Adopts Budget

* Community Comments welcome at each Budget Session & Board Meeting.

Budget Influences



The School Budget



Educational Program

Capital

Administration

The Budget: A financial estimate of funds necessary to operate our schools.

Budget Development Considerations

- Staffing needs;
- Projected contractual obligations to District personnel;
- Projected self-funded health insurance plan expenses;
- Historical spending patterns and inflationary impact;
- Projected State aid and other non-tax revenues for the upcoming school year;
- Status of Fund Balance/Reserves ;
- Property tax levy limit calculations;
- Enrollment projections for the upcoming school year;
- New and continued instructional and non-instructional initiatives;

Budget Development Considerations – cont'd

- Building-specific budgets (developed by principals in conjunction with department and team leaders and reviewed by administration for reasonableness, accuracy and consistency with the District's Strategic Plan and Educational priorities);
- Non-instructional budgets (developed by Assistant Superintendent for Business in conjunction with department supervisors and other key personnel);
- Employee Benefits budget (developed based on historical and calculated projections);
- Debt Service budget (based on known or projected schedules); and
- Projected revenues (based on historical factors and assumptions).

Budget Planning Considerations – cont'd

- Employer Pension Contribution Rates (as a percent of salary)

	2019-20	2020-21	2021-22	2022-23	Projected 2023-24
TRS	10.62%	8.86%	9.80%	10.29%	9.5% - 10.0%
ERS (avg.)	14.54%	14.46%	15.27%	11.60%	13.1%

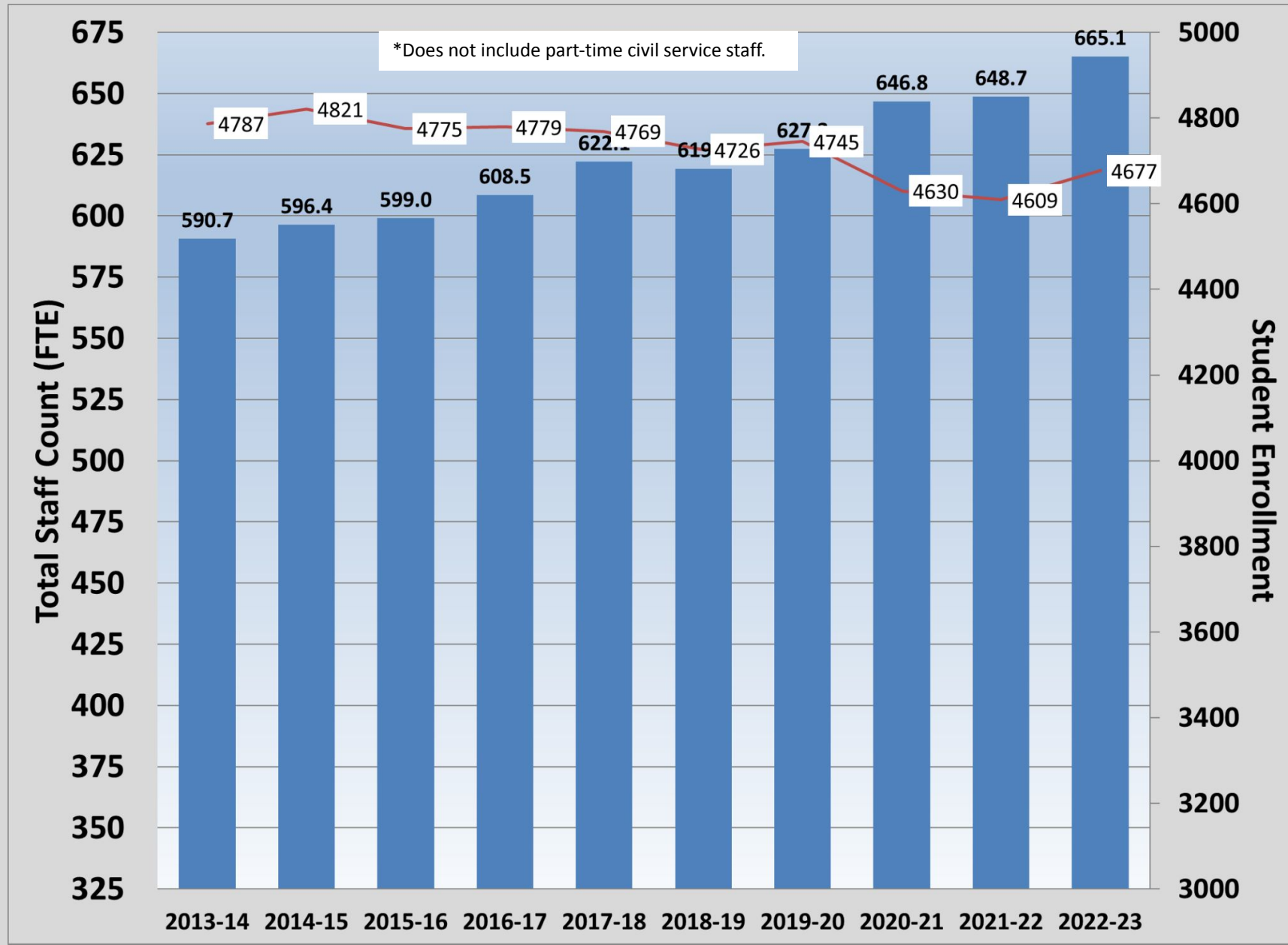
Financial Implication Reminders

Budget – Each \$1.73 million represents a 1% increase

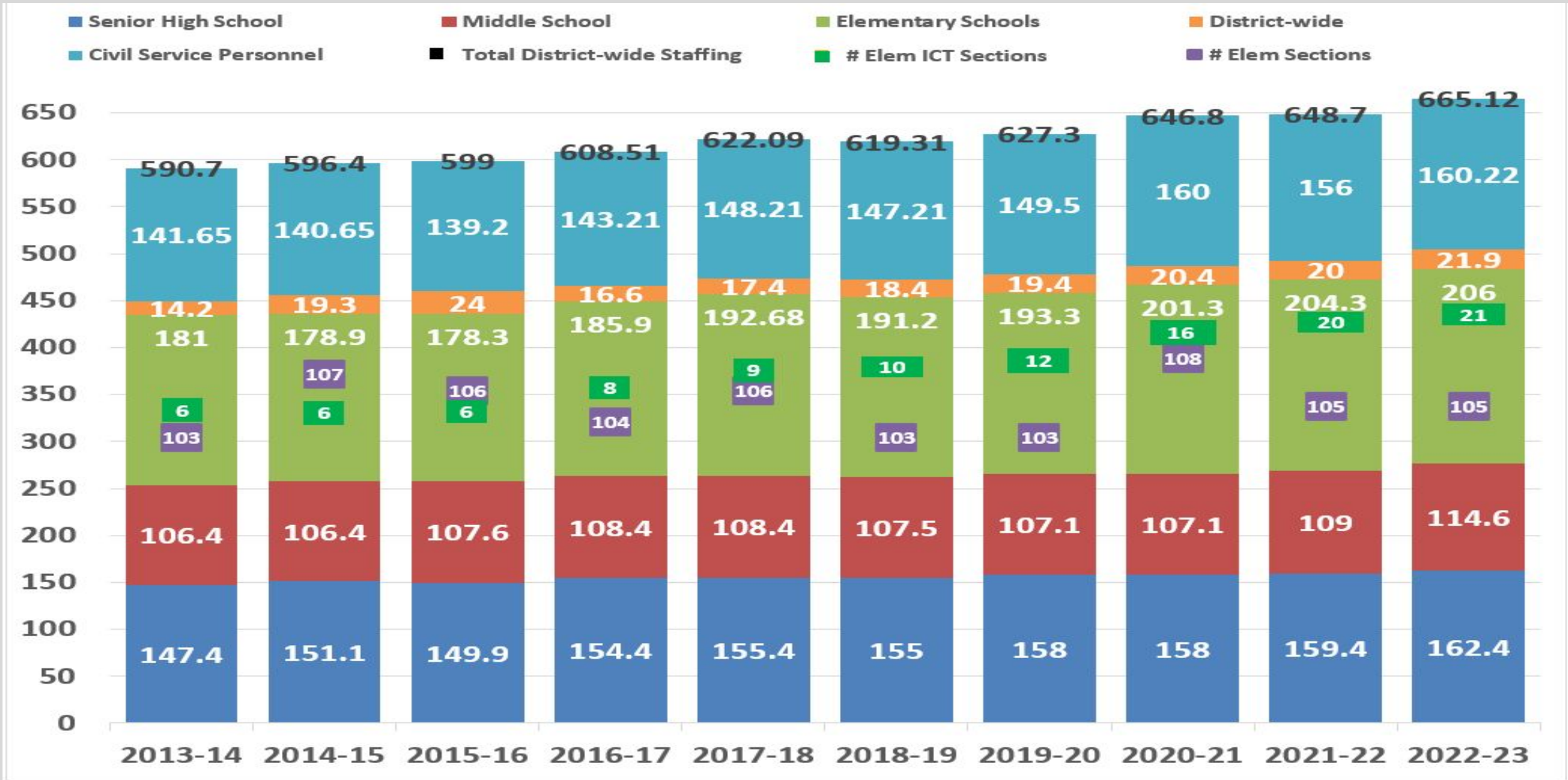
Tax Levy – Each \$1.60 million represents a 1% increase

Current Staffing Levels & Projected Enrollment

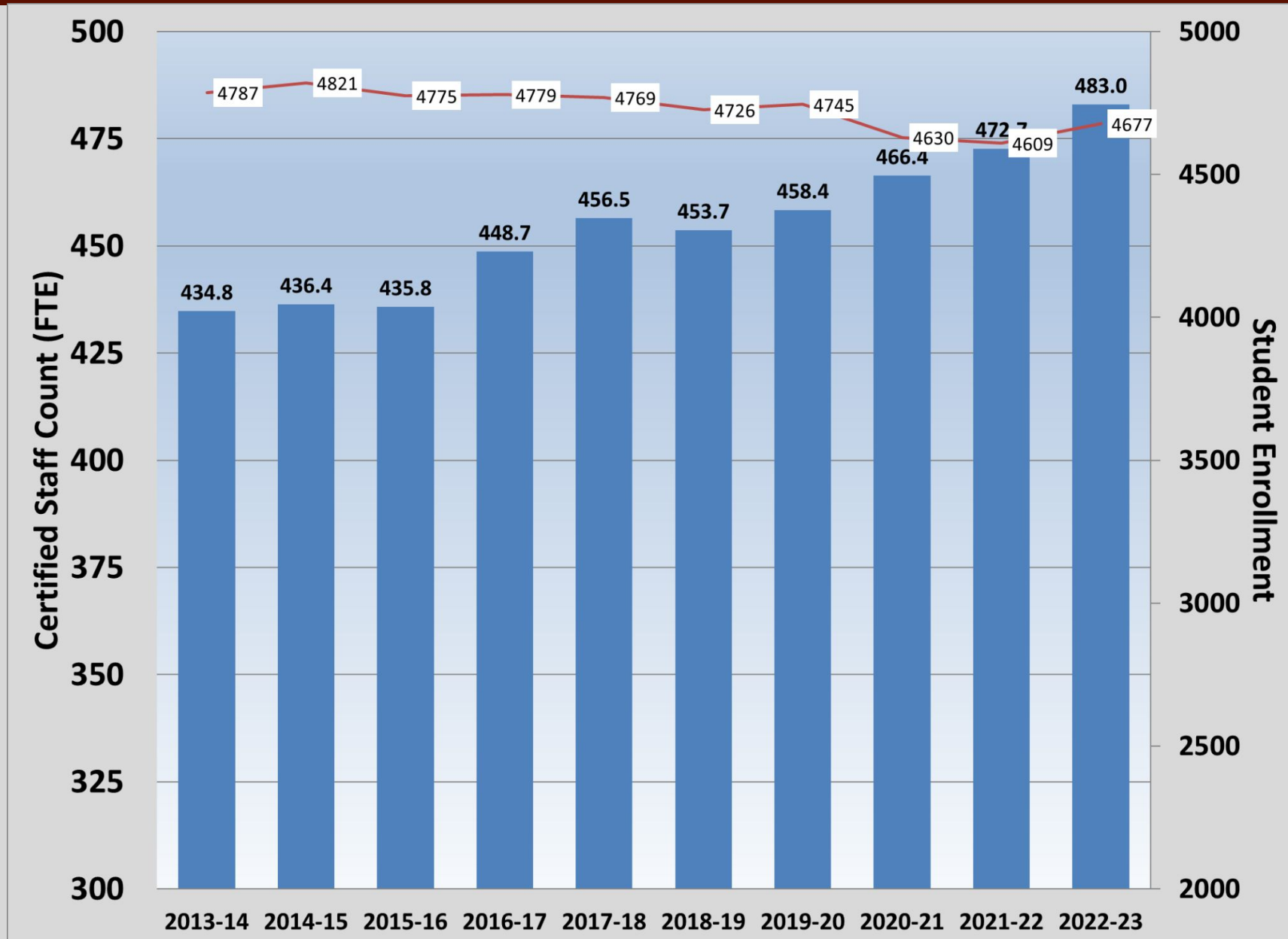
Historical District-wide Staffing (FTE)*



Historical District-wide Staffing (Detail)



Historical District-wide Certified Staffing (FTE)



2022-23 Budget to Actual Staffing Summary

Location	BUDGET 2022-23 FTE	ACTUAL 2022-23 FTE	INCREASE (DECREASE)
Elementary Schools	205.3	206.0	0.7 ¹
Middle School	113	114.6	1.6 ²
High School	161.4	162.4	1.0 ³
<i>Sub-Total</i>	<i>479.7</i>	<i>483</i>	<i>3.3</i>
District-wide	21	21.9	0.9 ⁴
Civil Service	161	160.22	(0.78) ⁵
Total	661.7	665.12	3.42

¹Elementary increase = 0.4 Art, 0.1 PE, 0.2 Music associated with enrollment. ²Middle School increase = 0.6 ENL, 1.0 special assignment. ³High School increase = unanticipated 1.0 sick leave. ⁴District-wide increase = 1.0 Dir. Tech & Innovation (now certified, not classified), reduce 0.1 SPED at IHM. ⁵Civil Service reduction = (1.0) Dir. Tech (now certified) +0.22 Tech Clerk

2023-24
Staffing Requests &
Recommendations

Guiding Principles for Budgetary Staffing Decisions



Educational Efficacy A measurable positive impact on the educational lives of students.



Student Educational Outcomes and Achievement

- Commitment to teaching and learning initiatives that **Connect our WIDE Community** and advance the elements of the **Strategic Plan** goals.



Mandates and Best Practices Thoughtful and contextual observance of internal and external mandates, and promotion of goal-aligned best practices. Examples include:

- Elementary class size guidelines
- Special education programming along the continuum of services



Strategic Planning & Educational Priorities



Staffing Efficiencies and Financial Impact

New Staffing/Program Change Request Process

SCHOOL or DEPARTMENT:	PROGRAM:	BUDGET YEAR 2021-22
<p>RECOMMENDATION:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ADDITION <input type="checkbox"/> CHANGE in CONFIGURATION <input type="checkbox"/> SUBSTITUTION (replacing something) <input type="checkbox"/> REDUCTION <p>WHAT'S DRIVING THE RECOMMENDATION?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enrollment changes <input type="checkbox"/> Program expansion <input type="checkbox"/> Program restructuring, reorg., or redesign <input type="checkbox"/> Response to a new mandate or initiative <p>ESTIMATED COST OF ADD or (REDUCTION)?</p> <p>Year 1 =</p> <p>Year 2 =</p> <p>Year 3 =</p>	<p>BACKGROUND AND RATIONALE</p> <ul style="list-style-type: none"> • Are we doing something that we don't need to be doing? How do we know? Why? • Are we NOT doing something that we should be doing? How do we know? Why? • What will be accomplished that isn't happening now? <p>HOW DOES THIS REQUEST RELATE TO THE DISTRICT'S STRATEGIC PLAN?</p> <ul style="list-style-type: none"> • Which goal(s) does the request address? • Describe the connections between the goals and <u>request</u>. 	
<p>CURRENT PROGRAM STAFFING</p> <ul style="list-style-type: none"> • What are we currently accomplishing, and how are we accomplishing it? 	<p>ASSOCIATED IMPACTS (i.e., when elementary class sections are added, is there a concomitant staffing impact on specials?)</p> <ul style="list-style-type: none"> • What are anticipated consequences? • What else should we know? 	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <ul style="list-style-type: none"> • Is this having the desired effect? • Is this sustainable?

School Budget Development – *Staffing Recommendations*

Based on assessment of requests and in consideration of financial impact, requests may be placed into one of three tiers as follows:

A **Tier 1** staffing request is **recommended** to the Board of Education for inclusion in the initial draft budget. These recommendations strongly meet our guiding principles.

A **Tier 2** staffing request is **not recommended** at this time, but has merit based on rationale and will be further studied and developed for possible inclusion in a future budget. This may include the further study of staffing efficiency and/or financial impact.

A **Tier 3** staffing request is also **not recommended** at this time. These requests may need extensive additional study or have rationale that does not support the request at this time. Tier 3 staffing requests are not included as part of this presentation.

Staffing Recommendations – *Tier One*

Student Support	Operational	Administrative
Elementary Social Emotional Learning Support - Consultants (\$200,000)	1.0 FTE High School Custodian	Convert 1.0 FTE CSE Chairperson to 1.0 FTE Administrative Position
0.50 FTE CPSE Chairperson	Office Aide to Office Clerk	

Contingency Positions
1.0 FTE Middle School Special Education
1.0 FTE High School Special Education
1.0 FTE - TBD

Staffing Recommendations Tier I

2023-24 Staffing Recommendation – *District-wide Student Support*

Request: \$200,000 in Consulting for Elementary SEL Student Support

Rationale: Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions [CASEL]. We have identified a growing need for SEL staffing as our capacity to support students in the ways we feel are necessary and beneficial has been outstripped by the needs students are exhibiting. In the last budget cycle, staffing additions were approved by voters at SMS and SHS in response to similar needs, and this year we are proposing to extend support in this same arena to the elementary schools.

- Contract the services of social workers to present whole-class lessons, provide short-term small group sessions with students demonstrating anxiety and/or similar social skills development needs, and to periodically provide case management support of acute cases of student need.
- This support will be provided on an every other day basis at our two largest enrollment elementary schools (Fox Meadow and Quaker Ridge), and an every third day basis at our three smaller elementary schools (Edgewood, Greenacres, and Heathcote).

Estimated Cost: \$200,000

2023-24 Staffing Recommendation – *District-wide Student Support*

Request: 0.50 FTE District-wide CPSE Chairperson

Rationale: Ongoing increase in CSE students 2016-17 (409), 21-22 (562). Currently CSE Chairpeople are divided into 3 positions (2.7 FTE):

- CPSE/Primary CSE Chair - responsible for all initials, program reviews, Pre-school transitions for both Preschool and K-5 students
- CSE Chair Secondary - responsible for all CSE functions grades 6-12, MS/HS transitions, finalizing all annual reviews done across SHS. Supervisory responsibility for CSE testing, out of District students placed by District on the secondary level
- Out of District Chairperson/District Psychologist - responsible for all parentally placed students (both testing and CSE functions), District placed CSE students K-5, 0.3 FTE counseling at SHS, District of location services at Immaculate Heart of Mary School.

Asst. Supt. - Expansion of responsibilities has made Chairpeople more responsible for high needs student coordination, program coordination and complex meetings.

Current caseloads have become challenging to handle. An increase in mental health needs has led to more intensive intervention for a number of students on the secondary level coordinated by the secondary CSE chair.

Estimated Cost: \$55,000

2023-24 Staffing Recommendation – *District-wide Administration*

Request: Convert one CSE Chairperson to Admin. Position 0.0 FTE Change - (10 month to 12 month employee; contingent on CPSE .5 addition)

Rationale:

- Expansion of the continuum of services since 2014-15 facilitating more students being educated in the District.
- Significant rise in the number of classified students and the intensity of student needs over the past 5-7 years.
- Programmatic supervision needs of our department have also grown.
- Student Services department has also expanded responsibility to include Safety Security and Emergency Management.
- Complexity of managing the nurses and psychologists has increased.
- The department has seen an increase in custody disputes, orders of protection, threat assessments, CPS calls, and DASA investigations which are handled directly by the A.S. for Special Education and Student Services.
- The current context has reduced the efficiency of decision making and creates a bottleneck for supervision especially with regards to the CSE process and feedback.
- The Assistant Superintendent for Spec. Ed. and Student Services serves as the sole District Administrator responsible for managing and making all administrative decisions.

Estimated Cost: \$35,000

2023-24 Staffing Recommendation – *High School Operational*

Request: 1.00 FTE High School Custodian

Rationale: While many Districts accept a level 3 cleaning standard, Scarsdale strives for a level 2. According to the Association of School Business Officials (ASBO), in order to achieve a level 2 standard of cleaning a cleaner/ custodian should clean approximately 18,000-20,000 square feet within a single work shift. Historically, the District's cleaners have been responsible for well over an average of 40,000 square feet. With the addition of 5 cleaners this past school year in the Elementary buildings our staff is now responsible on avg. for 34,899 sq. ft. during an 8 hour shift. The only building remaining that averages over 40,000 sq. ft. per cleaner is the highest use building of all; the High School, at 43,505 sq. ft. per cleaner. Current levels are as follows:

Building Level	Total Sq. Footage	Total Cleaners	Total Average per Cleaner
Elementary	392,122	12.5	31,170
Middle School	244,186	8.0	30,523
High School/A-School	391,542	9.0	43,505
Total	1,029,225*	29.5	34,889

**includes 1,375 sq ft of space at the bus compound*

2023-24 Staffing Recommendation – *High School Operational*

Request: 1.00 FTE High School Custodian Evening Shift (Tuesday – Saturday)

Rationale:

- Whenever a custodian is out, a night cleaner is brought in to help clean the ten lunch spaces throughout the campus. On warm weather days, students and staff will also eat lunch outside on picnic benches, adding to the cleanup. Lunch coverage incurs a minimum of three hours of overtime and is on a one-to-one basis.
- Adding a custodian to start at mid-day would allow time to complete work orders after 3:00 pm. They would also take on some of the cleaning responsibilities at night when someone is out, reducing substitute cleaner hours.
- Adding another custodian, would reduce the square footage to 37,225 sq ft per cleaner allowing for a higher level cleanliness.
- There is a need for extra coverage on Saturday which will extend into the evening due to heavy facility usage.
- Total estimated savings of \$21,850 in OT and substitute costs

Estimated Cost: \$75,000

2023-24 Staffing Recommendation – *High School Operational*

Rationale (continued):

The total Saturday overtime from Sept 2021-June 2022 was **660.50** hours. Adding another Saturday custodian could reduce this amount by 320 person-hours.

- 320 hours = 40 Saturdays from Sept-June x 8 hours per day (*340.50 OT hrs remain, and we will work towards further reducing this number*)
- This savings of **320** hours of Saturday OT is based on a time-and-a-half rate for a Step 1 custodian earning \$56,685 annually
- 248 work days per year at a rate of \$228 per day or \$28.57 p/hr.
- Time and a half rate of \$42.86 p/hr.

Total cost savings of **\$13,715.20** in Saturday overtime. (*This does not include overtime incurred during the week for midday and section coverage*)

- Days floater was on assignment in other schools from Sept 1, 2021 through June 24, 2022 and coverage was needed: **62** days
- 62 days x 7.5 hours = 465 hours x \$17.50 per hour
- Total cost savings not needing coverage for the floater in one school year = **\$8,137.50**

****includes 1,375 sq ft of space at the bus compound***

2023-24 Staffing Recommendation – *District-wide Operational*

Request: Shift from Part-time Aide to Full-time Office Clerk in High School Humanities Office

Rationale: Currently, the English and Social Studies departments share an aide to perform secretarial duties. The aide has been serving in this capacity for a number of years and is retiring. The job requires duties above and beyond typical aid responsibilities. Job responsibilities include:

- Completing coverage requests for absent teachers
- Obtaining quotes from vendors for the purchase of textbooks/paperbacks
- Preparing Purchase Requisitions
- Preparing Textbook Authorization Requests for new Textbooks to be given to BOE for review
- Overseeing textbook management
- Managing departmental testing, including the administration of qualifying exams for AT and Honors Courses as well as Regents exams.
- Completing data entry, making copies, answering phones, and helping teachers with any individual requests.

The High School science department would be the only remaining department with an aide serving in a similar capacity.

Estimated Cost: \$30,500

2023-24 Staffing Recommendation – *Contingency Positions*

1.0 FTE Middle School Special Education

1.0 FTE High School Special Education

1.0 FTE TBD

Estimated Cost: \$330,000

Staffing Requests Tier II

Tier II Staffing Requests

Carryover from 2021-22 – Moved to Tier III

1.0 FTE Middle School Cleaner

Carryover from 2022-23

There are no 2022-23 Tier II requests

New for 2023-24

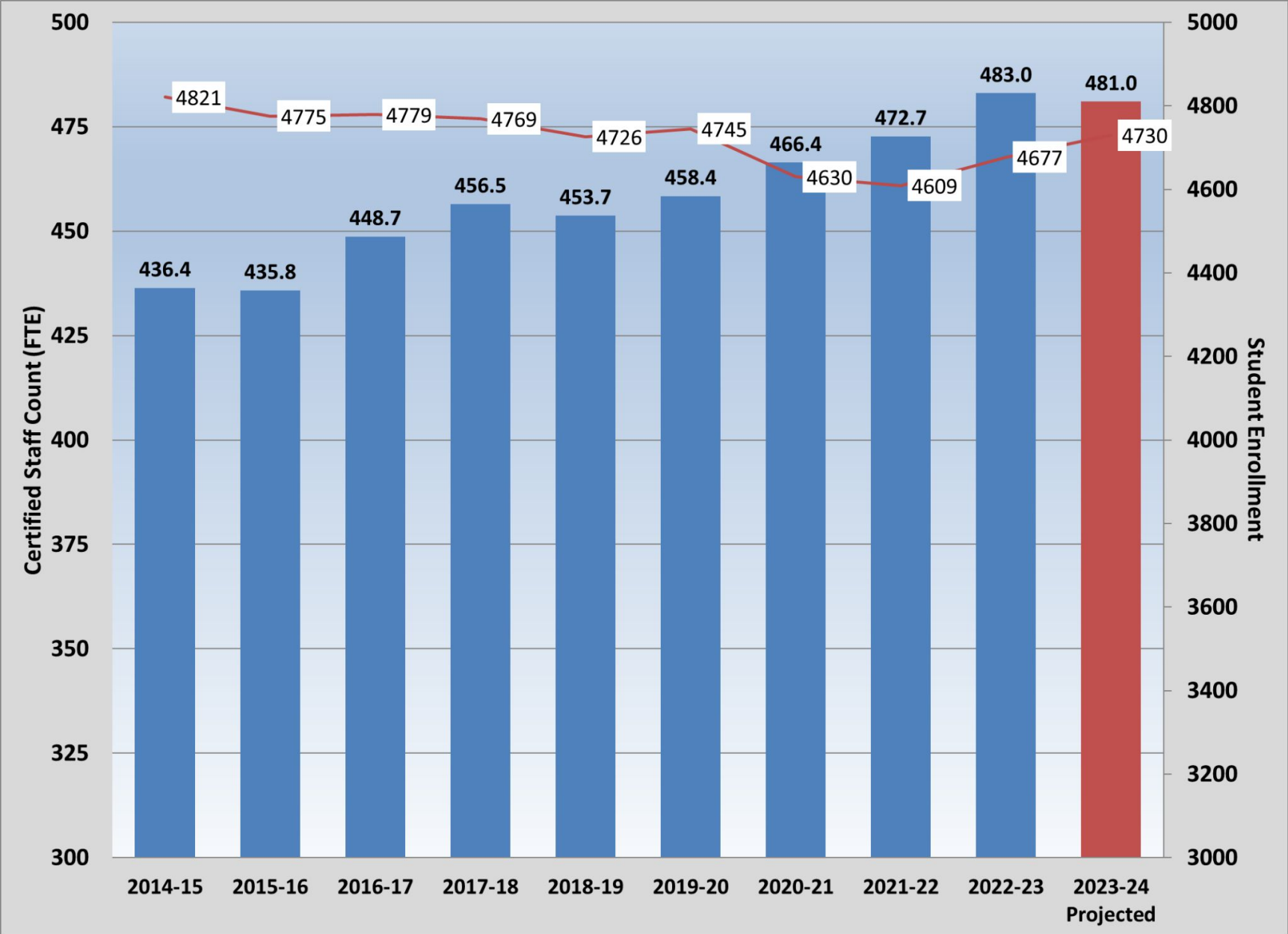
There are no 2023-24 Tier II requests

Projected Staffing Levels & Projected Enrollment

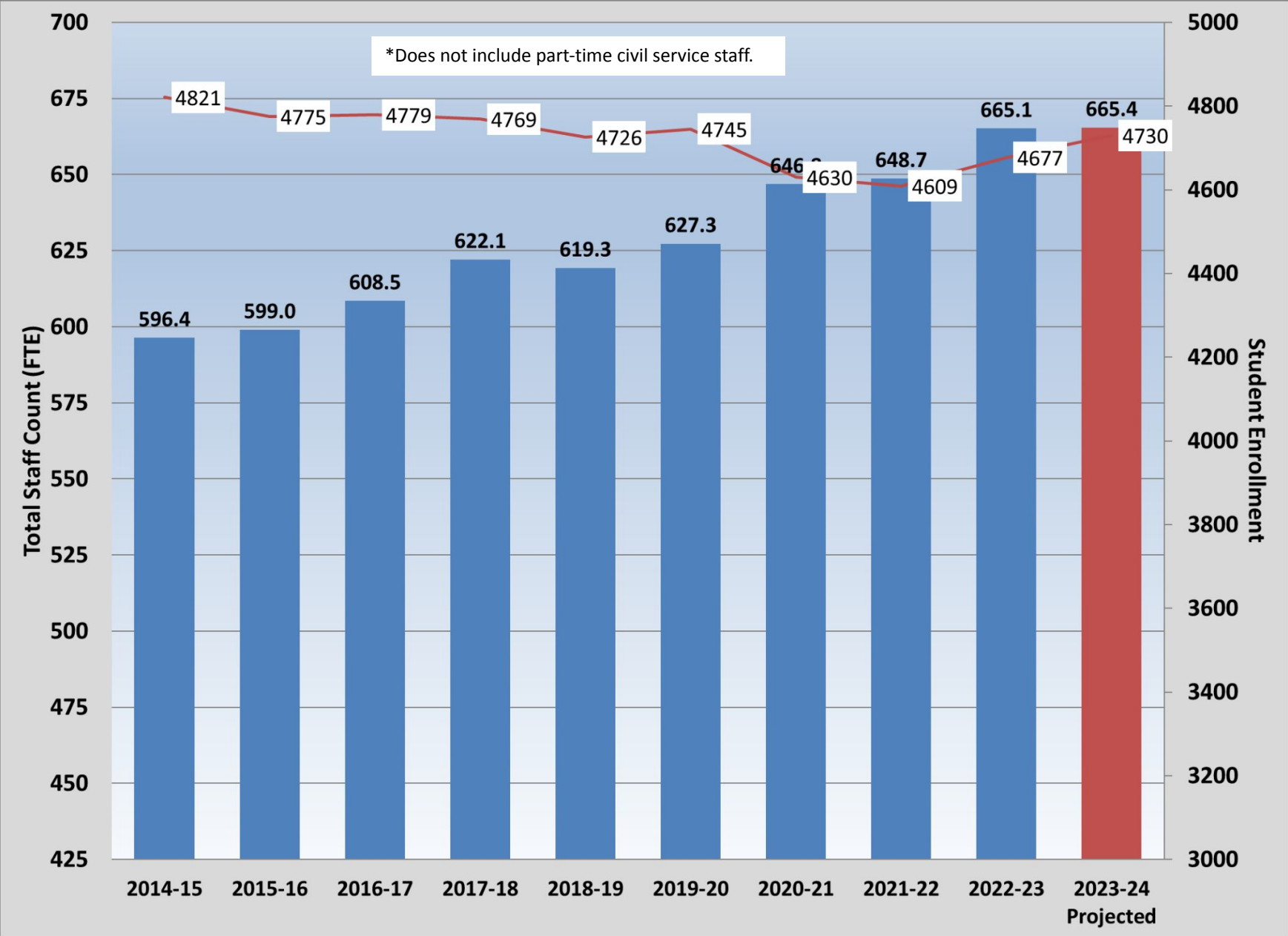
2023-2024 Draft Budget Staffing Recommendation

LOCATION	BUDGET 2022-23 FTE	ACTUAL 2022-23 FTE	BUDGET 2023-24	BUDGET-TO-BUDGET DIFFERENCE
Elementary Schools	205.3	206.0	206.0	0.7
Middle School	113.0	114.6	113.6	0.6
High School	161.4	162.4	161.4	0.0
<i>Sub-Total</i>	<i>479.7</i>	<i>483</i>	<i>481</i>	<i>1.3</i>
District-wide	21	21.9	22.4	1.4
Civil Service	161	160.22	162.02	1.02
Total	661.7	665.12	665.42	3.72

2023-24 District-wide Certified Staffing (Projected)



2023-24 District-wide Total Staffing (Projected)



2023-24 Budget Discussion Timeline

Dates	Focus
Special Board Meeting – November 17 th	Community input on 2023-24 Budget Priorities
Regular Board Meeting – January 9 th	2023-24 Budget Development and Staffing Recommendations
Budget Session #1 - February 13 th	2022-23 Year End Projections, 2023-24 Draft Budget Plan, Budget Drivers Debt Service, Transportation, Employee Benefits, Athletics and Affirmation of Staffing Recommendations
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Budget Session #3 - March 20 th	2023-24 Budget Plan Update and Full Budget Presentation
Regular Board Meeting - March 27 th	Budget Forum & Review
Regular Board Meeting - April 17 th	Board of Education Adopts Budget

Budget Vote Date - May 16th

Questions



Appendix

Staffing Recommendations Tier I – Rationale Forms

SCHOOL or DEPARTMENT: K-5 Elementary	PROGRAM: Social Emotional Learning (SEL) and Support	BUDGET YEAR 2023-24								
<div>RECOMMENDATION:<div><div><input checked="" type="checkbox"/> ADDITION</div><div><input type="checkbox"/> CHANGE in CONFIGURATION</div><div><input type="checkbox"/> SUBSTITUTION (replacing something)</div><div><input type="checkbox"/> REDUCTION</div></div></div> <div>WHAT’S DRIVING THE RECOMMENDATION?<div><div><input type="checkbox"/> Enrollment changes</div><div><input checked="" type="checkbox"/> Program expansion</div><div><input type="checkbox"/> Program restructuring, reorg., or redesign</div><div><input type="checkbox"/> Response to a new mandate or initiative</div></div></div> <div>ESTIMATED COST OF ADD or (REDUCTION)?<div>Year 1 = \$200,000</div><div>Year 2 = TBD</div><div>Year 3 = TBD</div></div>	<div>BACKGROUND AND RATIONALE</div> <p>Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions [CASEL]. We have identified a growing need for SEL staffing as our capacity to support students in the ways we feel are necessary and beneficial has been outstripped by the needs students are exhibiting. In the last budget cycle, staffing additions were approved by voters at SMS and SHS in response to similar needs, and this year we are proposing to extend support in this same arena to the elementary schools.</p> <p>The proposal is to contract the services of social workers to present whole-class lessons, provide short-term small group sessions with students demonstrating anxiety and/or similar social skills development needs, and to periodically provide case management support of acute cases of student need. This support will be provided on an every other day basis at our two largest enrollment elementary schools (Fox Meadow and Quaker Ridge), and an every third day basis at our three smaller elementary schools (Edgewood, Greenacres, and Heathcote). The rationale for contracted services as opposed to full time employees is that we believe we need to live the experience of this model of support to best identify the scope of the staffing needs, the best use of the staffing, and the optimal training and skill set of the providers. For example, the skill sets of social workers, school psychologists, and guidance counselors are both overlapping components and unique components. While we believe social workers are likely best-matched to the need we perceive presently, we would like to keep the door open for the year to explore this further while still providing students with needed services.</p> <div>HOW DOES THIS REQUEST RELATE TO THE DISTRICT’S STRATEGIC PLAN?</div> <p>This proposal aligns with our <i>Student Supports</i> strategic plan goal. The chart below illustrates the ways we work to address positive mental health and wellbeing through the implementation of SEL.</p> <table><tr><th></th><th>All Students - Universal Approach or Program</th><th>Small Groups - Behavioral and Mental Health Intervention and Support</th><th>Individual - Mental Health Case Management, Counseling, Support</th></tr><tr><td>Key Objective</td><td>Build protective factors (healthy development, resiliency, wellbeing) to support academic growth and buffer against mental health risks.</td><td>Provide interventions for students experiencing struggles with social interactions, managing emotions, anxiety, and executive functioning skills.</td><td>Provide more frequent and/or longer duration interventions for students exhibiting intense mental health concerns, including family education and recommendations for outside provider and at-home support.</td></tr></table>			All Students - Universal Approach or Program	Small Groups - Behavioral and Mental Health Intervention and Support	Individual - Mental Health Case Management, Counseling, Support	Key Objective	Build protective factors (healthy development, resiliency, wellbeing) to support academic growth and buffer against mental health risks.	Provide interventions for students experiencing struggles with social interactions, managing emotions, anxiety, and executive functioning skills.	Provide more frequent and/or longer duration interventions for students exhibiting intense mental health concerns, including family education and recommendations for outside provider and at-home support.
	All Students - Universal Approach or Program	Small Groups - Behavioral and Mental Health Intervention and Support	Individual - Mental Health Case Management, Counseling, Support							
Key Objective	Build protective factors (healthy development, resiliency, wellbeing) to support academic growth and buffer against mental health risks.	Provide interventions for students experiencing struggles with social interactions, managing emotions, anxiety, and executive functioning skills.	Provide more frequent and/or longer duration interventions for students exhibiting intense mental health concerns, including family education and recommendations for outside provider and at-home support.							

SCHOOL or DEPARTMENT: K-5 Elementary (CONTINUED)	PROGRAM: Social Emotional Learning (SEL) and Support	BUDGET YEAR 2023-24
<p>CURRENT PROGRAM STAFFING</p> <ul style="list-style-type: none">● We currently have one psychologist per building, with building enrollments ranging from 340 students to 533 students. The increasing social skills needs exhibited by students has outstripped our capacity to meet those needs to the level we desire at all five buildings.	<p>ASSOCIATED IMPACTS (i.e., when elementary class sections are added, is there a concomitant staffing impact on specials?)</p> <ul style="list-style-type: none">● There are no specific downstream impacts that would demand additional staffing or resources. The proposal in fact preserves the possibility of continued exploration and identification of needs and the best ways to meet those needs by requesting contracted services over FTE for 2023-24.	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <ul style="list-style-type: none">● The impact will be monitored throughout the year by examining data through our MTSS implementation, structured conversations with providers, 504 and CSE referrals, and discussion with building administrators.

SCHOOL or DEPARTMENT: District Office .5 CPSE Chairperson	PROGRAM: Special Education		BUDGET YEAR 2023-24
<p>RECOMMENDATION:</p> <p> <input type="checkbox"/> ADDITION <input type="checkbox"/> CHANGE in CONFIGURATION <input type="checkbox"/> REDUCTION </p> <p>WHAT’S DRIVING THE RECOMMENDATION?</p> <p> <input type="checkbox"/> Enrollment changes <input type="checkbox"/> Program expansion <input checked="" type="checkbox"/> Program restructuring, reorg., or redesign <input type="checkbox"/> Response to a new mandate </p> <p>ESTIMATED COST OF ADD or (REDUCTION)?</p> <p>Year 1 (annual) cost = \$55,000 (recurring)</p> <p>Year 2 =</p> <p>Year 3 =</p>	<p>BACKGROUND AND RATIONALE</p> <p><input type="checkbox"/> Ongoing increase in CSE students 2016-17 409, 21-22 562, 22-23 593</p> <p><input type="checkbox"/> Currently CSE Chairpeople are divided into 3 positions (2.7 FTE):</p> <ul style="list-style-type: none"> <input type="checkbox"/> CPSE/Primary CSE Chair - responsible for all initials, program reviews, Pre-school transitions for both Preschool and k-5 students <input type="checkbox"/> CSE Chair Secondary - responsible for all CSE functions grades 6-12, MS/HS transitions, finalizing all annual reviews done across SHS. Supervisory responsibility for CSE testing, out of District students placed by District on the secondary level <input type="checkbox"/> Out of District Chairperson/District Psychologist - responsible for all parentally placed students (both testing and CSE functions), District places CSE students k-5, 0.3 FTE counseling at SHS, District of location services at Immaculate Heart of Mary School. <p><input type="checkbox"/> Asst. Supt. - Expansion of responsibilities has made Chairpeople more responsible for high needs student coordination and complex meetings.</p> <p><input type="checkbox"/> Current caseloads have become challenging to handle. An increase in mental health needs has led to more intensive intervention for a number of students on the secondary level coordinated by the secondary CSE chair.</p>		
<p>CURRENT PROGRAM STAFFING</p> <ul style="list-style-type: none"> - 2.7 chairperson FTEs - Assistant Superintendent for Special Education and St. Sers. 	<p>ASSOCIATED IMPACTS</p> <ul style="list-style-type: none"> - Allow for more student focused work with staff - Increased ability to meet compliance timelines for CSE functions and reporting - Dedicated focus to CPSE children which will allow Primary CSE chair to take on Out-of District Students relieving caseloads across all positions - Allow for reorganization discussion on Special Education administration 	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <ul style="list-style-type: none"> - Adherence to mandated timelines and compliance - Monitor for increase in support for teachers and building supervisors 	

SCHOOL or DEPARTMENT: District Office - Convert one CSE Chairperson to Administrative Position 0.0 FTE change (10 month to 12 month employee; Dependent on .5 CPSE Chairperson request)	PROGRAM: Special Education	BUDGET YEAR 2022-23
<p>RECOMMENDATION: ADDITION CHANGE in CONFIGURATION REDUCTION</p> <p>WHAT’S DRIVING THE RECOMMENDATION?</p> <ul style="list-style-type: none"><input type="checkbox"/> Enrollment changes<input type="checkbox"/> Program expansion<input checked="" type="checkbox"/> Program restructuring, reorg., or redesign<input type="checkbox"/> Response to a new mandate <p>ESTIMATED COST OF ADD or (REDUCTION)? Year 1 (annual) cost = \$ 35,000 recurring (estimate) Year 2 = Year 3 =</p>	<p>BACKGROUND AND RATIONALE</p> <p>Since 2014-15 the special education department has focused on expansion of our continuum of services to facilitate more students being educated in the District. This focus has led to new programs and staffing expansion. Concurrently, there has been a significant rise in the number of classified students and the intensity of student needs over the past 5-7 years. The efforts have been successful (Special Education Trends) with a significant increase in the percentage of students being educated within our schools. With that success the programmatic supervision needs of our department have also grown.</p> <p>As these special education program changes have happened the Student Services department has also expanded responsibility to include Safety Security and Emergency Management. While at the same time, the complexity of managing the nurses and psychologists has increased.</p> <p>Currently, only the Assistant Superintendent for Spec. Ed. and St. Ser. serves in an administrative role on the District level and must be included in all budgetary and programing decisions. Further, the department has seen an increase in custody disputes, orders of protection, threat assessments, CPS calls, and DASA investigations which all fall under its responsibility and must be managed by an administrator. The current context has reduced the efficiency of decision making and creates a bottleneck for supervision especially with regards to the CSE process and feedback.</p> <p>Additionally, the current special education chairpeople are highly experienced and central to the work we have done to expand our programs. Given the current educational climate, opportunities for administrative roles elsewhere have increased along with the likelihood that retention will become problematic. Adding this position will provide advancement opportunities for highly valuable staff and increase the administration’s ability to move important Special Education goals forward.</p>	

SCHOOL or DEPARTMENT: District Office - Convert one CSE Chairperson to Administrative Position 0.0 FTE change (10 month to 12 month employee; Dependent on .5 CPSE Chairperson request)	PROGRAM: Special Education	BUDGET YEAR 2022-23
CURRENT PROGRAM STAFFING <ul style="list-style-type: none">- 2.7 chairperson FTEs- 1.0 District Psychologist- Assistant Superintendent for Special Education & Student Services- 2 Clerical full year, 1 clerical 10 month	ASSOCIATED IMPACTS <ul style="list-style-type: none">- The position will need to be identified and recognized through one of our bargaining units- Increased focus on Special Education program implementation would increase communication, provide additional structure to the CSE process, and address issues in a more timely manner- Principals will have greater support in addressing special education student issues.	HOW WILL THE CHANGE BE MONITORED FOR IMPACT? <ul style="list-style-type: none">- Adherence to mandated timelines and compliance- Monitor for increase in support for teachers and building supervisors

SCHOOL or DEPARTMENT: High School	PROGRAM: Humanities Clerk	BUDGET YEAR 2023-24
<p>RECOMMENDATION:</p> <ul style="list-style-type: none">• ADDITION• CHANGE in CONFIGURATION• SUBSTITUTION (replacing something)• REDUCTION <p>WHAT’S DRIVING THE RECOMMENDATION?</p> <ul style="list-style-type: none">• Enrollment changes• Program expansion• Program restructuring, reorg., or redesign• Response to a new mandate or initiative <p>ESTIMATED COST OF ADD or (REDUCTION)?</p> <p>Year 1 = \$30,500 (\$15,500 salary/\$15,000 benefits)</p> <p>Year 2 = Recurring</p> <p>Year 3 = Recurring</p>	<p>BACKGROUND AND RATIONALE</p> <p>Currently, the English and Social Studies departments share an aide to perform secretarial duties. The aide has been serving in this capacity for a number of years and performs duties above and beyond her responsibilities, and certainly more than the job tasks of an aide. Here current job responsibilities include:</p> <ul style="list-style-type: none">• Completing coverage requests for absent teachers• Obtaining quotes from vendors for the purchase of textbooks/paperbacks• Preparing Purchase Requisitions• Preparing Textbook Authorization Requests for new Textbooks to be given to BOE for review• Overseeing textbook management• Managing departmental testing, including the administration of qualifying exams for AT and Honors Courses as well as Regents exams.• Completing data entry, making copies, answering phones, and helping teachers with any individual requests.	
<p>CURRENT PROGRAM STAFFING</p> <ul style="list-style-type: none">• 25 hour/week department aide	<p>ASSOCIATED IMPACTS</p> <p>(i.e., when elementary class sections are added, is there a concomitant staffing impact on specials?)</p> <ul style="list-style-type: none">• Science would be the last department with an aide serving in an administrative capacity.	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <ul style="list-style-type: none">• The English and Social Studies department chairs will evaluate the clerk’s performance.• They will also provide the high school administration with an assessment of the transition to a clerk position in their year end reports.

SCHOOL or DEPARTMENT: Facilities	PROGRAM: Cleaning	BUDGET YEAR 2023-24
<p>RECOMMENDATION:</p> <ul style="list-style-type: none"> •ADDITION •CHANGE in CONFIGURATION •SUBSTITUTION (replacing something) •REDUCTION <p>WHAT’S DRIVING THE RECOMMENDATION?</p> <ul style="list-style-type: none"> •Best Practice <p>ESTIMATED COST OF ADD or (REDUCTION)?</p> <p>Year 1 = \$50,000</p> <p>Year 2 = Recurring</p> <p>Year 3 = Recurring</p>	<p>Facilities would like to propose an additional Tuesday through Saturday custodian at the high school for the 2023-2024 budget year. The shift and hours for the proposed custodian would be Tuesday-Saturday from 11:30 am - 8:00 pm (<i>*this could vary slightly</i>)</p> <p>During the day, five custodians work a 6:00 am-3:00 pm shift. At the start of their shifts, custodians divide the building into sections to check the building and grounds to ensure they are ready for occupancy. These tasks include turning lights on, checking HVAC equipment, checking for heat loss or leaks, and making sure there are no safety concerns to address in or around the building. Once the building has been deemed safe for opening, they move on to WHD requests and work orders. The custodians allow the building to flow and operate for faculty, staff, and students. They tend to paper deliveries, furniture needs, room setups, spill cleanups, contractors, vendor deliveries, etc. Our custodians are involved in every aspect of daily operations.</p> <p>Whenever a custodian is out, a night cleaner is brought in to help clean the ten lunch spaces throughout the campus. On warm weather days, students and staff will also eat lunch outside on picnic benches, adding to the cleanup. Lunch coverage incurs a minimum of three hours of overtime and is on a one-to-one basis.</p> <p>Adding a midday custodian would allow time to complete work orders after 3:00 pm. They could take on some of the cleaning responsibilities at night when someone is out, reducing the number of times we utilize substitute cleaners. Also, we would no longer need to get coverage when the floater is out or on assignment in another building. The floater’s section can be divided equally among the 10.5 cleaners (10 cleaners + additional custodian) for completion.</p> <p>Scarsdale Schools has always sought to maintain a certain appearance and cleanliness. While many Districts accept a level 3 standard, Scarsdale strives for a level 2 cleaning. Our crews always try their best to hit that goal while catering to the District's many other needs.</p>	

SCHOOL or DEPARTMENT: Facilities	PROGRAM: High School Custodian	BUDGET YEAR 2023-24
<p>RECOMMENDATION:</p> <ul style="list-style-type: none">•ADDITION•CHANGE in CONFIGURATION•SUBSTITUTION (replacing something)•REDUCTION <p>WHAT’S DRIVING THE RECOMMENDATION?</p> <ul style="list-style-type: none">•Best Practice <p>ESTIMATED COST OF ADD or (REDUCTION)?</p> <p>Year 1 = \$75,000 Year 2 = Recurring Year 3 = Recurring</p>	<p>According to the Association of School Business Officials (ASBO), to achieve a level 2 standard of cleaning, a cleaner/ custodian should clean approximately 18,000-20,000 square feet within a single work shift. The High School is 390,867 square feet, and cleaning of the building is divided among ten (10) night cleaners. Each cleaner is responsible for cleaning an average of 39,067 square feet. Adding another custodian, who will act as a cleaner after 3:00 pm, would reduce the square footage to 37,225 sq ft per cleaner. While we still need to get to the desired 18,000-20,000, it brings us closer to reaching a level 2 standard of cleanliness.</p> <p>On average, athletics occupies the high school every Saturday from 7:00 am to 6:00 pm. In addition to athletics, STI courses, plays, state testing, tournaments, etc., also require the building to be open late on Saturdays. Currently, the high school has a Tues-Sat custodian who works a 7:00 am to 4:30 pm shift to cover. Even with this coverage, there is a need for extra coverage for the extended hours, which results in a minimum of two hours of OT every Saturday to allow for cleanup and securing of the building.</p> <p>The total Saturday overtime from Sept 2021-June 2022 was 660.50 hours. Adding another Saturday custodian could reduce this amount by 320 person-hours. 320 hours = 40 Saturdays from Sept-June x 8 hours per day (<i>340.50 OT hrs remain, and we will work towards further reducing this number</i>)</p> <p>This savings of 320 hours of Saturday OT is based on a time-and-a-half rate for a Step 1 custodian earning \$56,685 annually 248 work days per year at a rate of \$228 per day or \$28.57 p/hr. Time and a half rate of \$42.86 p/hr. Total cost savings of <u>\$13,715.20</u> in Saturday overtime. (<i>This does not include overtime incurred during the week for midday and section coverage</i>) Days floater was on assignment in other schools from Sept 1, 2021 through June 24, 2022 and coverage was needed: 62 days 62 days x 7.5 hours = 465 hours x \$17.50 per hour Total cost savings not needing coverage for the floater in one school year = <u>\$8,137.50</u></p>	

Q & A

