

Scarsdale Public Schools



2019-20 School Budget Budget Forum

March 25, 2019

2019-20 Proposed Budget Overview

March 25, 2019

2019-20 Proposed Budget:	\$ 160,782,597
Budget to Budget Increase:	1.86%
Projected Increase in Tax Levy:	2.27%
Projected Tax Levy Limit:	2.94%
Amount <u>Below</u> the Projected Limit:	\$ 967,017

The equalization rate, as determined by NYS, has increased for the Town of Scarsdale in comparison to the Town of Mamaroneck thus increasing Mamaroneck's share of the total tax levy.

Town of Scarsdale	1.63%
Town of Mamaroneck	5.56%

Key Components Summary Projected Expense to Proposed Budget							
Category	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Projected	2019-20 Proposed	\$ Increase	% Increase
Board of Education, Central Administration & Special Items	\$4,652,784	\$4,841,517	\$5,002,403	\$4,999,185	\$5,173,264	\$174,079	3.48%
Operations & Maintenance	8,904,316	9,882,342	10,843,807	10,550,967	12,017,682	1,466,715	13.90%
Plant & Capital Improvements	3,296,001	3,041,040	2,997,813	3,332,170	2,796,610	(\$535,560)	-16.07%
Regular Education	66,064,550	68,484,453	69,738,485	68,992,206	70,999,797	2,007,591	2.91%
Technology	2,640,057	3,455,548	2,945,041	2,914,151	3,310,981	\$396,830	13.62%
Special Education	12,489,505	12,870,440	13,196,256	13,598,803	14,281,834	683,031	5.02%
Transportation	3,778,331	3,747,454	4,064,276	3,903,497	4,113,764	\$210,267	5.39%
Interscholastic Athletics	1,681,282	1,733,276	1,739,475	1,751,519	1,881,780	130,261	7.44%
Employee Benefits	33,580,069	35,031,764	36,851,470	35,498,478	35,723,201	\$224,723	0.63%
Debt Service	9,821,723	9,993,017	10,022,066	10,027,588	10,026,361	(1,227)	-0.01%
Other	472,088	423,094	448,316	440,816	457,323	\$16,507	3.74%
SubTotal	147,380,706	153,503,945	157,849,407	156,009,380	160,782,597	4,773,217	3.06%
PY Health Insurance Accrual AJE.	-	1,850,000	-	(1,850,000)	-		
CY Health Insurance Accrual AJE				1,600,000			
Unspent Budget Surplus	-	-	-	(507,726)	(507,726)		
TOTAL	\$147,380,706	\$155,353,945	\$157,849,407	\$155,251,654	\$160,274,871	\$4,773,217	3.07%

Projected Fund Balance - Year End 2018-19

Ending Fund Balance 6/30/18	\$19,628,264
Plus: Projected Year End Revenues	<u>\$156,228,826</u>
Minus: Projected Year End Expenditures	<u>(\$155,251,654)</u>
Projected Ending Fund Balance 6/30/19	<u>\$20,605,436</u>
To Be Allocated as Follows:	
Tax Certiorari Reserve	\$4,779,935
Self-Insured Health Insurance Reserve	\$4,612,286
Debt Service Reserve	\$453,431
NYS Employees' Retirement Reserve	\$2,047,545
Reserve for Encumbrances	\$1,666,096
Unassigned Fund Balance *	<u>\$5,946,143</u>
Assigned Fund Balance for 2019-20	<u>\$1,100,000</u>
Actual Ending Fund Balance 6/30/19	<u>\$20,605,436</u>

* 3.70% of 2019-20 Budget. May retain up to 4% of 2019-20 Budget = \$6,431,304

What Does This Budget Accomplish?

Advances high-quality teaching and learning consistent with SET 2.0

- ☐ Support of teaching and learning initiatives in the advancement of SET 2.0, including STEAM implementation.
- ☐ Ensure staffing levels consistent with current and historical philosophies and community expectations.

Implements a comprehensive approach to Safety, Security and Emergency Management

- ☐ Provide appropriate mental health/social emotional support for students
- ☐ Layered approach to building safety and security
- ☐ Thoughtful implementation of new policies, procedures, and practices

Provides cool learning spaces on high heat days

Improves and upgrades facilities (consistent with all components of the Facilities Master Plan)

2019-20 Budget Discussion Timeline

Dates	Focus
Regular Board Meeting – December 17th	2018-19 Year End Projections and Budget Assumptions
Regular Board Meeting - January 14 th	Presentation of Staffing Recommendations
Regular Board Meeting - January 28 nd	Staffing Affirmations and Budget Update
Budget Session #1 - February 4 th	2019-20 Budget Plan, Budget Drivers, Debt Service, Transportation, Employee Benefits and Security
Budget Session #2 - February 11 th	2019-20 Budget Plan Update, Department Budget Presentations including Instruction, Facilities, Special Education, Athletics and Technology
Budget Session #3 - March 11 th	2019-20 Budget Plan Update and Full Budget Presentation
Board of Education Meeting - March 25 th	Budget Forum & Review
Budget of Education Meeting - April 1st	If required, to further discuss proposed budget
Regular Board Meeting - April 8 th	Board of Education Adopts Budget

Budget Vote Date - May 21st

Questions & Discussion

Questions & Answers

Q1. Please identify and discuss the specific strategic and instructional priorities that are reflected in the 2019-20 budget. Please highlight any important themes or noteworthy elements of the proposed budget.

The proposed 2019-20 budget accomplishes the following:

1) The advancement of high-quality teaching and learning consistent with SET 2.0

Supports teaching and learning initiatives in the advancement of SET 2.0 including STEAM implementation
Ensures staffing levels consistent with current and historical philosophies and community expectations

2) Implements a comprehensive approach to Safety, Security, and Emergency Management

3) Provides cool learning spaces on high heat days

4) Improves and upgrades facilities

Q2. Prior to the community budget forum, what are the means by which the Board gathers community input into significant budgetary items and complex issues such as Security?

The collection of community input on all issues is multi-faceted and is ongoing throughout the year. Community members are regularly encouraged to share values and priorities for the budget, and thoughts on complex issues such as Security, at the podium during public comment and via emails to the Board. In addition, community members share their input face-to-face with Board members at their convenience, and these points are then shared with the full Board and Administration via email. Board members attend and occasionally speak at meetings and forums held by many community partners, especially those with Scarsdale Public School topics on the agenda, in order to encourage input, to hear and collect information on complex issues, community values and priorities, and to provide updates on the months-long, formal budget process. Community feedback on the District's annual presentations of curriculum, facilities and long-term capital projects, athletics, technology, wellness, sustainability, and special education reports helps confirm the continuity of Scarsdale's values and priorities.

Questions & Answers

Q3. Please articulate the process by which the Board communicates a directive or affirmation to the Administration regarding added or subtracted budgetary items, for example, auditorium seating in the high school or the number of contingency teaching positions as discussed in Budget Study Sessions I and II.

All Board communication with the Administration occurs at the Board table during public Board meetings. The Board's formal directive or affirmation of the budget occurs in April, but questions and comments guide the crafting of the budget throughout the process.

At any time, a Board member may comment on particular budgetary components. They are presented to the Board in operational areas during Budget Study Sessions and that is the preferred time for related questions and discussion. Administration will consider the points and may or may not choose to make adjustments according to those considerations, depending upon District leadership's understanding of operational and management concerns. The reasonings behind any budgetary changes are shared with the Board. Most often, internal happenings lead Administration to make changes to the budget. For example, staffing changes at the High School prompted school and District leadership to recommend the hold on auditorium seating replacement.

Questions & Answers

Q.4 What is the Board's advocacy position on the soon to expire Tax Levy Limit Law ("tax cap") and what measures is the Board taking to ensure that any new legislation will not adversely affect the quality of public education in Scarsdale?

The Board does not have an advocacy position on the Tax Levy Limit Law ("tax cap"). The last position paper on this topic was produced by the Board in January, 2011 and it has not been revisited. The Board may, at any point, choose to discuss and perhaps release a statement on any new legislation at it arises.

Q5. Please discuss the specific criteria and data considered to assess the community's financial health and the District's fiscal health.

Explain how the proposed budget addresses these analyses.

How did the aforementioned assessments affect budget choices?

The District's budget is developed based on the continued support of existing educational programs and the funding of new initiatives which arise organically in any given year. These new initiatives are thoroughly vetted through the budget development process to assure that they are consistent with SET 2.0 and the District's transition plan. Although not technically a zero based budget, the budget is also not an incremental one. All department and building budgets are thoroughly deliberated during the budget process and monitored for historical spending trends.

Overall financial health is largely the result of sound budgeting practices including the allowance for budget variances in line items that can be unpredictable, the attention to historical spending and revenue patterns, the maintenance of appropriate reserves in relation to potential otherwise unfunded liabilities, and the avoidance of expending one time revenues to fund recurring expenses. Dollars allocated to Adjusted unrestricted Fund Balance allowance of up to 4% of the next year's budget result from funds that are not allocated to reserves. The projected undesignated Fund Balance at FYE 2019 is 3.70% representing a difference of approximately \$485 thousand less than 4.00%.

In addition to alignment with the above budgeting practices, District Administration is guided by feedback from the Board of Education and the community during the budget development process as well as known soft parameters such as the tax cap levy limit.

The final budget recommendation is representative of all the above factors.

Questions & Answers

Q6. What is the dollar amount of tax increase for the average Scarsdale homeowner as related to the proposed budget for 2019-20, using an average property value of \$1.5 million?

The School Taxes for 2019-20 for the Average Assessed Home (we use \$1,595,700 as the average) will increase to \$25,446 from \$25,039 or a \$407 increase, representing a percentage increase of 1.63 percent.

Q7. What is the projected 2018-19 surplus at this time?

The projected surplus for FYE is \$2,577,172 which can be found on page 61 in the budget book or in the most recent budget presentation. **Does the use of surplus to reduce the tax levy impact tax calculations for the following year? Please explain the budget implications.** Yes it does if 1) they are used for recurring expenses and 2) a surplus of the same amount is not achieved the following year and used to offset the tax levy in a like amount. If this is not accomplished then expenditures must be reduced or other revenues increased (including tax levy) or utilization of reserves or a combination of all three in order to achieve status quo.

Q8. In light of the discussion regarding student social/ emotional well-being, please specify the ways in which the implementation of increased security staffing, enhanced protocol and procedures has taken into account student and school community social/ emotional well-being. What does the current research say about how lockdown drills and enhanced security procedures affect social/ emotional well-being?

We are unaware of any studies that would directly correlate to the Scarsdale student and community experience. Most studies that look at the presence of highly visible security features (police, metal detectors, extensive cameras etc.) are focused on inner-city and high crime schools. It is important to note that deliberation surrounding all improvements that the District is considering, from any one of the three prongs as discussed in Budget Session #1, take into account any impacts on the social-emotional well being of our students. The National Association of School Psychologists has published a paper called Rethinking School Safety: Communities and Schools Working Together, which is indicative of the District's thinking around the balance required in the implementation of School Safety and Security.

Questions & Answers

Q9. As part of the discussion regarding social/ emotional health, stress, student safety, and the importance of trusted adult relationships, has the District reviewed the potential impact of the increase in the number of students per dean at the high school?

While the SHS ratio is on the higher end of comparable Districts (range ~1:115 - ~1:200), it is far lower than many other school districts in Westchester. When discussing the ratio of guidance counselors to students, the conversation must include what other mental health professionals are in the building. SHS has 2.2 psychologists serving the general population, 1 psychologist for the Scarsdale Support Program, and 2 Certified Social Workers provided through the Youth Services Project. The ratio for students to mental health professionals in the building with the addition of these resources is 1:117 (this does not take into account the Scarsdale Support Psychologist as she has a restricted caseload within the program). Currently, the District feels we have an appropriate ratio to address needs. However, we have seen an increase, generally, in social/emotional needs and we will be assessing our needs regularly.

Q 10. At the January 14 Board meeting, the Demographer demonstrated that larger cohorts are moving through SMS and SHS. Does the Board believe that protecting favorable class sizes at both the elementary schools and high school is important to the community? If so, how does this awareness inform budget affirmations and decisions? The Board supports the District's current practices that protect favorable class size at the elementary schools, maintain the house structure at SMS, and support student driven course offerings at SHS. These practices are embedded assumptions in the Administration's budgetary preparations and determinations. Awareness of this commitment guides the Board's review and discussions of staffing decisions. Contingency positions are most often included in the budget in order to maintain these practices should enrollment components change.

Questions & Answers

Q11. How does the District ensure that the needs of all students are being met in Co-Taught Inclusion classes and how is this practice evaluated?

All students, general and special education, participate in the regular district assessments to track progress. The special education students (both in ICT and LRC) also have their progress monitored according to the goals set out in their IEP. Each classified student also has an annual review that is specifically meant to determine whether adequate progress is being made and if their program is appropriate. Special education administration regularly meets with the teachers and administrators in the buildings to assure the programs are adequately resourced and functioning appropriately. Additionally, every ICT class has a program of professional development throughout the year.

Q 12. Are there any budgetary investments that would have a positive educational and experiential impact on our schools that were explored but were not included in this budget? There are a number of different projects still under investigation, but which are not ready to be included as part of the 2019-20 budget recommendation.

If items were excluded, what is the plan to include these items in future budgets? As projects have been fully investigated and deliberated they will be considered for inclusion in future budgets.

What is the status of potential kitchen projects at Fox Meadow and Edgewood? Initial plans for these projects and others were discussed during the 2018 Bond Development. These plans were eventually put aside. The architects are now exploring other opportunities to thoughtfully provide kitchen services to these buildings. These plans are in the early stages of development.

Would the Con Ed gas moratorium affect or delay new construction projects, including possible kitchen projects? No, Con Ed has been alerted to these projects and the District has been assured that there will be no impact.

Questions & Answers

Q 13. Does the 2019-20 budget support any specific program and/ or curricular initiative beyond that of last year's budget? If so, please explain the nature of those initiatives.

This budget reflects an increase in the area of sustainability to increase support for gardens across the District. We are building internal capacity in our area of interdependence/global competencies and are, therefore, releasing an outside consultant. This trade-off has contributed to a relatively flat budget.

If this budget does not include any additional or enhanced curricular initiatives, then discuss the rationale behind this decision as well as the district strategy for keeping Scarsdale Schools on the forefront of public education.

Rather than layer on additional curricular initiatives at this time, we are focusing on supporting and nurturing current and important work in the area of innovation, shifts in "next generation standards," personalized learning, literacy, global competencies, critical thinking, research, and problem-solving.

Q14. How do you know when you have reached capacity within a department? What data or metric do you use to assess whether to increase or decrease staffing (e.g., is it based on teacher course and section load, number of students assigned per teacher, number of periods available for office hours, or any other factors)?

We look at a variety of indicators by department, including historical staffing data vs. student enrollment, average class size, number and percentage of sections over 25 (for English, science, math, and social studies) or 20 (for world languages). We also take into consideration our ability to offer smaller class sizes for skills courses, as well as a variety of electives, especially in art, for example.

Questions & Answers

Q 15. Which classes currently have the largest class sizes?

In terms of average class size, the largest numbers are in AT Macroeconomics 28.7 average/3 sections; AT Biology 28/1; Honors Geology 27/2; Honors Pre-Calculus 27/4; Biology 513 26.6/8; Calculus BC 26.5/2; Math 432 26/5.

The largest single sections are as follows: Biology 513 has sections of 31, 30, and 29; Physics 513 has sections of 30 and 29; AT Macroeconomics has sections of 30 and 29; Math 423 has one section of 29; Peacing it Together has one section of 29.

Q 16. What is the range of class size for current math/STEAM and science classes as compared to the ranges in other departments?

We have been trying to keep our STEAM classes in the high teens, given that the students are using machinery and need intensive supervision when doing so, in addition to the layout of the space, which can accommodate up to 2 sections at a time.

Most math and science classes fall under the informal cap of 25. We exceed this cap, for example, in the beginning of the year when we overload Biology 513 sections knowing that some students will choose to go to Biology 512 during the fall semester. As mentioned in the rationale, we currently have two precalculus sections approaching 30, so rather than roll them over into oversized Calculus classes we would need an extra section there to get three classes at around 20 students.

Q 17. How does the average class size vary based on level (e.g., skills, regular, honors, AT) as opposed to by course within a department?

There is always a focus on keeping skills classes smaller than all others, so that those students can get the extra attention they need. Otherwise, we use the aforementioned caps to guide us.

Questions & Answers

Q 18. How are the number of class sections determined? At what point does the level of anticipated enrollment in any particular course trigger a decision to create an extra section or to reduce the number of sections and do such decisions account for trends in students moving up or dropping down a level after classes have begun?

We usually take the anticipated number of enrolled students in a course and divide by 25 to see how many sections we will need. Then we look at the bigger picture by seeing how the breakage falls among the other courses in the department, and then we make decisions as to how many sections to give to each course. Once we get to sections that are projected to be 27 or higher across multiple sections, that usually gets us trying to add a section to that course. If we have, for example, 3 sections of one course at 26 and 3 of another at 26, and we can assign another section to one of those courses, we will likely go with the lower-level course under the logic that younger students or those in a lower level will benefit more from smaller sections.

Q 19. Pedagogically, what is the current thinking about the ideal number and the maximum number of students in one classroom, especially in lab sections where safety becomes a consideration?

We will allow enrollment to exceed the number of lab stations more easily in physics or biology courses than in chemistry courses, because the nature of some of the lab activities in chemistry includes fire and chemicals, which require greater attention to supervision and safety. Of course, the ideal is always that enrollment will not exceed the number of lab stations, but we have balanced that ideal against the reality that science teachers, who teach 3 sections each, will have lower total student loads than teachers in other subjects, so from that vantage point the tutorial load can be managed even if individual sections go above 25.

Q 20. . How will the addition of a math/STEAM teacher and a science teacher impact the student experience (e.g., more sections of the existing course offerings to reduce class size or expansion of course topics offered or both)?

The addition of a math/STEAM teacher and a science teacher will allow us to both reduce class size in existing courses and potentially add new courses, such as an app design course that would ideally be co-taught by a computer and a STEAM teacher.

Questions & Answers

Q21. Besides the changes contemplated by next year's draft budget, what additional future staffing needs and changes, if any, do you anticipate will result from current trends in student class choice and projected changes, if any, to state graduation requirements.

We always look for fluctuations in language enrollment among the four languages we offer, and we have asked for a contingency to allow us that flexibility if we need to add partial FTE to manage fluctuations. We also have the benefit of a recently hired teacher who is certified to teach both French and Spanish.

If students migrate from one area to another in terms of electives, we would need to address that interest by adding FTE to accommodate demand to the greatest extent possible. This does not always have a corresponding reduction in FTE in another department, because students are usually choosing that new interest over many different secondary interests, but again we monitor class sizes over time to see if there is an accrual of excess teaching power in formerly popular areas.

Q 22. Is a new building conditions survey in the works? This work will commence in the Spring of 2020

Q 23. What identified projects from 2015 BCS are still pending and what additional projects have been identified since that study?

There are projected to be 148 items remaining on the original BCS list after this year. Other BCS type items that have been identified include continued extensive elevator repairs/replacements, HS Auditorium rigging replacement and district-wide asphaltting. Other non-BCS items currently in development for further consideration include HS stage lighting upgrades, Heathcote Office renovations, HS Learning Resource Center renovations and elementary school kitchens (EW, FM and HE).

Questions & Answers

Q 24. What is the status of the District Sustainability Committee and its efforts to explore long term cooling solutions, alternative energy sources (e.g., solar panels), environmentally friendly food service and waste disposal practices (e.g., feasibility and utility of reintroduction of dishwashers in lieu of compostable plates and utensils, composting on site), and appropriate funding sources for such projects (e.g., grants, EPC, or annual budget)?

We are currently in the data-gathering stage in preparation for engaging with ConEd Solutions to explore long-term opportunities for energy savings and understanding the broadest range of viable cooling solutions possible. We anticipate this conversation getting underway this spring. We anticipate that our engagement with ConEd solutions will generate a path toward projects that incorporate many aspects of our operation, including the food service pieces.

As for alternative energy sources, we have completed a preliminary exploration regarding solar with the New York Power Authority's K Solar program. We learned that there are two major barriers to undertaking PV solar projects- NYSED's requirement to demonstrate financial payback within the 18 year window that governs capital projects, and the potential ConEd costs associated with enabling additional generation capacity. The initial assessment suggests PV solar, as the programs are currently structured, is likely not a viable project today.

Q 25. SHS -- What is the current condition of the auditorium, in terms of functionality for existing uses, and where does the auditorium rank currently in the list of SHS facilities priorities? There are no practical limitations on the use of the auditorium however it continues to be the highest priority amongst HS Projects in development. Seating and flooring, along with rigging and stage lighting are still items that should be completed over the next couple of budget cycles and will be prioritized (all other things being equal) as such. **What, if any, are the plans for changes to the LRC rooms?** BBS Architects are working with the HS to re-think these spaces to better serve students' instructional needs. Plans and estimates are not yet fully developed. **A-School?** There are currently no active discussions regarding plans for the A-School.

Q 26. SMS -- What, if any, are the plans for the CHOICE building? The CHOICE building is currently being used for District-wide storage including athletics. We anticipate that this will continue to be the case due to the limitations of this facility to house occupants. **and Bathrooms accessible to those using the field?** A plan is in development to allow controlled public access to existing MS bathrooms. **Fitness center? Large group spaces?** There are currently no active discussions regarding these spaces.

Questions & Answers

Q 27. Elementary Schools -- What, if any, are the plans for kitchen/food prep areas at E, FM, and to increase capacity at H?

Initial plans for these projects and others were discussed during the 2018 Bond Development. These plans were eventually put aside. The architects are now exploring other opportunities to thoughtfully provide kitchen services to these buildings. These plans are in the early stages of development.

Spaces for inter-classroom collaboration? There are not currently any architectural plans underway for new classroom spaces keeping in mind extensive learning common space was presented in by architects in the spring of 2017, but rejected due to cost considerations by the Board of Education. **Playground renovation schedule?** There are no short-term plans for any playground renovations and there have been no concerns brought to my attention.

Q 28. Other than the number of hours that monitoring will occur at each of the school buildings, what additional changes are being made to the visitor management system in terms of numbers of contracted personnel on duty at each building and admittance procedures for visitors, including practices during periods of high volume ingress/egress?

Each Elementary school would have 2.0 FTE individuals, SMS 2.5 FTE (+1.5 FTE from current) and SHS 6.25 FTE (+2.25 FTE from current). Upon entering any school building, visitors, volunteers, contractors, and parents will be asked by our Safety Monitors to present a valid government-issued ID, such as a driver's license. The Safety Monitor will scan this ID using the latest in ID scanning technology. Within a few seconds, Raptor will check the visitor's information against the National Database of Registered Sex Offenders, and also cross-reference with parent-provided court records to determine whether this is a non-authorized parent or relative who has a restraining order. If a positive match occurs, District personnel will be immediately and discreetly alerted. To prevent false positives, the system has the ability to compare a photograph of the actual registered sex offender to the visitor. Once the ID has been scanned and entry is approved, the system will create a unique badge that identifies the visitor, date, time, and destination. Visitors will be required to wear this badge to be allowed entrance to the school and to proceed to their destination. They will also be required to leave through the same entrance they entered, so that the visitor badge can be returned and an accurate accounting of visitors in the building is maintained - information of particular importance in the event of an emergency evacuation.

Q 29. What is the rationale for the specific visitor management changes being proposed?

Raptor is part of a layered system of safety and security within our schools. An important aspect of keeping students and staff safe is knowing who is in our buildings at all times, and the Raptor system will enable us to do that. This system will allow us to screen visitors, contractors, and volunteers in our schools. It will provide us with a safer and more thoroughly monitored environment for our students and staff, and a quick and efficient way to welcome visitors in a manner that increases campus security.

Questions & Answers

Q 30. How do the proposed changes account for variance in the historical practices and culture from building to building and differences of opinion within the community with respect to the desired culture and expectations?

Visitor management practices are in the process of being aligned from building to building in order to match a unified District-wide approach to visitor management based on best practice. Alignment of these practices and procedures allow building staff to know that visitors are properly screened providing all of us with a safer school environment.

Q 31. How much of the proposed increase in contracted safety and security services pertains to services that address vehicular traffic patterns, parking issues, and pedestrian safety on and around the district campuses?

Safety Monitors not assigned to a main entrance(s) will be available and be expected to assist with traffic, student and pedestrian safety during the course of the school day.

Q 32. How will contracted security personnel be used for purposes of traffic safety monitoring on Campuses?

Safety Monitors may be used to assist with auto, student and pedestrian/parent traffic during morning drop-off and/or afternoon dismissal depending on building needs.

Q 33. What percentage of students eligible for district busing to/from each school are availing themselves regularly of that service? Approximately 58% on any given day with the lowest percent being the HS (30%). SMS is approximately 70%, HE 70%, QR 80% and FM 83%.

Q 34. Are there any discernible trends in traffic volume (e.g., by # students parking on or nearby SHS campus or number of cars proceeding through each campus at high volume pick-up/drop off times?

We have not noted any discernible uptick from historical trends other than during the recent construction projects.

Questions & Answers

Q 35. Do you recommend or anticipate budgetary needs associated with undertaking a district-wide analysis of transportation routes, costs of changing mileage eligibility, ridership levels and trends, and efficiencies that could be realized?

Not at this time.

Q 36. Do current bus routes account for the differing seating and storage capacity needs for bus riders based on size/age of students and their carry-ons?

No they do not.

Q 37. Inclusion classes are now concentrated more heavily in some elementary schools than others. Besides administrative work such as testing and reporting, will the additional district-wide psychologist also be used for the purpose of alleviating caseload in buildings having higher concentrations of classified or need-intensive students?

Currently, we have additional Speech, OT and PT in schools with ICT classes where needed and our behaviorist is also running a social skills program at QRS for the ICT cohorts. Whenever we move additional needs into a building we assure the regular support services in the building are not compromised. With the addition of a large incoming K group, we will adjust support services in whichever school they are assigned.

Q 38. Are there any plans to revisit/reassess FLES, particularly in light of the changes made to the program to begin it in second rather than first grade?

Edgar McIntosh is working with Annie Barron at the middle school language and Shaun Johnson as FLES Coordinator to monitor and assess the impact of the FLES shifts.

Questions & Answers

Q 39 In light of Arthur Levine's recent presentation, assuming that we are currently in phase one of the digital revolution, what should our schools be teaching and how? What will that mean for budgeting for staffing and professional development going forward?

In Scarsdale, we align with Arthur Levine's emphasis on teaching creative and critical thinking skills and the need for continually providing authentic and meaningful learning experiences for students. The implications of our digital revolution means that we move well beyond technological skills, and focus on the skills and dispositions that will prepare our students for a complex, global and ever-shifting career/life landscape. Scarsdale is a learning environment that is dedicated to making structural and instructional changes to meet these evolving educational needs of our students. We do this through ongoing professional development that is progressive, differentiated and meaningful for educators. Our current professional development model supports a combination of content-specific and pedagogy-focused learning and allows for various and flexible means of teacher access. Educators have opportunities to attend workshops and conferences, work with outside and internal professional developers and mentors, enroll in classes through the Scarsdale Teachers Institute (STI) and engage in peer learning through content and grade specific planning times. In addition, educators have access to grants through the Center for Innovation (CFI) to fuel and fund projects and programs. As always, we respond to modern and rigorous learning standards across the disciplines while nurturing opportunities for classroom innovation (making, design thinking, technology infusion) and problem based learning. An essential part of this process is the purposeful program improvement and curriculum design that is built into our school year. Every summer, through district support, educators dedicate time to collaboratively revise, reform, and innovate existing curriculum and instructional practices. This process is aligned with the evolving needs of students and often involves outside expert mentors, cross grade and discipline collaboration, professional texts, and/or digital resources. The alignment of professional development and program improvement is illustrated nicely by the recent work in design thinking, Social Emotional Learning (SEL), interdisciplinary learning, STEAM, global competencies, wellness, performance-based assessments and the development of social entrepreneurs. By design, we are built to be a flexible organization that responds creatively to the educational needs of all our students. The depth, range and richness of this model depends on the community's ongoing willingness to support this vision. The approval of a STEAM Coordinator is a recent example.

Q 40. Do you foresee any increases to the elementary school PE schedule to satisfy NYS requirements and, if so, what will need to be sacrificed?

This will be addressed when the district re-examines the elementary school schedules. Our goal will be to address the academic, emotional and physical needs of our students in light of the NYS mandates. While these mandates are not new, we are exploring multiple ways to address them.

Scarsdale Public Schools



2019-20 School Budget Budget Session #3

March 11, 2019

Presentation Focus for March 11, 2019

Budget Study Session #3

Proposed 2019-20 School Budget

- Budget Development Process
- 2019-20 Proposed Budget Plan Overview
- Projected 2019-20 Staffing & Enrollment
- Projected 2018-19 Fund Balance
- Proposed 2019-20 Expense Budget
- 2019-20 Revenue Budget
- Proposed 2019-20 Tax Levy
- Questions & Discussion
- Appendix

Budget Development Process

School Budget Development

The school budget provides the necessary financial resources to achieve the goals and objectives of the School District as set forth in the District's transition plan in support of Scarsdale Education for Tomorrow (SET 2.0)



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 requesting Principals and Cabinet, and with Administrative Council (District-wide Administrators). Requests are assessed to ensure for:

- Educational efficacy,
- Staffing efficiency; and
- Alignment with guiding principles of staffing.

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

- Consistency with overall District goals,
- Past spending practices; and
- Purchasing efficiencies.

Guiding Principles for Budgetary Staffing Decisions

Staffing needs must be justified by clear alignment to one or more of the following guiding principles:

- ☐ **Student Educational Outcomes and Achievement (SET 2.0)**

- ☐ SET 2.0 lays out the priorities for student learning and a focus to program improvement efforts.

- ☐ **District Goals and the Transition Plan**

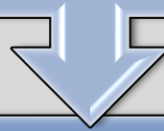
- ☐ The Transition Plan prioritizes goals designed to achieve SET 2.0. An updated strategic plan is currently in development.

- ☐ **Mandates and Best Practices**

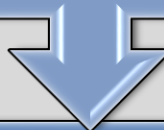
- ☐ Mandates and Best Practices inform the implementation of the plan goals and sub-goals, and also provides context for decisions.

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 Development & Discussion Focus



Budget Discussions

Budget Focused Forums *November 5th & November 15th*

Administration
Board of
Education
Community*

Dates	Focus
Regular Board Meeting – December 17 th	2018-19 Year End Projections and Budget Assumptions
Regular Board Meeting - January 14 th	Presentation of Staffing Recommendations
Regular Board Meeting - January 28 nd	Staffing Affirmations and Budget Update
Budget Session #1 - February 4 th	2019-20 Budget Plan, Budget Drivers, Debt Service, Transportation, Employee Benefits and Security
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Budget of Education Meeting - April 1 st	If required, to further discuss proposed budget
Regular Board Meeting - April 8 th	Board of Education Adopts Budget

* Community comments at each Budget Session & Board Meeting.

2019-20 Budget Plan Update

2019-20 Proposed Budget Overview

March 11, 2019

2019-20 Proposed Budget:	\$ 160,782,597
Budget to Budget Increase:	1.86%
Projected Increase in Tax Levy:	2.27%
Projected Tax Levy Limit:	2.94%
Amount <u>Below</u> the Projected Limit:	\$ 967,017

The equalization rate, as determined by NYS, has increased for the Town of Scarsdale in comparison to the Town of Mamaroneck thus increasing Mamaroneck's share of the total tax levy.

Town of Scarsdale	1.63%
Town of Mamaroneck	5.56%

2019-20 PROPOSED BUDGET PLAN - March 11, 2019

	2018-19 Approved Budget	2019-20 Proposed Budget	Budget to- Budget Increase	% Difference
Total Expenditures	157,849,407	160,782,597	2,933,190	1.86%
Non-Property Revenues	10,188,039	10,567,381	379,342	3.72%
<i>% of Total Budget</i>	<i>6.45%</i>	<i>6.57%</i>		
Transfer From Reserves	173,727	453,153	279,426	160.84%
Assigned Fund Balance	2,125,000	1,100,000	(1,025,000)	-48.24%
Total Tax Levy	145,362,640	148,662,063	3,299,423	2.27%
<i>% of Total Budget</i>	<i>92.09%</i>	<i>92.46%</i>		

What Does This Budget Accomplish?

Advances high-quality teaching and learning consistent with SET 2.0

- ☐ Support of teaching and learning initiatives in the advancement of SET 2.0, including STEAM implementation.
- ☐ Ensure staffing levels consistent with current and historical philosophies and community expectations.

Implements a comprehensive approach to Safety, Security and Emergency Management

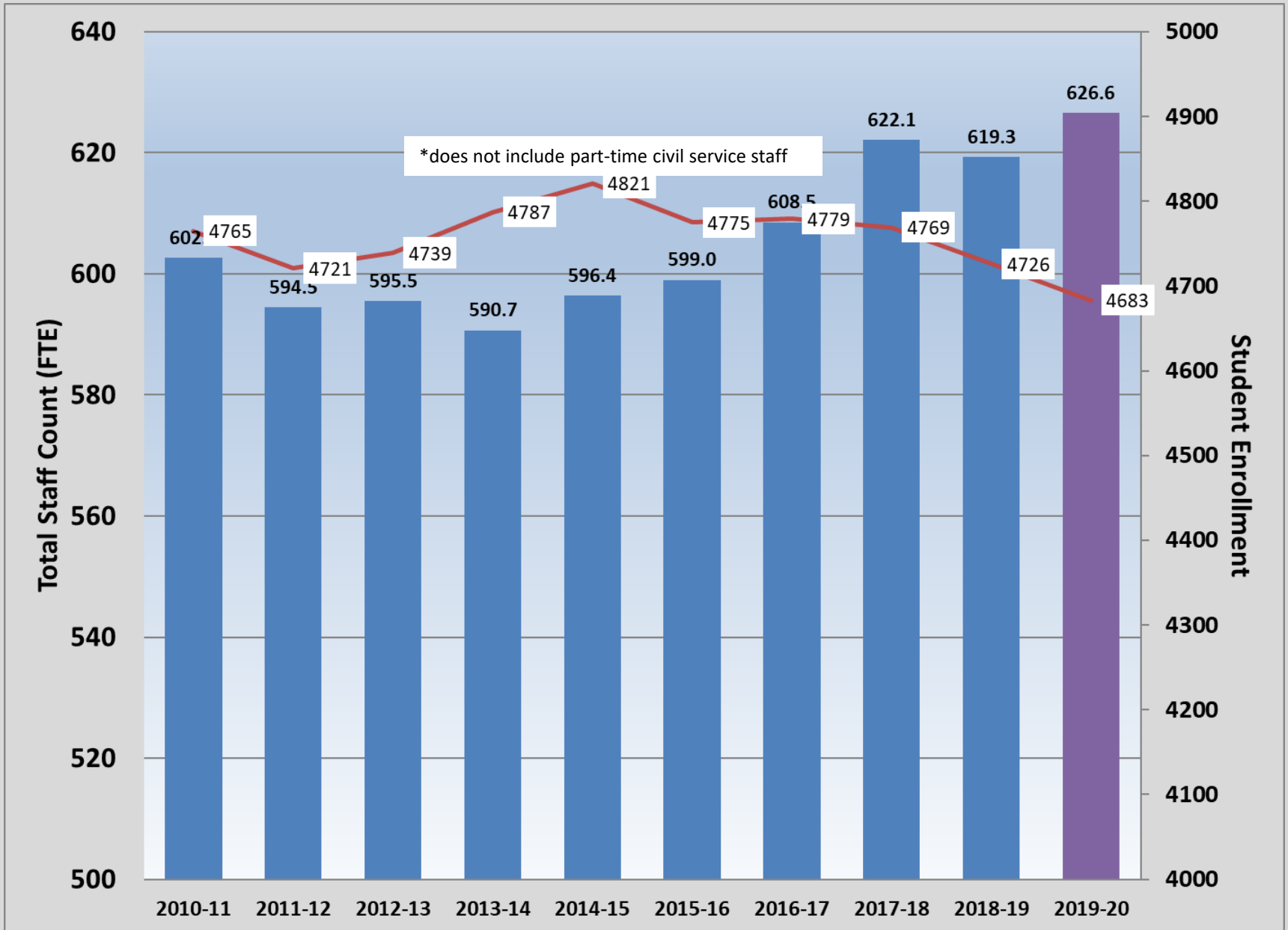
- ☐ Provide appropriate mental health/social emotional support for students
- ☐ Layer approach to building safety and security
- ☐ Thoughtful implementation of new policies, procedures, and practices

Provides cool learning spaces on high heat days

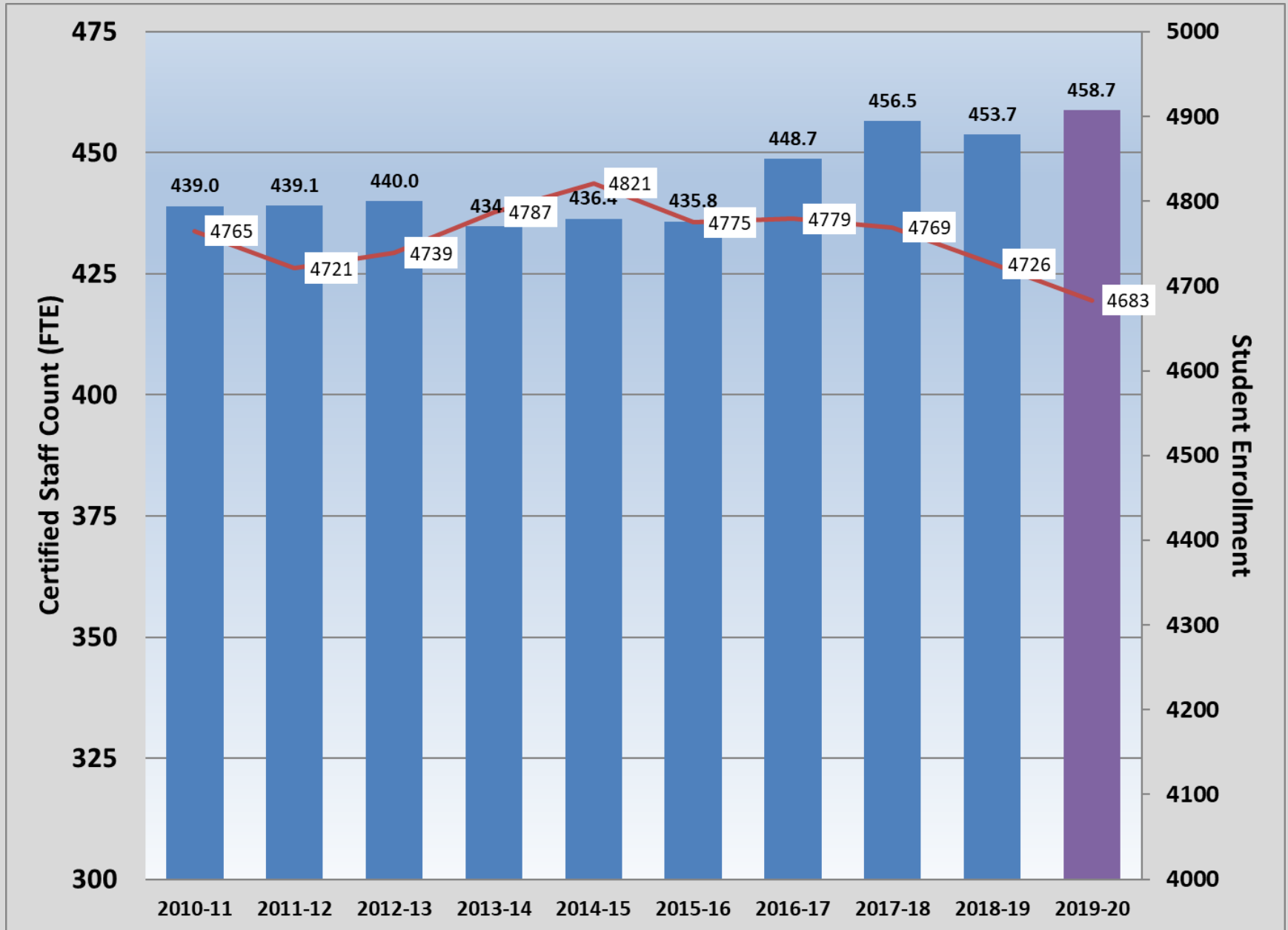
Improves and upgrades facilities (consistent with all components of the Facilities Master Plan)

2019-20 Enrollment & Staffing

Historical District-wide Staffing*



Historical District-wide Certified Staff



Projected 2018-19 Fund Balance

Projected Fund Balance - Year End 2018-19

Ending Fund Balance 6/30/18	\$19,628,264
Plus: Year End Revenues	<u>\$156,228,826</u>
Minus: Year End Expenditures	<u>(\$153,651,654)</u>
Actual Ending Fund Balance 6/30/19	<u>\$22,205,436</u>
To Be Allocated as Follows:	
Tax Certiorari Reserve	\$4,779,935
Self-Insured Health Insurance Reserve	\$6,212,286
Debt Service Reserve	\$453,431
NYS Employees' Retirement Reserve	\$2,047,545
Reserve for Encumbrances	\$1,666,096
Unassigned Fund Balance *	<u>\$5,946,143</u>
Assigned Fund Balance for 2019-20	<u>\$1,100,000</u>
Actual Ending Fund Balance 6/30/19	<u>\$22,205,436</u>

* 3.70% of 2019-20 Budget. May retain up to 4% of 2019-20 Budget = \$6,431,304

Historical & Projected Fund Balance

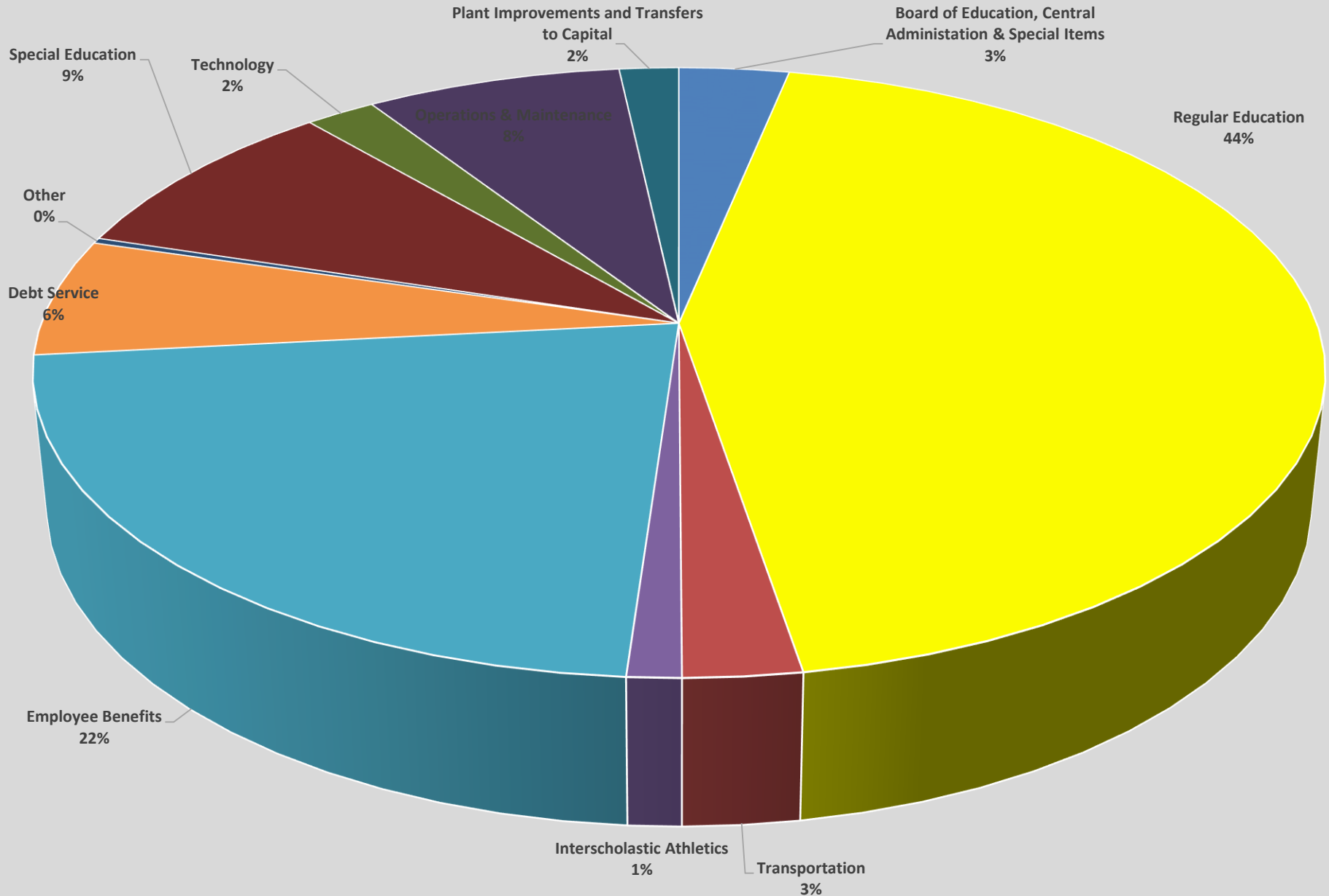
CATEGORY	30-Jun-10	30-Jun-11	30-Jun-12	30-Jun-13	30-Jun-14	30-Jun-15	30-Jun-16	30-Jun-17	30-Jun-18	30-Jun-19 Projected	Projected vs PY Actual \$	Projected vs PY Actual %
Assigned	\$6,367,380	\$6,867,380	\$6,313,598	\$4,300,000	\$3,762,715	\$500,000	\$1,100,000	\$2,799,432	\$2,125,000	\$1,100,000	(\$1,025,000)	(48.24%)
Tax Certiorari Reserve	1,392,679	2,026,429	2,066,443	2,488,998	2,593,011	3,451,409	5,109,418	5,717,630	4,686,211	4,779,935	93,724	2.00%
Liability Reserve	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	-	-	-	0.00%
Debt Service Reserve	347,318	440,777	535,595	546,195	316,863	296,337	420,429	441,381	444,540	453,431	8,891	2.00%
ERS Retirement Contribution Reserve	752,149	903,135	1,251,531	1,003,325	754,432	1,405,340	2,082,835	2,093,082	2,112,736	2,047,545	(65,191)	(3.09%)
Reserve for Health	2,695,427	2,695,427	2,695,427	1,527,715	15,000	3,200,027	4,700,000	5,050,732	3,062,286	6,212,286	3,150,000	102.86%
Reserve for Repairs	435,788	435,127	431,155	428,043	0	-	-	-	-	-	-	#DIV/0!
Reserve for Encumbrances	2,751,173	2,608,109	2,039,512	1,939,368	1,311,683	2,120,363	1,384,838	1,469,033	1,666,096	1,666,096	-	0.00%
Unassigned (4% max)	5,357,172	5,537,757	5,404,906	5,077,831	5,537,413	5,266,206	5,936,832	5,851,441	5,531,395	5,946,143	414,748	7.50%
TOTAL	\$20,104,086	\$21,519,141	\$20,743,167	\$17,316,475	\$14,296,117	\$16,244,682	\$20,739,352	\$23,422,731	\$19,628,264	\$ 22,205,436	\$ 2,577,172	13.13%
FB as % of NY Bud	14.92%	15.54%	14.63%	12.03%	9.65%	10.97%	13.78%	15.24%	12.43%	13.81%		
Unassigned (4% max)	3.98%	4.00%	3.81%	3.53%	3.74%	3.56%	3.95%	3.81%	3.50%	3.70%		

Proposed 2019-20 Expense Budget

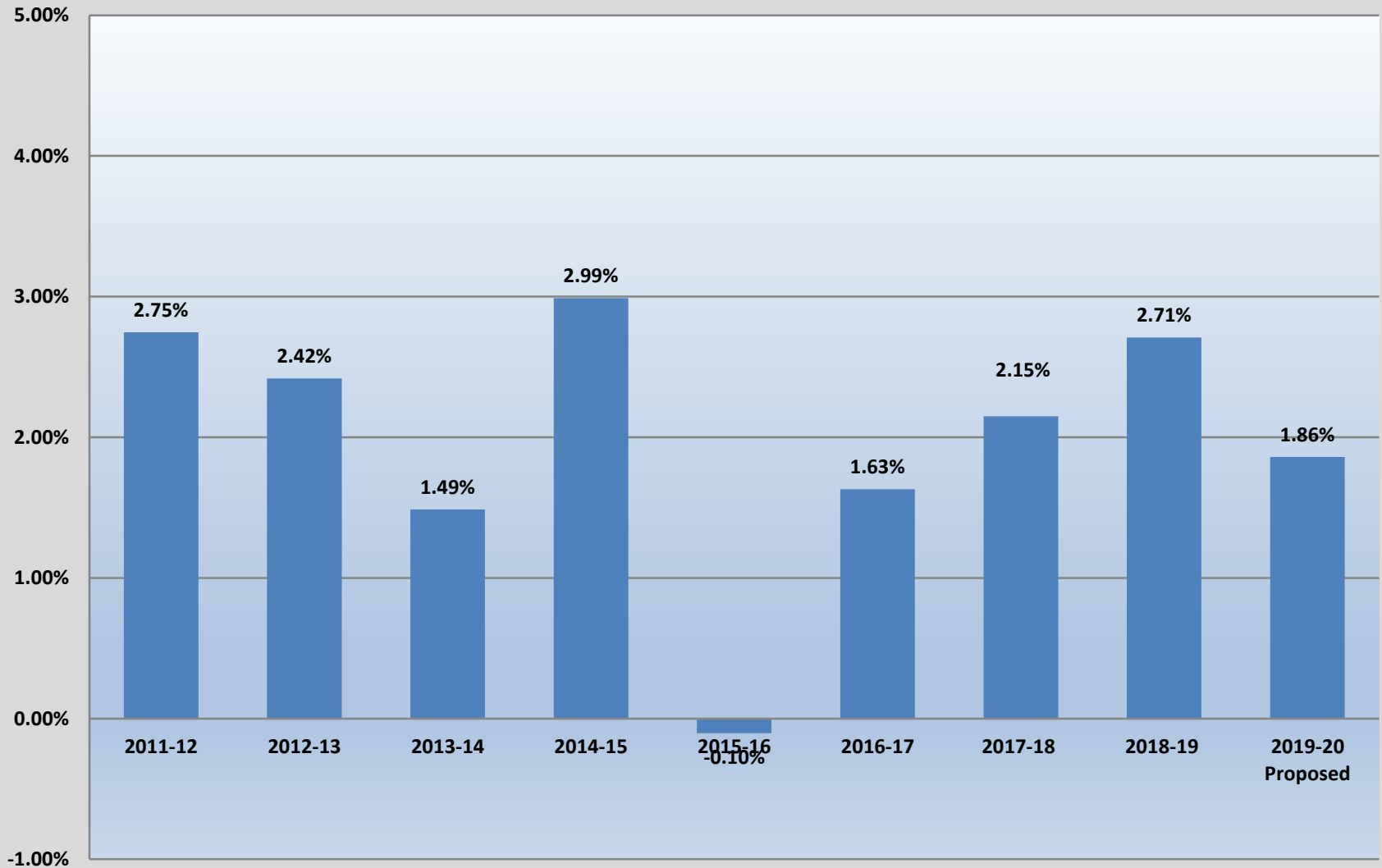
Key Components Summary Proposed Budget to Projected Expense

Category	2016-17 Actual	2017-18 Actual	2018-19 Proposed	2018-19 Projected	2019-20 Prelim. Proposed	\$ Increase	% Increase
Board of Education, Central Administration & Special Items	\$4,652,784	\$4,841,517	\$5,002,403	\$4,999,185	\$5,173,264	\$174,079	3.48%
Operations & Maintenance	8,904,316	9,882,342	10,843,807	10,550,967	12,017,682	1,466,715	13.90%
Plant & Capital Improvements	3,296,001	3,041,040	2,997,813	3,332,170	2,796,610	(\$535,560)	-16.07%
Regular Education	66,064,550	68,484,453	69,738,485	68,992,206	70,999,797	2,007,591	2.91%
Technology	2,640,057	3,455,548	2,945,041	2,914,151	3,310,981	\$396,830	13.62%
Special Education	12,489,505	12,870,440	13,196,256	13,598,803	14,281,834	683,031	5.02%
Transportation	3,778,331	3,747,454	4,064,276	3,903,497	4,113,764	\$210,267	5.39%
Interscholastic Athletics	1,681,282	1,733,276	1,739,475	1,751,519	1,881,780	130,261	7.44%
Employee Benefits	33,580,069	35,031,764	36,851,470	35,498,478	35,723,201	\$224,723	0.63%
Debt Service	9,821,723	9,993,017	10,022,066	10,027,588	10,026,361	(1,227)	-0.01%
Other	472,088	423,094	448,316	440,816	457,323	\$16,507	3.74%
SubTotal	147,380,706	153,503,945	157,849,408	156,009,380	160,782,597	4,773,217	3.06%
Health Insurance Accrual A/E.	-	1,850,000	-	(1,850,000)	-	\$1,850,000	-100.00%
Unspent Budget Surplus	-	-	-	(507,726)	(507,726)	-	0.00%
TOTAL	\$147,380,706	\$155,353,945	\$157,849,408	\$153,651,654	\$160,274,871	\$6,623,217	4.31%

Total Key Components



Recent Budget Increases/Decrease



2019-20 Revenue Budget

Revenues

2017-18 Actual	2018-19 Budget	Projected 2018-19 Actual	Proposed Budget 2019-20
\$154,358,910	\$157,849,406	\$158,527,553	\$160,782,597

Budget to Budget Increase: \$2,933,181 or 1.86%

Projected Revenues to Budgeted Revenues Increase: \$2,255,034 or 1.42%

Highlights

- State Aid estimated to decrease primarily due to building aid from older projects coming to end. Building Aid from the 2014 Bond Projects commenced in the current year.
- Other Receipts estimated to increase due to a projected increase in interest earnings.

Revenue Area	Description	Budget +/-
State Aid	Estimated decrease in Building Aid	(\$291,019)
Other Receipts	Estimated increase in Interest Earnings	\$556,833
Assigned Fund Balance	Based on projected 2018-19 FYE fund balance and reserve recommendations.	(\$1,025,000)
Tax Levy	Increase required to fully fund the 2019-20 proposed budget.	\$3,299,423

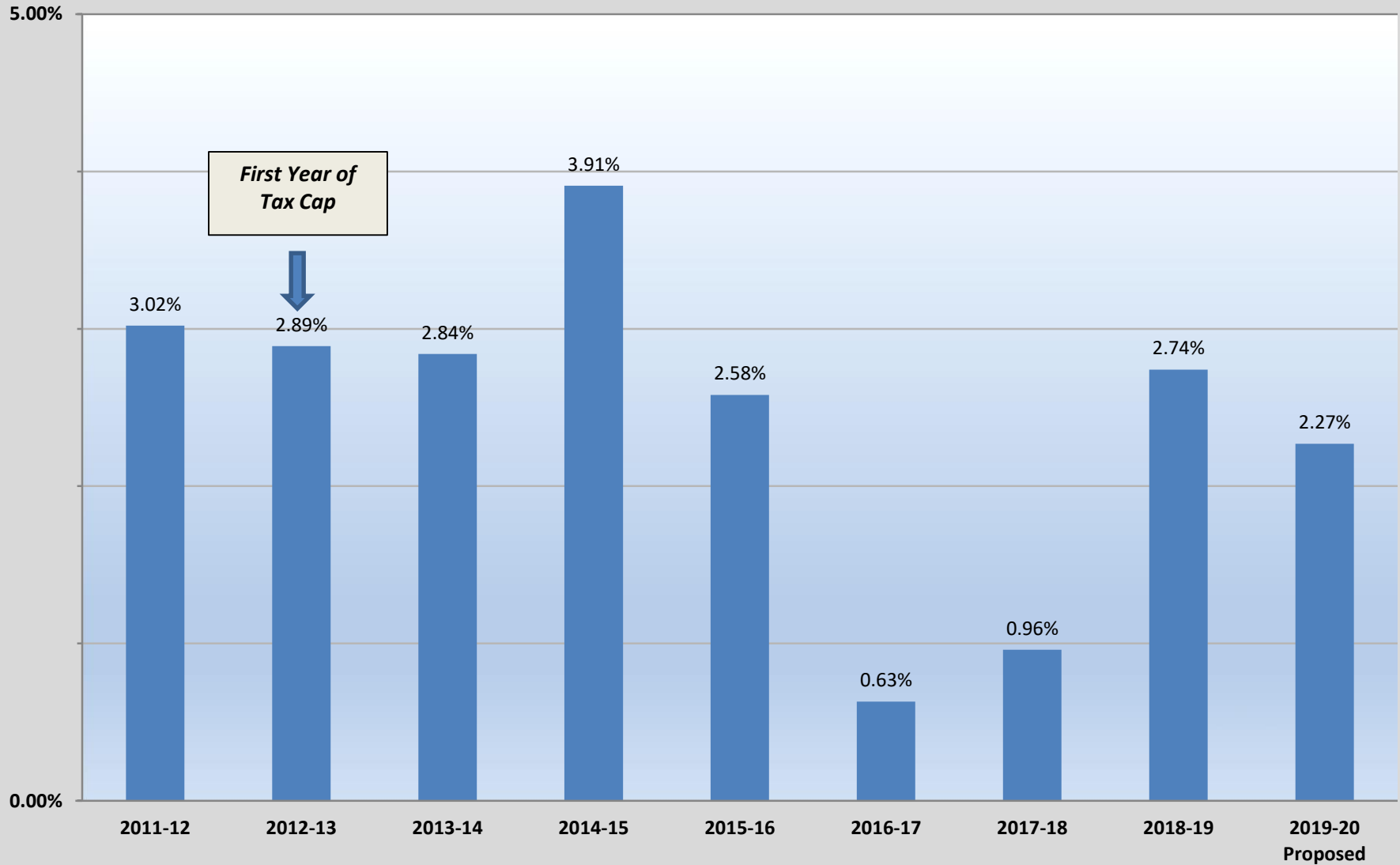
Proposed 2019-20 Tax Levy

Tax Levy Calculation

2019 – 20 PROPOSED BUDGET	\$160,782,597
Minus Other Revenues	\$11,020,534
Minus Assigned Fund Balance	\$1,100,000
TOTAL PROPOSED TAX LEVY	\$148,662,063

	ACTUAL 2018-19	PROPOSED 2019-20	\$ Diff.	% Diff.
TAX LEVY	\$145,362,640	\$148,662,063	\$3,299,423	2.27%

Recent Tax Levy History



Timeline

2019-20 Budget Discussion Timeline

Dates	Focus
Regular Board Meeting – December 17th	2018-19 Year End Projections and Budget Assumptions
Regular Board Meeting - January 14 th	Presentation of Staffing Recommendations
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Budget of Education Meeting - April 1st	If required, to further discuss proposed budget
Regular Board Meeting - April 8 th	Board of Education Adopts Budget

Budget Vote Date - May 21st

Questions & Discussion

Questions & Answers

Q1. Please identify and discuss the specific strategic and instructional priorities that are reflected in the 2019-20 budget. Please highlight any important themes or noteworthy elements of the proposed budget.

The proposed 2019-20 budget accomplishes the following:

1) The advancement of high-quality teaching and learning consistent with SET 2.0

Supports teaching and learning initiatives in the advancement of SET 2.0 including STEAM implementation
Ensures staffing levels consistent with current and historical philosophies and community expectations

2) Implements a comprehensive approach to Safety, Security, and Emergency Management

3) Provides cool learning spaces on high heat days

4) Improves and upgrades facilities

Q2. Prior to the community budget forum, what are the means by which the Board gathers community input into significant budgetary items and complex issues such as Security?

The collection of community input on all issues is multi-faceted and is ongoing throughout the year. Community members are regularly encouraged to share values and priorities for the budget, and thoughts on complex issues such as Security, at the podium during public comment and via emails to the Board. In addition, community members share their input face-to-face with Board members at their convenience, and these points are then shared with the full Board and Administration via email. Board members attend and occasionally speak at meetings and forums held by many community partners, especially those with Scarsdale Public School topics on the agenda, in order to encourage input, to hear and collect information on complex issues, community values and priorities, and to provide updates on the months-long, formal budget process. Community feedback on the District's annual presentations of curriculum, facilities and long-term capital projects, athletics, technology, wellness, sustainability, and special education reports helps confirm the continuity of Scarsdale's values and priorities.

Questions & Answers

Q3. Please articulate the process by which the Board communicates a directive or affirmation to the Administration regarding added or subtracted budgetary items, for example, auditorium seating in the high school or the number of contingency teaching positions as discussed in Budget Study Sessions I and II.

All Board communication with the Administration occurs at the Board table during public Board meetings. The Board's formal directive or affirmation of the budget occurs in April, but questions and comments guide the crafting of the budget throughout the process.

At any time, a Board member may comment on particular budgetary components. They are presented to the Board in operational areas during Budget Study Sessions and that is the preferred time for related questions and discussion. Administration will consider the points and may or may not choose to make adjustments according to those considerations, depending upon District leadership's understanding of operational and management concerns. The reasonings behind any budgetary changes are shared with the Board. Most often, internal happenings lead Administration to make changes to the budget. For example, staffing changes at the High School prompted school and District leadership to recommend the hold on auditorium seating replacement.

Questions & Answers

Q.4 What is the Board's advocacy position on the soon to expire Tax Levy Limit Law ("tax cap") and what measures is the Board taking to ensure that any new legislation will not adversely affect the quality of public education in Scarsdale?

The Board does not have an advocacy position on the Tax Levy Limit Law ("tax cap"). The last position paper on this topic was produced by the Board in January, 2011 and it has not been revisited. The Board may, at any point, choose to discuss and perhaps release a statement on any new legislation at it arises.

Q5. Please discuss the specific criteria and data considered to assess the community's financial health and the District's fiscal health.

Explain how the proposed budget addresses these analyses.

How did the aforementioned assessments affect budget choices?

The District's budget is developed based on the continued support of existing educational programs and the funding of new initiatives which arise organically in any given year. These new initiatives are thoroughly vetted through the budget development process to assure that they are consistent with SET 2.0 and the District's transition plan. Although not technically a zero based budget, the budget is also not an incremental one. All department and building budgets are thoroughly deliberated during the budget process and monitored for historical spending trends.

Overall financial health is largely the result of sound budgeting practices including the allowance for budget variances in line items that can be unpredictable, the attention to historical spending and revenue patterns, the maintenance of appropriate reserves in relation to potential otherwise unfunded liabilities, and the avoidance of expending one time revenues to fund recurring expenses. Dollars allocated to Adjusted unrestricted Fund Balance allowance of up to 4% of the next year's budget result from funds that are not allocated to reserves. The projected undesignated Fund Balance at FYE 2019 is 3.70% representing a difference of approximately \$485 thousand less than 4.00%.

In addition to alignment with the above budgeting practices, District Administration is guided by feedback from the Board of Education and the community during the budget development process as well as known soft parameters such as the tax cap levy limit.

The final budget recommendation is representative of all the above factors.

Questions & Answers

Q6. What is the dollar amount of tax increase for the average Scarsdale homeowner as related to the proposed budget for 2019-20, using an average property value of \$1.5 million?

The School Taxes for 2019-20 for the Average Assessed Home (we use \$1,595,700 as the average) will increase to \$25,446 from \$25,039 or a \$407 increase, representing a percentage increase of 1.63 percent.

Q7. What is the projected 2018-19 surplus at this time?

The projected surplus for FYE is \$2,577,172 which can be found on page 61 in the budget book or in the most recent budget presentation. **Does the use of surplus to reduce the tax levy impact tax calculations for the following year? Please explain the budget implications.** Yes it does if 1) they are used for recurring expenses and 2) a surplus of the same amount is not achieved the following year and used to offset the tax levy in a like amount. If this is not accomplished then expenditures must be reduced or other revenues increased (including tax levy) or utilization of reserves or a combination of all three in order to achieve status quo.

Q8. In light of the discussion regarding student social/ emotional well-being, please specify the ways in which the implementation of increased security staffing, enhanced protocol and procedures has taken into account student and school community social/ emotional well-being. What does the current research say about how lockdown drills and enhanced security procedures affect social/ emotional well-being?

We are unaware of any studies that would directly correlate to the Scarsdale student and community experience. Most studies that look at the presence of highly visible security features (police, metal detectors, extensive cameras etc.) are focused on inner-city and high crime schools. It is important to note that deliberation surrounding all improvements that the District is considering, from any one of the three prongs as discussed in Budget Session #1, take into account any impacts on the social-emotional well being of our students. The National Association of School Psychologists has published a paper called Rethinking School Safety: Communities and Schools Working Together, which is indicative of the District's thinking around the balance required in the implementation of School Safety and Security.

Questions & Answers

Q9. As part of the discussion regarding social/ emotional health, stress, student safety, and the importance of trusted adult relationships, has the District reviewed the potential impact of the increase in the number of students per dean at the high school?

While the SHS ratio is on the higher end of comparable Districts (range ~1:115 - ~1:200), it is far lower than many other school districts in Westchester. When discussing the ratio of guidance counselors to students, the conversation must include what other mental health professionals are in the building. SHS has 2.2 psychologists serving the general population, 1 psychologist for the Scarsdale Support Program, and 2 Certified Social Workers provided through the Youth Services Project. The ratio for students to mental health professionals in the building with the addition of these resources is 1:117 (this does not take into account the Scarsdale Support Psychologist as she has a restricted caseload within the program). Currently, the District feels we have an appropriate ratio to address needs. However, we have seen an increase, generally, in social/emotional needs and we will be assessing our needs regularly.

Q 10. At the January 14 Board meeting, the Demographer demonstrated that larger cohorts are moving through SMS and SHS. Does the Board believe that protecting favorable class sizes at both the elementary schools and high school is important to the community? If so, how does this awareness inform budget affirmations and decisions? The Board supports the District's current practices that protect favorable class size at the elementary schools, maintain the house structure at SMS, and support student driven course offerings at SHS. These practices are embedded assumptions in the Administration's budgetary preparations and determinations. Awareness of this commitment guides the Board's review and discussions of staffing decisions. Contingency positions are most often included in the budget in order to maintain these practices should enrollment components change.

Questions & Answers

Q11. How does the District ensure that the needs of all students are being met in Co-Taught Inclusion classes and how is this practice evaluated?

All students, general and special education, participate in the regular district assessments to track progress. The special education students (both in ICT and LRC) also have their progress monitored according to the goals set out in their IEP. Each classified student also has an annual review that is specifically meant to determine whether adequate progress is being made and if their program is appropriate. Special education administration regularly meets with the teachers and administrators in the buildings to assure the programs are adequately resourced and functioning appropriately. Additionally, every ICT class has a program of professional development throughout the year.

Q 12. Are there any budgetary investments that would have a positive educational and experiential impact on our schools that were explored but were not included in this budget? There are a number of different projects still under investigation, but which are not ready to be included as part of the 2019-20 budget recommendation.

If items were excluded, what is the plan to include these items in future budgets? As projects have been fully investigated and deliberated they will be considered for inclusion in future budgets.

What is the status of potential kitchen projects at Fox Meadow and Edgewood? Initial plans for these projects and others were discussed during the 2018 Bond Development. These plans were eventually put aside. The architects are now exploring other opportunities to thoughtfully provide kitchen services to these buildings. These plans are in the early stages of development.

Would the Con Ed gas moratorium affect or delay new construction projects, including possible kitchen projects? No, Con Ed has been alerted to these projects and the District has been assured that there will be no impact.

Questions & Answers

Q 13. Does the 2019-20 budget support any specific program and/ or curricular initiative beyond that of last year's budget? If so, please explain the nature of those initiatives.

This budget reflects an increase in the area of sustainability to increase support for gardens across the District. We are building internal capacity in our area of interdependence/global competencies and are, therefore, releasing an outside consultant. This trade-off has contributed to a relatively flat budget.

If this budget does not include any additional or enhanced curricular initiatives, then discuss the rationale behind this decision as well as the district strategy for keeping Scarsdale Schools on the forefront of public education.

Rather than layer on additional curricular initiatives at this time, we are focusing on supporting and nurturing current and important work in the area of innovation, shifts in "next generation standards," personalized learning, literacy, global competencies, critical thinking, research, and problem-solving.

Appendix

Scarsdale Public Schools



2019-20 School Budget Presentation Budget Session #2

February 11, 2019

Presentation Focus for February 11, 2019

Budget Study Session #2

- 1. 2019-20 Budget Plan Update**
- 2. Curriculum, Instruction and Assessment**
- 3. Special Education and Student Services**
- 4. Interscholastic Athletics**
- 5. Technology**
 - Information Technology
 - Instructional Technology
- 6. Facilities**
- 7. Component Summary**
- 8. Budget Development Process & Timeline**
- 9. Feedback**
- 10. Appendix**

2019-20 Budget Plan Update

2019-20 Draft Budget Overview

February 11, 2019

2019-20 Draft Budget:	\$ 160,782,597
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Projected Increase in Tax Levy:	2.27%
Projected Tax Levy Limit:	2.94%
Amount <u>Below</u> the Projected Limit:	\$ 967,017
Projected Tax Rate Increase:	
<div> The equalization rate, as determined by NYS, has increased for the Town of Scarsdale in comparison to the Town of Mamaroneck thus increasing Mamaroneck's share of the total tax levy. </div>	Town of Scarsdale 1.63%
	Town of Mamaroneck 5.56%

Budget Revisions	Amount
1.00 FTE Teacher Budgeted for Contingency	\$ (110,000)
TRS Employer Contribution - Rate reduced to 8.86% from 9.50%	\$ (452,879)
Fox Meadow field access stair project	\$ (50,000)
Plant Maintenance - One less replacement vehicle to be purchased	\$ (28,000)
Transfer to Capital - High School auditorium seating and flooring	\$ (600,000)
Transfer to Capital - Fox Meadow & Quaker Ridge library a/c - updated estimate	\$ (215,000)
Other Misc.	\$ (11,766)
Grand Total Budget Revisions included in this draft:	\$ (1,467,645)

What Does This Budget Accomplish?

Advances high-quality teaching and learning consistent with SET 2.0

- ☐ Support of teaching and learning initiatives in the advancement of SET 2.0, including STEAM implementation.
- ☐ Ensure staffing levels consistent with current and historical philosophies and community expectations.

Implements a comprehensive approach to Safety, Security and Emergency Management

- ☐ Provide appropriate mental health/social emotional support for students
- ☐ Layer approach to building safety and security
- ☐ Thoughtful implementation of new policies, procedures, and practices

Provides cool learning spaces on high heat days

Improves and upgrades facilities (consistent with all components of the Facilities Master Plan)

2019-20 DRAFT BUDGET PLAN - FEBRUARY 11, 2019

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<i>% of Total Budget</i>	<i>6.45%</i>	<i>6.57%</i>		
Transfer From Reserves	173,727	453,153	279,426	160.84%
Assigned Fund Balance	2,125,000	1,100,000	(1,025,000)	-48.24%
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Plus: Year End Revenues	<u>\$156,228,826</u>
Minus: Year End Expenditures	<u>(\$153,651,654)</u>
Actual Ending Fund Balance 6/30/19	<u>\$22,205,436</u>
To Be Allocated as Follows:	
Tax Certiorari Reserve	\$4,779,935
Self-Insured Health Insurance Reserve	\$6,212,286
Debt Service Reserve	\$453,431
NYS Employees' Retirement Reserve	\$2,047,545
Reserve for Encumbrances	\$1,666,096
Unassigned Fund Balance *	<u>\$5,946,143</u>
Assigned Fund Balance for 2019-20	<u>\$1,100,000</u>
Actual Ending Fund Balance 6/30/19	<u>\$22,205,436</u>

* 3.70% of 2019-20 Budget. May retain up to 4% of 2019-20 Budget = \$6,490,010

Historical & Projected Fund Balance

CATEGORY	30-Jun-10	30-Jun-11	30-Jun-12	30-Jun-13	30-Jun-14	30-Jun-15	30-Jun-16	30-Jun-17	30-Jun-18	30-Jun-19 Projected	Projected vs PY Actual \$	Projected vs PY Actual %
Assigned	\$6,367,380	\$6,867,380	\$6,313,598	\$4,300,000	\$3,762,715	\$500,000	\$1,100,000	\$2,799,432	\$2,125,000	\$1,100,000	(\$1,025,000)	(48.24%)
Tax Certiorari Reserve	1,392,679	2,026,429	2,066,443	2,488,998	2,593,011	3,451,409	5,109,418	5,717,630	4,686,211	4,779,935	93,724	2.00%
Liability Reserve	5,000	5,000	5,000	5,000	5,000	5,000	5,000	-	-	-	-	0.00%
Debt Service Reserve	347,318	440,777	535,595	546,195	316,863	296,337	420,429	441,381	444,540	453,431	8,891	2.00%
ERS Retirement Contribution Reserve	752,149	903,135	1,251,531	1,003,325	754,432	1,405,340	2,082,835	2,093,082	2,112,736	2,047,545	(65,191)	(3.09%)
Reserve for Health	2,695,427	2,695,427	2,695,427	1,527,715	15,000	3,200,027	4,700,000	5,050,732	3,062,286	6,212,286	3,150,000	102.86%
Reserve for Repairs	435,788	435,127	431,155	428,043	0	-	-	-	-	-	-	#DIV/0!
Reserve for Encumbrances	2,751,173	2,608,109	2,039,512	1,939,368	1,311,683	2,120,363	1,384,838	1,469,033	1,666,096	1,666,096	-	0.00%
Unassigned (4% max)	5,357,172	5,537,757	5,404,906	5,077,831	5,537,413	5,266,206	5,936,832	5,851,441	5,531,395	5,946,143	414,748	7.50%
TOTAL	\$20,104,086	\$21,519,141	\$20,743,167	\$17,316,475	\$14,296,117	\$16,244,682	\$20,739,352	\$23,422,731	\$19,628,264	\$ 22,205,436	\$ 2,577,172	13.13%
FB as % of NY Bud	14.92%	15.54%	14.63%	12.03%	9.65%	10.97%	13.78%	15.24%	12.43%	13.81%		
Unassigned (4% max)	3.98%	4.00%	3.81%	3.53%	3.74%	3.56%	3.95%	3.81%	3.50%	3.70%		

Curriculum, Instruction, and Assessment

Guiding Principals

- Students are at the Center
- Learners are Learners
- Creation and Cohesion Require Collaboration
- Scarsdale as Destination (but not island)



Program Improvement

- Building, Editing, Integrating, and Revising Curriculum
- Scarsdale Values “SET 2.0”
- Collaboration, Creation, Innovation, Autonomy, and “Adaptation over Adoption”
- Guidance, Articulation, and Benchmarks



Arts and Aesthetic Education Initiative

The investment in arts and aesthetic education addresses the District's strategic goals. Included in this budget are funds for:

- Alvin Ailey programs in the schools
- Relationships with external art institutions
- Visiting artists and associated programs



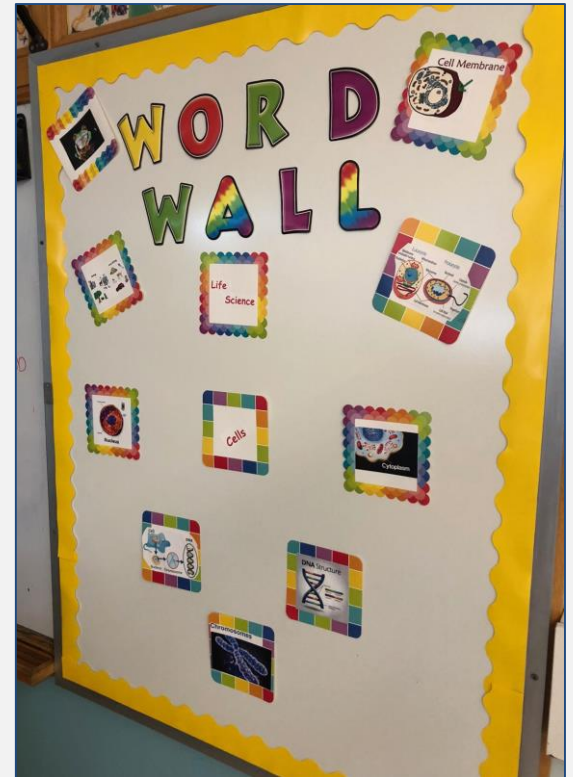
Interdependence Institute

Developing and Refining Global Connections



Scarsdale Teachers Institute

- Inspired, directed, and reflects the needs and interests of diverse educators
- Flexible, adaptable, and informed by Scarsdale initiatives and values
- Coordination between STI leadership and District
- Interdisciplinary
- New learning can result in course creation and structural change



Center for Innovation

- Re-imagine teaching and learning
- Develop new models of instruction
- Explore role of technology
- Examine models and strategies for influence



- Elementary Maker Spaces
- the ST@C
- SMS NEST
- SMS Core Advisory
- SMS Level Up Village
- SMS Music Maker Museum
- SHS Design Lab
- SHS Entrepreneurship course
- SHS Fitness Center

Professional Development

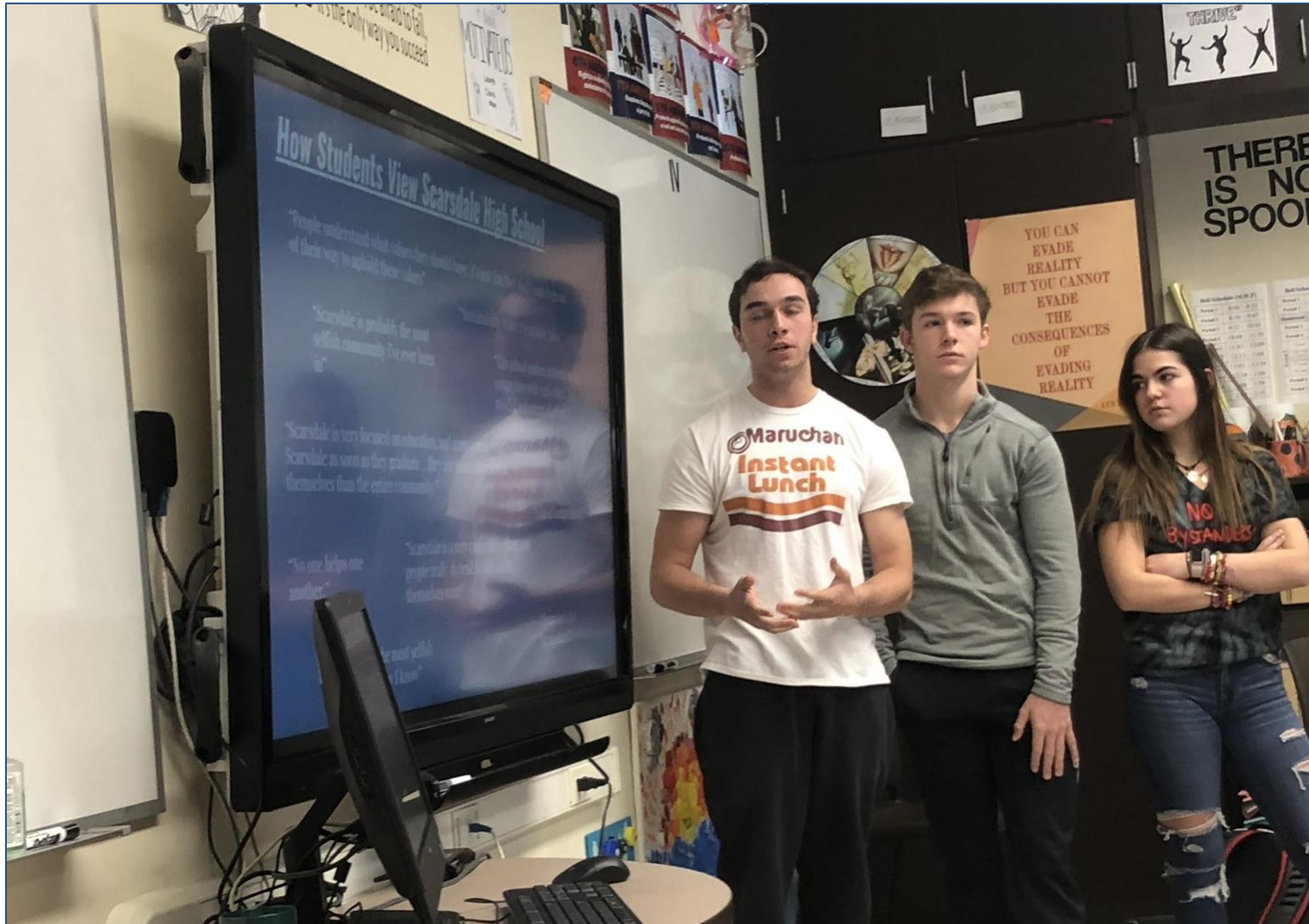
- Teacher Grants
 - Off-site workshops
 - Meetings
 - Conferences
- Enhancing Instructional Cohesion
 - Balanced Literacy
 - Math Instruction
 - Standards Alignment



Sustainability Initiative



Curriculum Research and Assessment



Instructional Offices

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$5,152,373	\$5,149,057	\$5,127,101	\$5,135,126

Budget to Budget Decrease: (\$13,931) or (0.27%)

Proposed Budget to Projected Expense Increase: \$8,025 or 0.16%

Highlights

- Funds salaries and operating expenses for the work of the office of the Assistant Superintendent for Curriculum, Instruction, and Assessment, including coordination of the K-12 curriculum, transition plan implementation, and supervision of coordinators and specialists. The office is also responsible for standardized testing, including the hiring of translators and test security.
- Funds building-level supervision, including the salaries for all principals and assistant principals as scheduled by contract, and the operating expenses of principals' offices in seven schools.

Instruction – *Staff & Curricular Development*

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$1,312,002	\$1,431,648	\$1,411,394	\$1,446,721

Budget to Budget Increase: \$15,073 or 1.05%

Proposed Budget to Projected Expense Increase: \$35,327 or 2.50%

Highlights

- Provides professional development opportunities for our nearly 470+ educators
- Funds over 200 Program Improvement projects involving hundreds of teachers, through which curriculum and assessments are updated to meet District strategic vision and goals
- Supports programs for students in the arts and aesthetic education
- Supports the Center for Innovation aimed at re-imagining teaching and learning
- Allocates funding for research on curriculum, instruction and assessment
- Funds professional developers to enhance academic instruction at the elementary level

Instruction – *Day School Program*

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$56,546,119	\$57,567,328	\$57,001,023	\$58,755,809

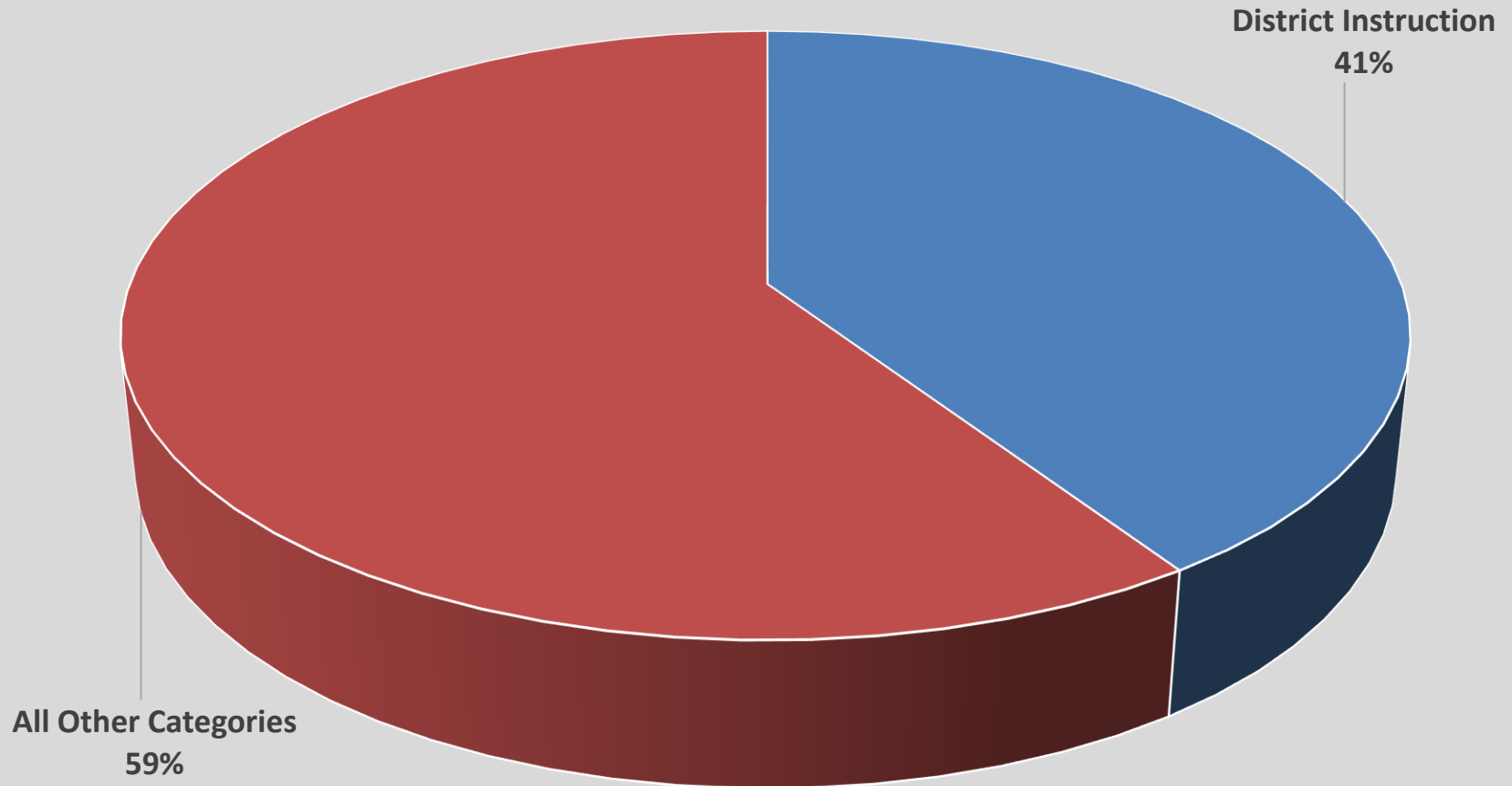
Budget to Budget Increase: \$1,188,481 or 2.06%

Proposed Budget to Projected Expense Increase: \$1,754,786 or 3.08%

Highlights

- Provides salaries for instructional staff district-wide as per the 2016-2020 STA contract
- Includes funding for the following additional positions for 2019-20:
 - 1.0 FTE District-wide contingency positions to accommodate projected enrollment fluctuations or student driven section breaks at the High School
 - 1.0 FTE STEAM (Math certified) position at the High School
 - 1.0 FTE Science position at the High School
 - 1.0 FTE Academic Support (pre-referral) position at the High School
- Allocates per-pupil allowances by level for instructional materials and supplies. These funds are matched to priorities determined within each building.

District Instruction



Special Education & Student Services

Special Education

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$12,870,440	\$13,196,256	\$13,598,803	\$14,281,834
Budget to Budget Increase: \$1,085,578 or 8.23%			
Proposed Budget to Projected Expense Increase: \$683,031 or 5.02%			

Highlights

- Includes the Following New Positions:
 - Contingent Co-teaching position
 - Academic Support teacher for Scarsdale High School (budgeted in high school general education salaries)
- Major cost drivers:
 - Salaries - Yearly incremental cost
 - Salaries - Increase in mandated aide time
 - Salaries - Adjustments in reporting of aide hours - no change in practice from this year's estimated actual (approx. 400M)
 - BOCES costs - Decreased need at contracted schools for out of District placements at elementary and middle school levels (approx. 300M)

Student Services

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$5,473,960	\$5,590,451	\$5,452,688	\$5,662,141
Budget to Budget Increase: \$71,690 or 1.28%			
Proposed Budget to Projected Expense Increase: \$209,453 or 3.84%			

Guidance

- Continuation of all current staffing - SMS House Counselors and SHS Deans.
- Scarsdale Edgemont Family Counseling Contract for Youth Outreach Workers in both Scarsdale Middle and High Schools - the 2019-20 contract for SEFC will be approved by the Board separately. The current budget accounts for a proposed increase in the SEFC contract for an additional Drug and Alcohol Task Force Coordinator

Psychological Services

- Includes salaries of all current school psychologists - 10 school based and 1 district level psychologist.
- Additional 1.0 Psychologist proposed to handle elementary testing and SAT/ACT accommodations

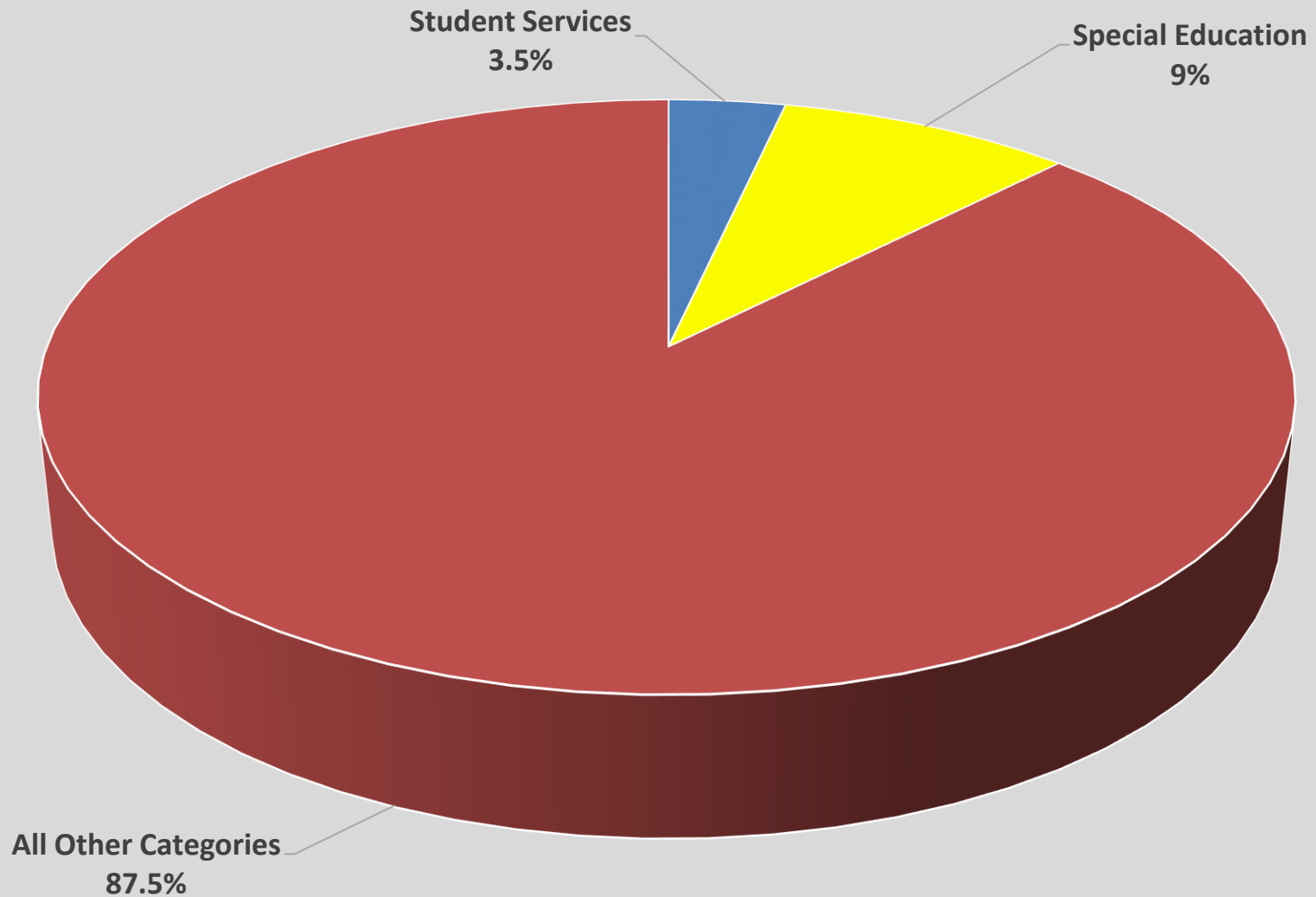
Student Services

Highlights (continued)

Health Services

- Includes salaries for all current district nurses and nurse provided to The Immaculate Heart of Mary School.
- Increased AED related costs due to purchase of additional machines for better building coverage and the replacement of pads. (2 yr. expiration)

Special Education & Student Services



Interscholastic Athletics

Interscholastic Athletics

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$1,733,276	\$1,739,475	\$1,751,519	\$1,881,780
Budget to Budget Increase: \$142,305 or 8.18% Proposed Budget to Projected Expense Increase: \$130,261 or 7.44%			

Highlights

Student Participation	2014-15	2015-16	2016-17	2017-18	2018-19
Fall Participation	514	501	522	527	581
Winter Participation	373	374	377	421	457
Spring Participation	432	450	440	443	TBD
Total Participation	887	867	869	889	799*
Total Students	1569	1525	1545	1543	1551

Interscholastic Athletics

Highlights (continued)

Boys Participation	2014-15	2015-16	2016-17	2017-18	2018-19
Fall Participation	200	209	223	227	251
Winter Participation	223	229	241	263	270
Spring Participation	264	262	255	275	---
Total Participation	455	462	463	390	397
Total Boys in SHS	785	748	747	748	750

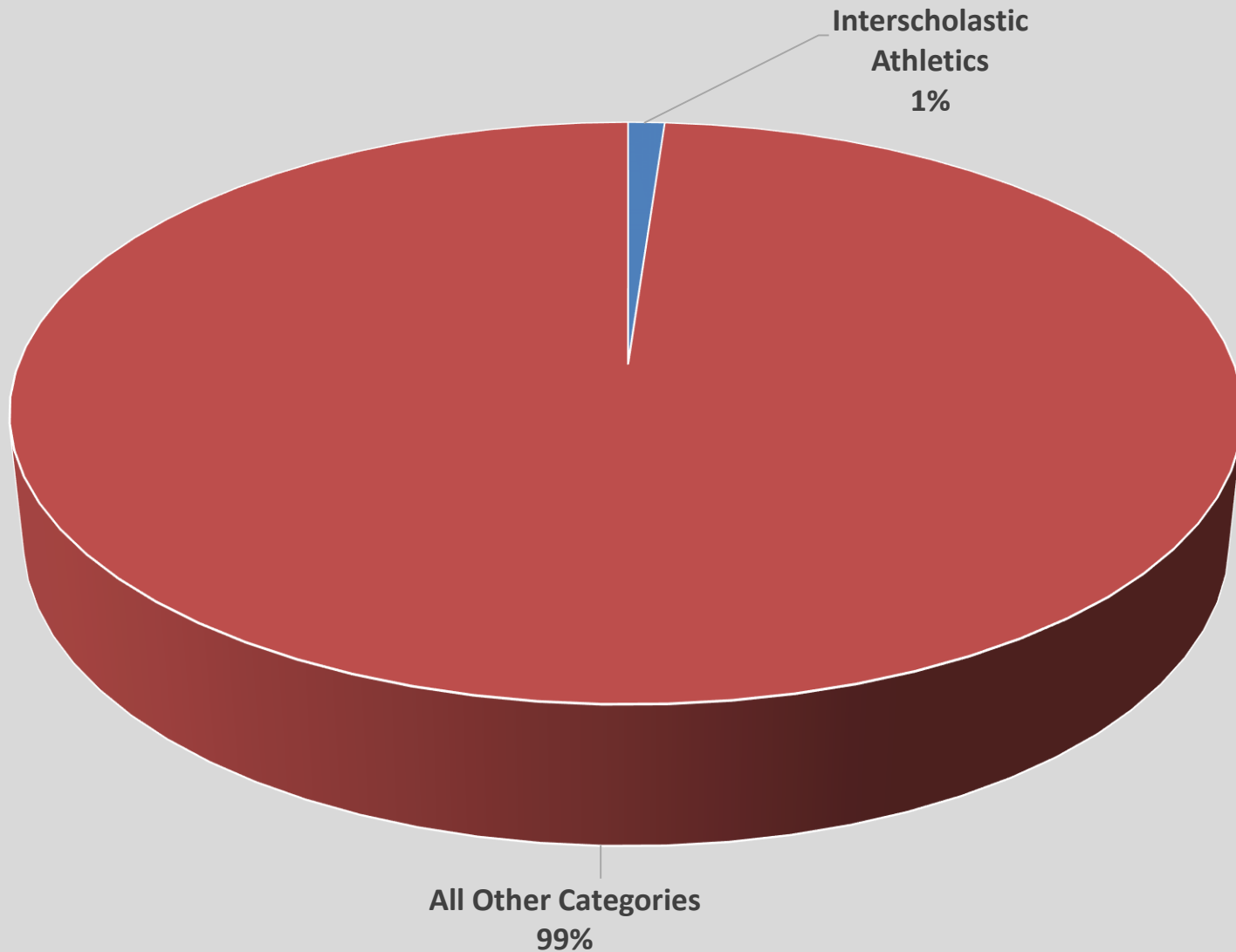
Girls Participation	2014-15	2015-16	2016-17	2017-18	2018-19
Fall Participation	314	292	299	300	330
Winter Participation	150	145	136	158	187
Spring Participation	168	188	185	168	---
Total Participation	432	405	406	373	402
Total Girls in SHS	784	777	799	795	801

Interscholastic Athletics

Highlights (continued)

- Expansion of physical activity clubs/teams at the Middle School (e.g., Baseball, Softball, Soccer)
- Zero-based line item budget process
- Use of a cost-based method
 - Normalization of costs
 - Supplies
 - Uniforms – By the end of 2019-20, all uniforms will have been replaced and scheduled on a 3 to 5 year replacement plan.
- Increase in budget primarily due to:
 - Supervision
 - Equipment
 - Athletic Training Expense
 - BOCES Officials Contract

Interscholastic Athletics



Technology

Technology

**Value of Investment
vs.
Total Cost of Ownership**

MOOSE

**(Maintain and Operate the Organization, Systems, and
Equipment)**

Technology

The Context

- Planning for technology involves an increasing amount of uncertainty - some of the technology (hardware and software/online services) that we will be purchasing is not available yet.
- Large quantities of mobile devices are impacted by relatively small pricing changes.
- The increasing use of online services requires an ongoing funding commitment.
- This budget is guided by the goals in the District's Transition Plan as well as the Technology Plan adopted by the Board and approved by the NYSED. A new plan will be presented to the Board in March.
- We plan technology in “packages” that include products, training, and support.

Technology

The Context (continued)

- Computer teachers study the latest technology trends, and we consult with other districts via NYTEN to validate our purchasing strategy.
- We have an excellent record of making good purchasing decisions and accurately predicting future trends.
- Some of our vendors have alerted us that their pricing could be impacted by an increase in Chinese tariffs. *While our budget projections include typical price increases, we did not factor in potential significant price increases that would result from changes to tariffs or import restrictions.*
- Any budget increase usually is the result of:
 - Program enhancements
 - A need to increase efficiency/management of technology operations

Information Technology

*Administrative Technology,
Network & Technical Services*

Administrative Technology

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$1,669,011	\$1,062,506	\$1,066,385	\$1,259,746
Budget to Budget Increase: \$197,240 or 18.56%			
Proposed Budget to Projected Expense Increase: \$193,361 or 18.13%			

Highlights

- The Administrative Technology budget supports the following services:
 - District data and application support handled by the Data Services team - this includes student information (Infinite Campus), finance, food services, human resources, transportation, and facilities.
 - Desktop hardware and computer software support for administrators, psychologists, counselors, secretaries, custodians, and all staff in Central Office, the cafeterias, bus compound, and the grounds and maintenance buildings.

Administrative Technology

Highlights (continued)

- The 2019-20 administrative technology equipment budget includes a one-time increase of \$175,000 to cover the cost of servers and switches required for the installation of the District-wide video surveillance system.
- We anticipate an increase in \$7,500 for systems that are licensed through BOCES, such as the Frontline Insights Platform which supports systems like our absence management and professional development systems.
- Even with the growth in technology solutions, we are able to achieve some budget reductions. For example, we are reducing our printing supply budget, as well as our travel budget due to the increased use of online meetings and training. Also, our internal development has allowed us to reduce our contractual budget. This is the second year in a row where we are reducing these budgets.

Network and Technical Services

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$580,586	\$599,240	\$599,239	\$661,107

Budget to Budget Increase: \$71,867 or 12.20%

Proposed Budget to Projected Expense Increase: \$61,868 or 10.32%

Highlights

- The Network and Technical Services budget includes funds to support the District's network and server infrastructure, phone system, computer hardware, audiovisual equipment, as well as cable TV productions and audiovisual support.
- A budget increase of \$21,000 is necessary to cover the cost of upgrading the video production equipment used in rooms 170/172 and the High School auditorium. The upgrade includes new cameras and broadcasting equipment.

Instructional Technology

Instructional Technology

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$1,205,951	\$1,293,295	\$1,248,527	\$1,390,128

Budget to Budget Increase: \$96,833 or 7.49%

Proposed Budget to Projected Expense Increase: \$141,601 or 11.34%

Highlights

- This budget includes funds for software and online services, with approximately \$75,000 reimbursed by NY State.
- Subscription databases are supplemented by free NOVEL state databases.
- This budget pays for mandated and essential services, including our Website, Internet Filtering, and Library Technology.
- Technical support contracts, including support contracts for our wireless network, backup services, and other services are part of this budget.
- Professional development, via the LHRIC Technology Leadership Institute, is included in this budget.

Instructional Technology Lease/Purchase Plan

Budget Highlights

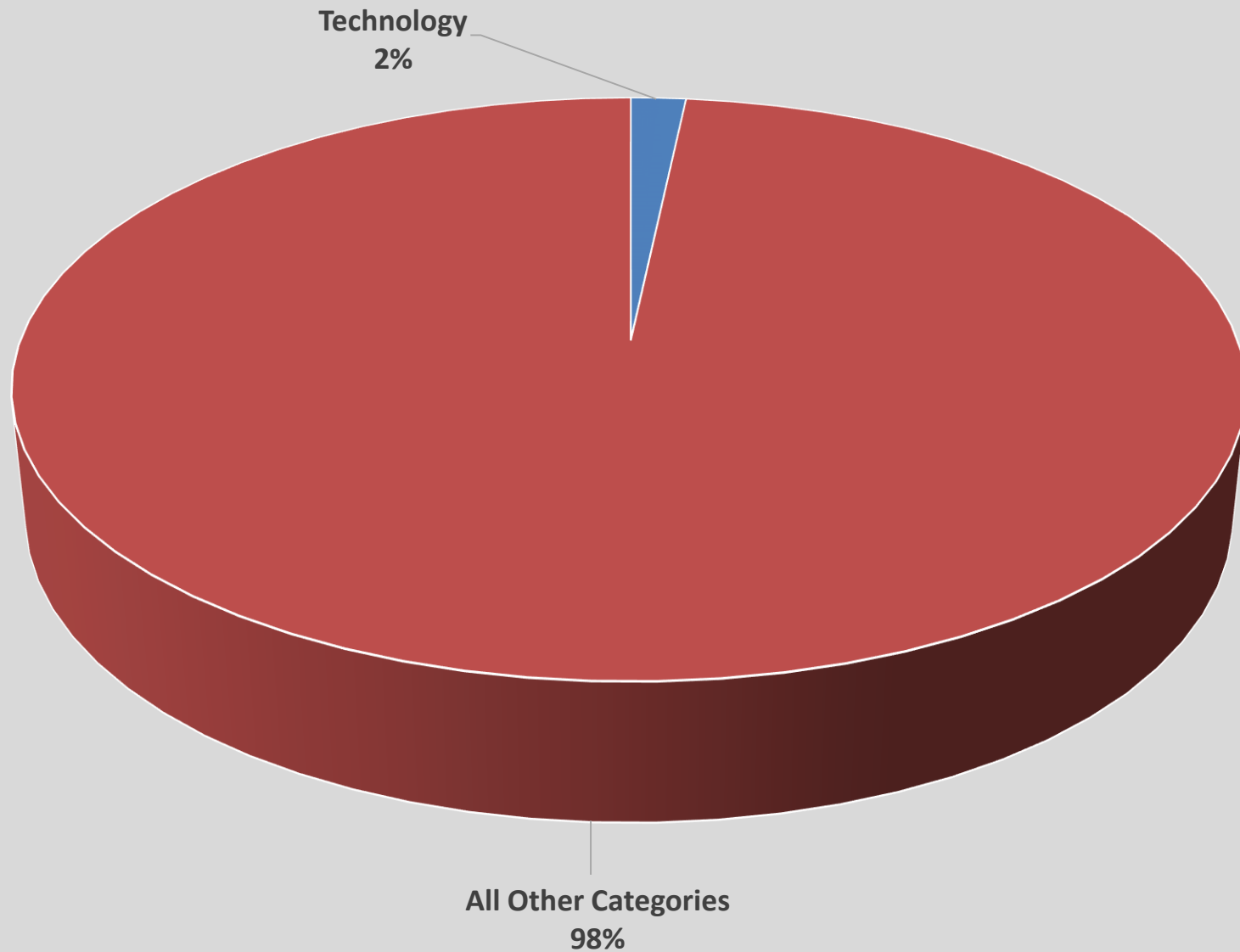
- The Instructional Technology budget supports the four-year computer replacement cycle and hardware projection outlined in the Board-approved Technology Plan.
- The Hardware Lease/Purchase budget is outlined in our three-year Technology Plan, and this year's budget matches the funding forecasted in the plan that was approved by the Board in 2016. A new plan will be presented in March.
- The hardware lease/purchase budget is flat (0% increase)
- While many of the Instructional Technology budget lines are flat, or have been reduced, there is an increase in the software/online services budget to cover the expanded use of technology that supports our technology plan, including apps and educational online services. There is also an increase in the "Other Expenses" budget, primarily driven by the expansion of our device management solutions and the addition of funds to increase our network bandwidth and provide redundancy for our Internet service.

Instructional Technology Lease/Purchase Plan

Instructional Highlights

- Elementary: Chromebook 1:1 program in grades 3-5 & K-2 mobile devices
- Middle School: 1:1 iPad program in 6th grade, expanding to 7th grade.
- High School: Technology upgrades (laptop carts and Chromebooks) as specified in the four-year hardware replacement cycle.
- Continuing the replacement of obsolete SmartBoards with interactive Smart flat panel displays at the Elementary schools and the High School.

All Technology Services



Facilities

Plant Operations & Maintenance

Plant Operations

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$6,737,945	\$7,506,057	\$7,322,513	\$8,436,430

Budget to Budget Increase: \$930,373 or 12.39%

Proposed Budget to Projected Expense Increase: \$1,113,917 or 15.21%

Highlights

- Utilities
 - Electric use is below 2009 levels due to energy performance contract, phase in of LED and lower energy consumption; however increased rates and additional air conditioned spaces at Edgewood, Heathcote, SMS and SHS have increased recent usage. An increase in this budget of \$58 thousand is a result of additional air conditioned spaces in the short term as part of a multi-year plan to cool our building.
 - Heating fuel pricing (gas and oil) remains extremely volatile. This area is anticipated to increase by \$54 thousand in 2019-20.
- Staffing: 48 FTE custodial and cleaner positions & 4.50 FTE additional support and leadership positions.
- Budget continues to support Professional Development & Staff Training.

The Operations Budget supports the daily cleaning of 955 thousand sq. ft. of building space.

Plant Operations

Highlights

Included in the Plant Operations budget is funding for the following components of Security representing a significant driver in this budget:

The total amount of \$1,294,031 is \$824,416 higher than the current year due to a \$650 thousand increase in contracted safety personnel (recurring expense) and \$175 thousand for the purchase of servers and switches (non-recurring). Specific funding requests are shown below.

- Current and expanded visitor management and building safety personnel (Safety Monitors) levels: \$805,407
- Security consultation through Altaris Emergency Management Group including the Chief and Safety, Security and Emergency Management: \$186,624. (net cost after receiving BOCES aid the following year is approximately \$93,312)
- Funding for safety and security related equipment: \$125,000
- Contracted security personnel at the District's athletic fields on evenings and weekends: \$2,000
- *Included in the Administrative Technology section of the budget - the purchase of servers and switches in support required for the installation of security cameras: \$175,000*

Plant Maintenance

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$3,144,396	\$3,337,750	\$3,228,454	\$3,581,252

Budget to Budget Increase: \$243,502 or 7.30%

Proposed Budget to Projected Expense Increase: \$352,798 or 10.93%

Highlights

- Salaries for 6.00 FTE Grounds workers and 6.0 FTE Maintenance workers
- Equipment Budget: (+\$157,000 which will decrease in 2020-21 budget)
 - Grounds tractor: \$80,000
 - Utility vehicle w/ plow: \$45,000
 - Dump Truck w/ plow: \$45,000
- Contractual Budget
 - LED lighting project continues at MS: +\$80,000
 - Indoor Air Quality Monitoring and Investigation: \$75,000
 - Interior Painting and carpeting: \$226,000 (+\$135,000)
 - Principal Allocations: \$177,600 (-\$46,900)
- Supplies
 - Lead water filters: \$29,400

The Maintenance budget supports the upkeep of:

- 955 thousand sq. ft. of building space; and
- 118 acres of grounds.

Facilities

*Plant Improvement &
Capital Projects*

Plant Improvement Projects

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$1,088,998	\$1,571,508	\$1,779,560	\$1,459,000

Budget to Budget Decrease: (\$112,508) or (7.16%)

Proposed Budget to Projected Expense Decrease: (\$320,560) or (18.01%)

SCHOOL	PROJECT	AMOUNT
Fox Meadow	Exterior painting	\$75,000
Fox Meadow	Field Access Stair replacement	\$240,000
Middle School	Auditorium improvements – stage rigging replacement	\$225,000
Middle School	Popham and Fountain Houses – water heater replacement	\$189,000
Middle School	Band room emergency egress	\$80,000
District-wide	Roof repairs and brick re-pointing	\$325,000
District-wide	Building Condition items - Facilities Master Plan	\$200,000
District-wide	Board of Education Room and Business Office renovations and furniture replacement	\$125,000
GRAND TOTAL		\$1,459,000

Plant Improvement Projects



BCS List Items - Completed or Scheduled to be Completed in 2018-19

A total of 57 items on the Building Condition Survey will be completed by the end of the 2018-19 school year.

ITEM #	MASTER LIST SOURCE	PROJECT LOCATION	PROJECT TYPE	DESCRIPTION
1	BCS	Scarsdale HS	ADA/Safety/Doors	Provide non slip surface at interior ramps
2	BCS	Scarsdale HS	HVAC	Indirect water heaters are beyond their useful life expectancy and should be replaced.
4	BCS	Scarsdale HS	ADA/Safety/Doors	Replace display case glazing with safety glazing
7	BCS	Scarsdale HS	Electrical	Add/replace lighting in attic for maintenance
10	BCS	Scarsdale HS	Building Structure	Replace exterior doors (2 pairs, east side)
11	BCS	Scarsdale HS	Building Structure	Repair retaining walls adj. to auto shop
13	BCS	Scarsdale HS	Sustainability	Replace all poles & lights with new high-efficiency LED fixtures
14	BCS	Scarsdale HS	Misc.	The fuel tank enclosure needs to be painted and shows signs of rust.
15	BCS	Scarsdale HS	ADA/Safety/Doors	Add door closers at 403, 331, music tower attic door, second floor janitor's closets, 111, 221, storage by 227, cust office, 270, public info office, service tunnel to boiler room, 122, J26, elec room near 110, 3rd floor book storage
16	BCS	Scarsdale HS	ADA/Safety/Doors	Replace/add closers and lockets at doors 113, 220a, 4th floor cust closet, attic EMR
18	BCS	Scarsdale HS	ADA/Safety/Doors	Replace doors at J103, 342 (pair), 335 (2) and 345
19	BCS	Scarsdale HS	ADA/Safety/Doors	Replace cross-corridor doors near 335 w/ vertical rod hardware
21	BCS	Scarsdale HS	ADA/Safety/Doors	Add handrails to stair outside north gym
22	BCS	Scarsdale HS	Site	Minor slate repair near 219
27	BCS	Scarsdale HS	fields	Butler Field renovation
29	BCS	Scarsdale HS	HVAC	Repair non-functioning H&V unit in music tower

BCS List Items - Completed or Scheduled to be Completed in 2018-19

31	BCS	Scarsdale HS	HVAC	Upgrade exhaust fan in ladies room by principals office
37	BCS	Scarsdale HS	Building Structure	Repair small leak on fire pump
39	BCS	Scarsdale HS	Plum	Replace reportedly undersized kitchen sanitary waste piping
41	BCS	Scarsdale HS	Electrical	Replace 25 cracked or broken light fixture lenses in the boys locker-room
42	BCS	Scarsdale HS	ADA/Safety/Doors	Add exit lights to the boiler room area
46	BCS	Scarsdale HS	Misc.	Add six hand dryers in student bathrooms
47	BCS	Scarsdale HS	Sustainability	Replace incandescent auditorium house lighting with LED
54	BCS	Scarsdale MS	Electrical	It is recommended that a NETA certified electrical testing company perform a distribution panel board maintenance on the distribution panel board which was infiltrated by water located in the basement level pump room of the Center House within the next year
57	BCS	Scarsdale MS	ADA/Safety/Doors	Install locksets and remove deadbolts on 3 kitchen doors
58	BCS	Scarsdale MS	ADA/Safety/Doors	Install mullions on 4 pairs of smoke doors both sides of library
60	BCS	Scarsdale MS	ADA/Safety/Doors	Add door closers at S122 and catwalk doors
61	BCS	Scarsdale MS	Building Structure	Repair loose wainscot tile in stair near projector room
64	BCS	Scarsdale MS	Interior	Renovate 5 staff toilet rooms
66	BCS	Scarsdale MS	HVAC	Repair FTR enclosure in room T119. Verify as to why room is under positive pressure.
72	BCS	Scarsdale MS	Plum	Replace six DHWH's
78	BCS	Scarsdale MS	Sustainability	Replace auditorium house lighting with LED
79	BCS	Edgewood	Flooring	Fritz tile/VCT repair (at interface of bldg. addition)
80	BCS	Edgewood	Building Structure	Repair masonry retaining wall and cap at loading area
87	BCS	Edgewood	Electrical	Add lighting in attic spaces for maintenance

BCS List Items - Completed or Scheduled to be Completed in 2018-19

89	BCS	Edgewood	ADA/Safety/Doors	Install handrails at corridor ramp
90	BCS	Edgewood	ADA/Safety/Doors	Install handrails at two small ramps in faculty and conference rooms
91	BCS	Edgewood	ADA/Safety/Doors	Install door closers at water main room, 3 janitors closets, main office, Mrs. Martin's room, and room 8
92	BCS	Edgewood	ADA/Safety/Doors	Replace saddle at copy room for ADA compliance
93	BCS	Edgewood	ADA/Safety/Doors	Replace boiler room and lower storage room doors
98	BCS	Edgewood	HVAC	Reinsulate refrigerant piping above OT/PT room ceiling
100	BCS	Edgewood	Plum	Provide vacuum breakers on three slop sinks
101	BCS	Edgewood	ADA/Safety/Doors	Provide an emergency eyewash on the nurses sink
113	BCS	Fox Meadow	HVAC	Replace pipe insulation in Classroom 16
115	BCS	Fox Meadow	ADA/Safety/Doors	Install closer at first floor janitors closet
116	BCS	Fox Meadow	ADA/Safety/Doors	Remove thumb turn hold-opens from closers at elevator corridor and NMPR
117	BCS	Fox Meadow	ADA/Safety/Doors	Add door closer to teachers lounge
125	BCS	Fox Meadow	ADA/Safety/Doors	Provide an emergency eyewash on the nurses sink
143	BCS	Greenacres	ADA/Safety/Doors	Add closers to stage door and custodian's office and storage doors
154	BCS	Greenacres	HVAC	Recommission old MP AHU installed in 2000
159	BCS	Greenacres	HVAC	Repair/replace leaking DCV in boiler room
164	BCS	Greenacres	Plum	Add vacuum breaker to 2nd floor slop sink
173	BCS	Heathcote	Flooring	Fritz tile repair
183	BCS	Heathcote	ADA/Safety/Doors	Install door closers at stage, practice rooms, mech room, classrooms, art, comp lab, and main office wing
196	BCS	Heathcote	ADA/Safety/Doors	Provide emergency eyewash on nurses sink
210	BCS	Quaker Ridge	Sustainability	Replace peeling window film at Gym Corridor and various locations
226	BCS	Quaker Ridge	Plum	Repair leaking drain valve in ejector pump room

Capital Projects – *Transfer to Capital Fund*

2017-18 Actual Expense	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$1,825,737	\$1,300,000	\$1,300,000	\$1,085,000
Budget to Budget Decrease: (\$215,000) or (16.54%)			
Proposed Budget to Projected Expense Decrease: (\$215,000) or (16.54%)			

SCHOOL	PROJECT	AMOUNT
Middle School	Orchestra Room - HVAC upgrades	\$125,000
Middle School	Main elevator - replacement of critical components	\$150,000
High School	Foreign Language wing elevator - extensive replacement of critical components	\$400,000
High School	Butler Field - lights feasibility	\$25,000
District-wide	Quaker Ridge and Fox Meadow libraries – air conditioning	\$385,000
GRAND TOTAL		\$1,085,000

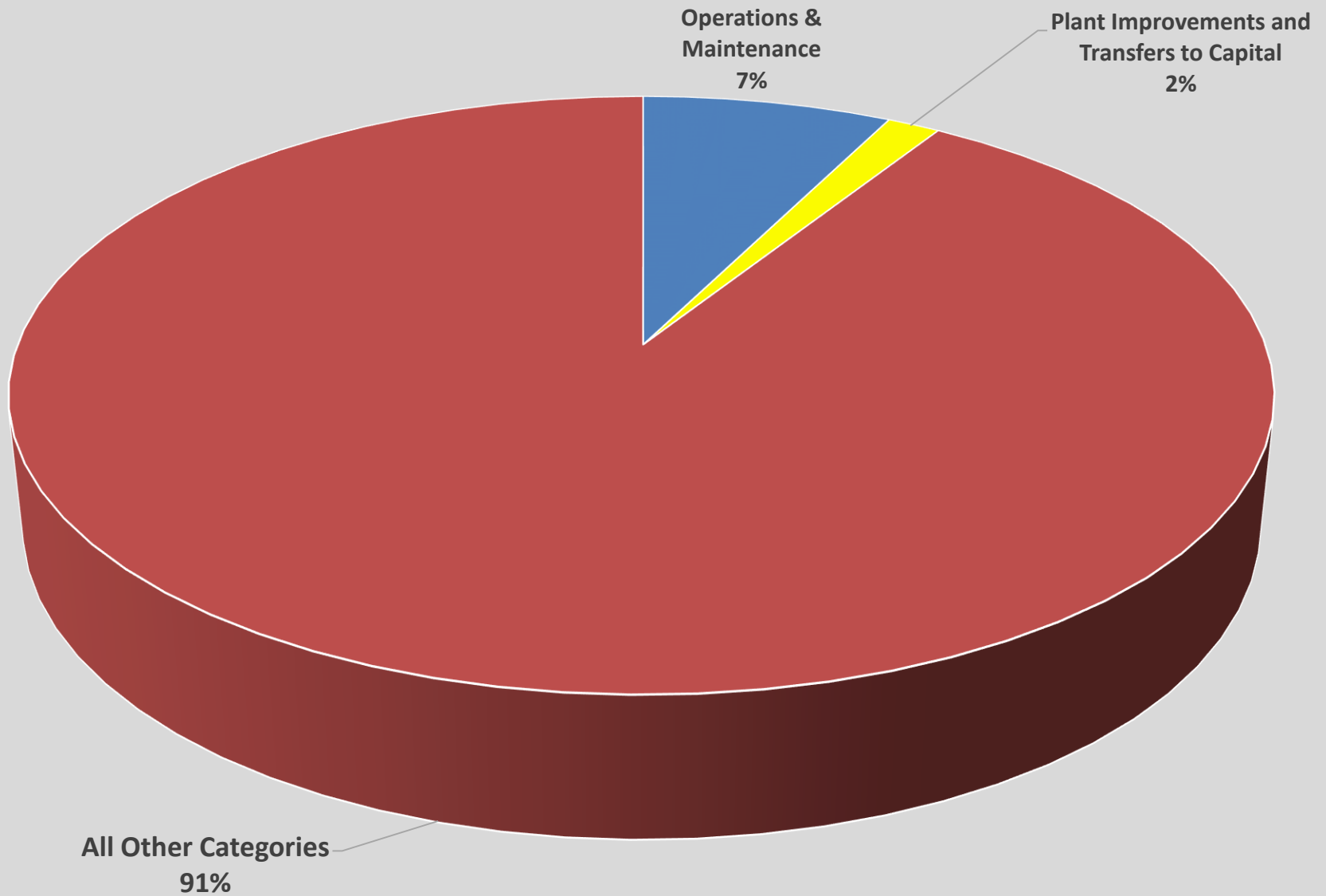
Transfer to Capital Fund



Historical & Proposed Capital Investment

CATEGORY	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Transfer to Capital Project Fund	1,070,000	1,050,000	1,130,000	1,140,000	1,615,240	1,699,432	1,300,000	1,085,000
Plant Improvement	850,000	1,050,000	735,000	755,000	1,251,931	1,345,000	1,571,508	1,459,000
TOTAL	\$1,920,000	\$2,100,000	\$1,865,000	\$1,895,000	\$2,867,171	\$3,044,432	\$2,871,508	\$2,544,000
% of Total CY Budget	1.35%	1.46%	1.26%	1.28%	1.91%	1.98%	1.82%	1.58%

Facilities

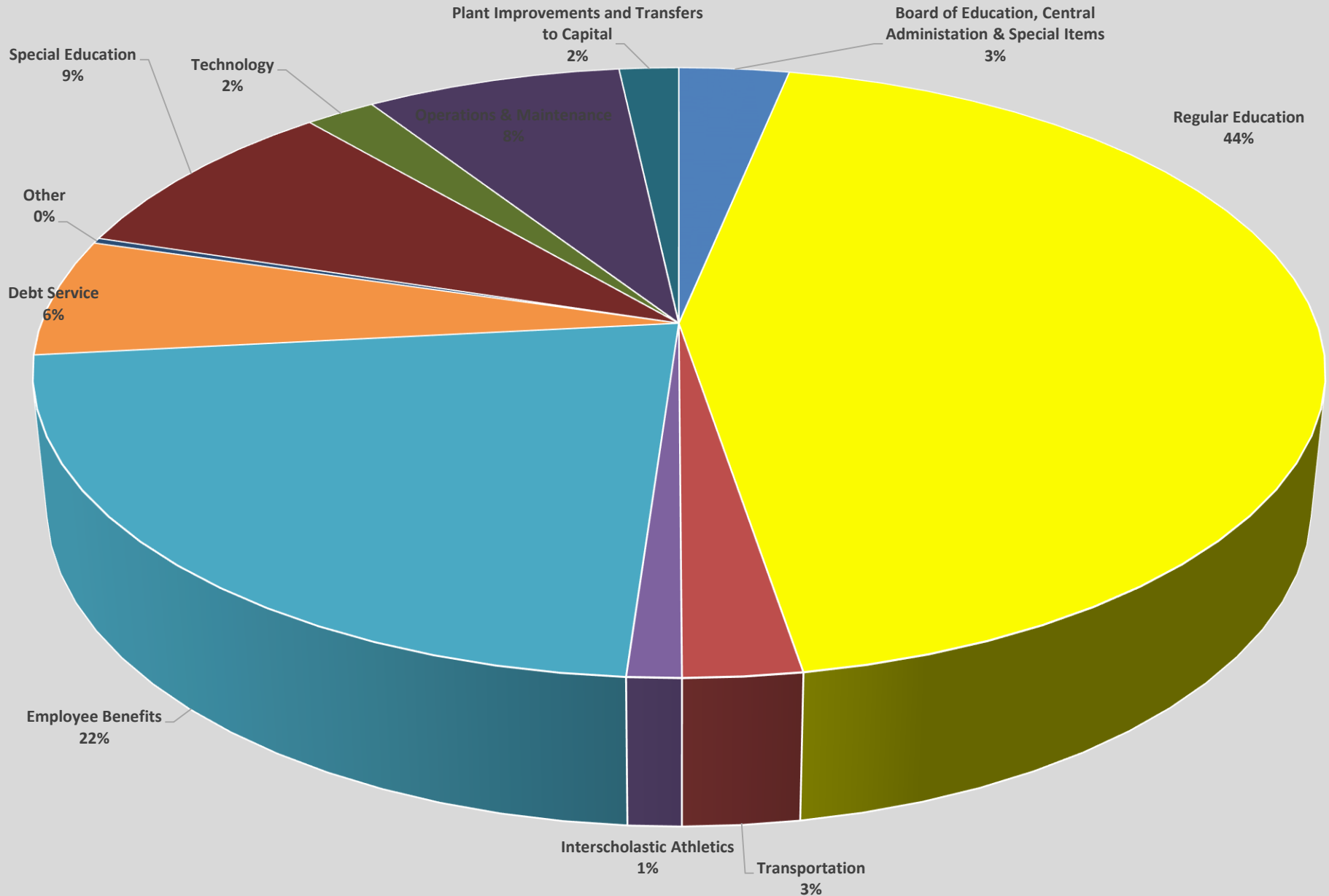


Component Summary

Key Components Summary Proposed Budget to Projected Expense

Category	2016-17 Actual	2017-18 Actual	2018-19 Proposed	2018-19 Projected	2019-20 Prelim. Proposed	\$ Increase	% Increase
Board of Education, Central Administration & Special Items	\$4,652,784	\$4,841,517	\$5,002,403	\$4,999,185	\$5,173,264	\$174,079	3.48%
Operations & Maintenance	8,904,316	9,882,342	10,843,807	10,550,967	12,017,682	1,466,715	13.90%
Plant & Capital Improvements	3,296,001	3,041,040	2,997,813	3,332,170	2,796,610	(\$535,560)	-16.07%
Regular Education	66,064,550	68,484,453	69,738,485	68,992,206	70,999,797	2,007,591	2.91%
Technology	2,640,057	3,455,548	2,945,041	2,914,151	3,310,981	\$396,830	13.62%
Special Education	12,489,505	12,870,440	13,196,256	13,598,803	14,281,834	683,031	5.02%
Transportation	3,778,331	3,747,454	4,064,276	3,903,497	4,113,764	\$210,267	5.39%
Interscholastic Athletics	1,681,282	1,733,276	1,739,475	1,751,519	1,881,780	130,261	7.44%
Employee Benefits	33,580,069	35,031,764	36,851,470	35,498,478	35,723,201	\$224,723	0.63%
Debt Service	9,821,723	9,993,017	10,022,066	10,027,588	10,026,361	(1,227)	-0.01%
Other	472,088	423,094	448,316	440,816	457,323	\$16,507	3.74%
SubTotal	147,380,706	153,503,945	157,849,408	156,009,380	160,782,597	4,773,217	3.06%
Health Insurance Accrual A/E.	-	1,850,000	-	(1,850,000)	-	\$1,850,000	-100.00%
Unspent Budget Surplus	-	-	-	(507,726)	(507,726)	-	0.00%
TOTAL	\$147,380,706	\$155,353,945	\$157,849,408	\$153,651,654	\$160,274,871	\$6,623,217	4.31%

Total Key Components



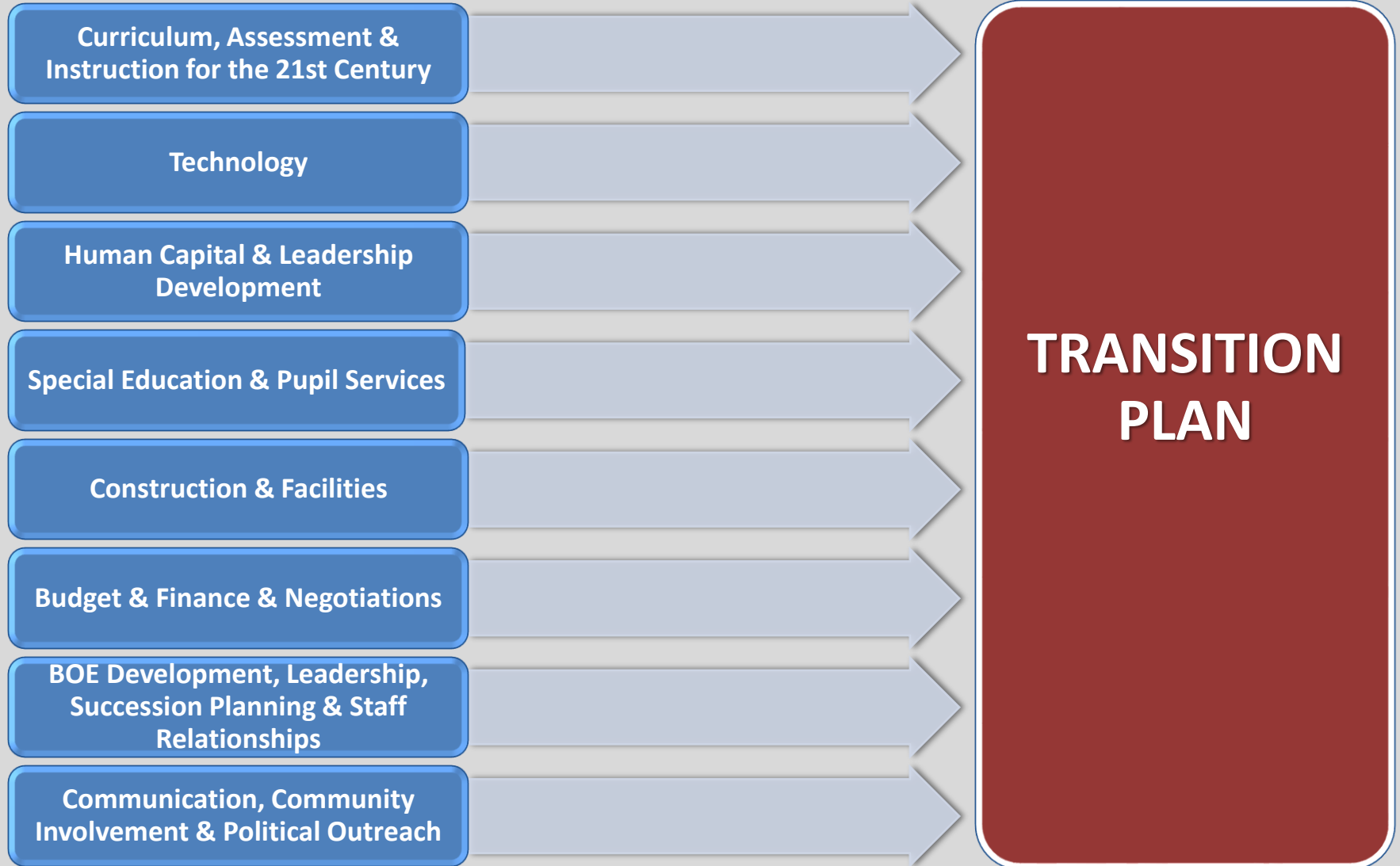
Budget Development Process & Timeline

School Budget Development

The school budget provides the necessary financial resources to achieve the goals and objectives of the School District as set forth in the District's transition plan in support of Scarsdale Education for Tomorrow (SET 2.0)



Budget Development Guiding Factors



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 requesting Principals and Cabinet, and with Administrative Council (District-wide Administrators). Requests are assessed to ensure for:

- Educational efficacy,
- Staffing efficiency; and
- Alignment with guiding principles of staffing.

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

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- Past spending practices; and
- Purchasing efficiencies.

Guiding Principles for Budgetary Staffing Decisions

Staffing needs must be justified by clear alignment to one or more of the following guiding principles:

- ☐ **Student Educational Outcomes and Achievement (SET 2.0)**

- ☐ SET 2.0 lays out the priorities for student learning and a focus to program improvement efforts.

- ☐ **District Goals and the Transition Plan**

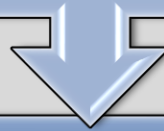
- ☐ The Transition Plan prioritizes goals designed to achieve SET 2.0. An updated strategic plan is currently in development.

- ☐ **Mandates and Best Practices**

- ☐ Mandates and Best Practices inform the implementation of the plan goals and sub-goals, and also provides context for decisions.

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 Development & Discussion Focus



Budget Discussions

Budget Focused Forums *November 5th & November 15th*

Administration
Board of
Education
Community*

Dates	Focus
Regular Board Meeting – December 17 th	2018-19 Year End Projections and Budget Assumptions
Regular Board Meeting - January 14 th	Presentation of Staffing Recommendations
Regular Board Meeting - January 28 nd	Staffing Affirmations and Budget Update
Budget Session #1 - February 4 th	2019-20 Budget Plan, Budget Drivers, Debt Service, Transportation, Employee Benefits and Security
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* Community comments at each Budget Session & Board Meeting.

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Budget Vote Date - May 21st

Feedback

- 2019-20 Draft Budget Plan
- Staffing
- Safety, Security and Emergency Management
- Cooling
- Components

Questions & Discussion

Appendix

Scarsdale Public Schools



2019-20 School Budget Budget Session #1

February 4, 2019

Presentation Focus

- 1. Budget Development Process**
- 2. 2019-20 Budget Priorities**
- 3. Budget Drivers**
- 4. Budget Overview**
- 5. 2019-20 Draft Budget Plan**
- 6. Budget Components**
- 7. Budget Discussions Timeline**
- 8. Questions**
- 9. Appendix**

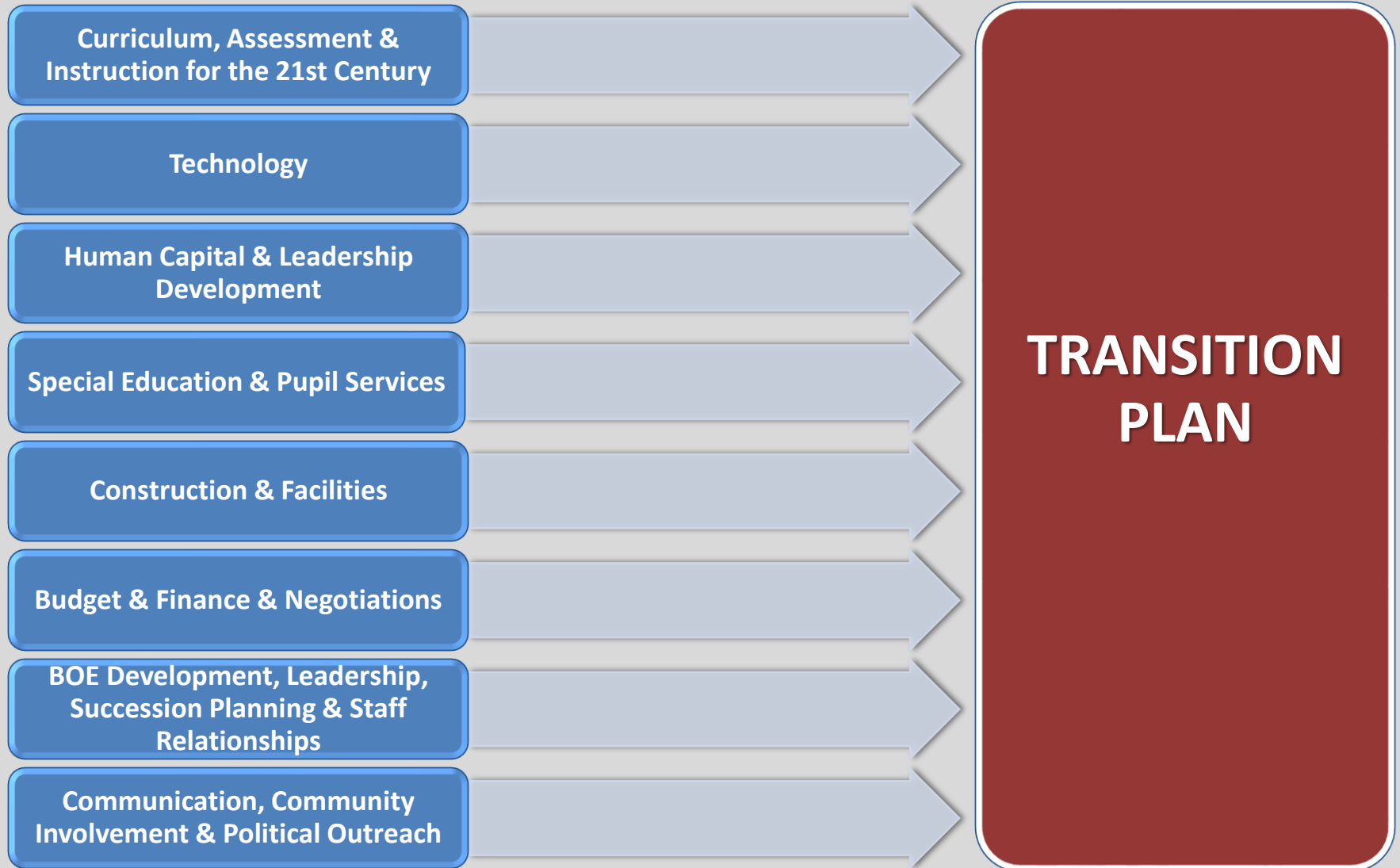
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New Staffing/Program Change Request Process

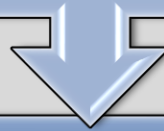
SCHOOL or DEPARTMENT:	PROGRAM:	BUDGET YEAR 2019-20
<p>RECOMMENDATION:</p> <p><input type="checkbox"/> ADDITION <input type="checkbox"/> CHANGE in CONFIGURATION <input type="checkbox"/> REDUCTION</p> <p>WHAT'S DRIVING THE RECOMMENDATION?</p> <p><input type="checkbox"/> Enrollment changes <input type="checkbox"/> Program expansion <input type="checkbox"/> Program restructuring, reorg., or redesign <input type="checkbox"/> Response to a new mandate</p> <p>ESTIMATED COST OF ADD or (REDUCTION)? Year 1 = Year 2 = Year 3 =</p>	<p>BACKGROUND AND RATIONALE</p> <p>Are we doing something that we don't need to be doing? How do we know? Why?</p> <p>Are we NOT doing something that we should be doing? How do we know? Why?</p> <p>What will be accomplished that isn't happening now?</p>	
<p>CURRENT PROGRAM STAFFING</p> <p>What are we currently accomplishing, and how are we accomplishing it?</p>	<p>ASSOCIATED IMPACTS (i.e., when elementary class sections are added, is there a concomitant staffing impact on specials?)</p> <p>What are anticipated consequences? What else should we know?</p>	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <p>Is this having the desired effect? Is this sustainable?</p>

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

Sequence of the Budget Process

Budget Deliberation and Development – *Administration*



Budget Discussions – *Board of Education & Administration*



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* Community Comments at each Budget Session & Board Meeting.

What Does This Budget Accomplish?

Advances high-quality teaching and learning consistent with SET 2.0

- ☐ Support of teaching and learning initiatives in the advancement of SET 2.0, including STEAM implementation.
- ☐ Ensure staffing levels consistent with current and historical philosophies and community expectations.

Implements a comprehensive approach to Safety, Security and Emergency Management

- ☐ Provide appropriate mental health/social emotional support for students
- ☐ Layer approach to building safety and security
- ☐ Thoughtful implementation of new policies, procedures, and practices

Provides cool learning spaces on high heat days

Improves and upgrades facilities (consistent with all components of the Facilities Master Plan)

Budget Accomplishments

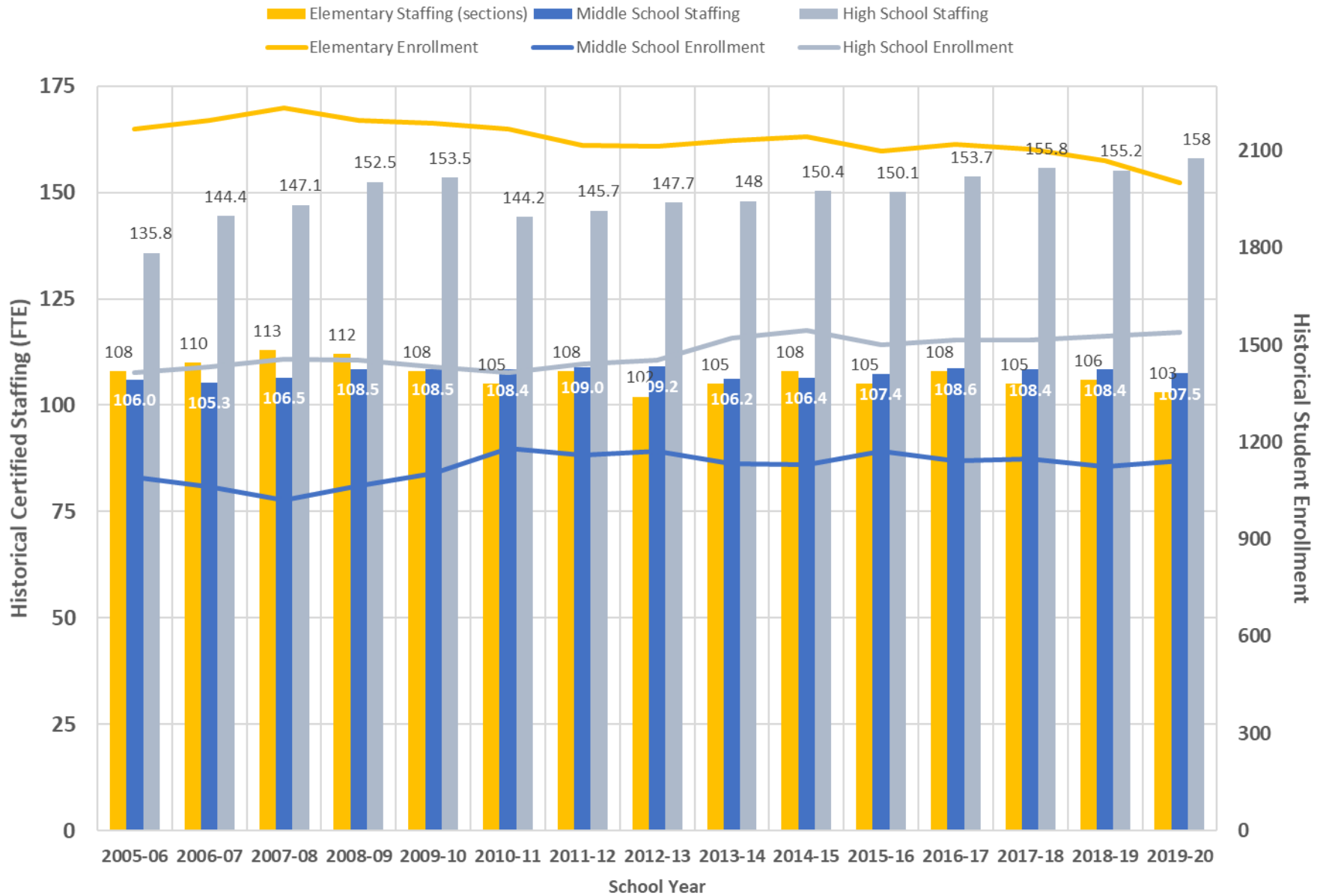
Staffing

Staffing Recommendations Summary

Staffing Request	Location	Guiding Principles/Budget Accomplishments
1.0 FTE STEAM (Math)	High School	SET 2.0
1.0 FTE Science	High School	Class Size and Student Choice
3.0 FTE Contingent*	District-wide	Class Size and Student Choice
1.0 FTE Academic (Pre-referral) Support	High School	Class Size Mental health/social emotional support for students
1.0 FTE School Psychologist	District-wide	Mental health/social emotional support for students

**Budget Draft #2 will reduce this number to 2.0 FTE*

Certified Staffing and Student Enrollment by Level- Historical



Budgeted & Actual Elementary Sections w/ Contingency Used



Budget Accomplishments

Cooling Solutions

Cooling Solutions – A Three Phase Plan

Short Term

Develop and codify a building-based plan for providing access to cool spaces on excessive heat days (Heat Index ≥ 90). Every student will have access to a cooled space at the same time, even if that means sharing a large instructional space.

Methodology

- Survey buildings to determine current cooled space capacity using each room's occupancy and current enrollment.
- Assessed shortfall used to determine additional spaces requiring cooling (by building).

Solution

- Strategically placed installation of 55 window unit air conditioners across the District, and Heathcote pods common spaces with split units by the middle of May 2019. Preliminary estimated cost is \$310,000 primarily funded as a plant improvement project transfer from surplus in the Butler Field Project account.

Cooling Solutions – A Three Phase Plan

Medium Term – 2019-20 School Year Budget

Provide at least one air conditioned large group common space in each building.

Methodology

- Now that the 2014 bond project is complete, Quaker Ridge and Fox Meadow are the only buildings without such a space. The Greenacres library will be air-conditioned this coming summer as part of the 2018 bond project.

Solution

- Install air conditioning at both the Quaker Ridge and Fox Meadow libraries. Preliminary Estimated Cost = \$600,000. (This has been reduced, based on updated estimates, to \$385,000 which will be reflected in Budget Draft #2)

Cooling Solutions – A Three Phase Plan

Long Term – Cooling Solutions for the Future

Explore both traditional and innovative cooling solutions with the assistance of an energy service provider such as ConEdison Solutions with a focus on providing additional cooled spaces with an eye towards sustainability.

Necessary data collection is underway to establish a potential path for development of options for study and consideration.

Budget Accomplishments

Safety, Security and Emergency Management

Safety, Security & Emergency Management

Multi-pronged approach to Safety, Security and Emergency Management supported in the 2019-20 budget:

1. Providing an external layer of safety and security at all buildings by adding visitor management and building safety personnel.
2. Providing additional mental health and social emotional support for our students with the addition of the following staff:
 - 1.0 FTE District-wide Psychologist
 - 1.0 FTE Teacher at the High School for academic pre-referral support
3. Continuing to study and to implement policies, practices and procedures which promote building safety, security and emergency management.

Non-Staff Related Expenditure Area	2019-20 Budget
Expanded visitor management and building safety personnel services	\$805,407
Security consultant services and Chief of Safety, Security & Emergency Management	\$186,624
Safety and security related supplies and equipment	\$127,000
Purchase of servers and switches for newly installed security cameras	\$175,000
TOTAL	\$1,294,031

Safety, Security & Emergency Management

Providing an external layer of safety and security at all buildings by adding visitor management and building safety personnel.

Recommended by the security consultant, District Emergency Response Team and reviewed by district and building safety teams is the addition of unarmed visitor management and building safety personnel at each building.

Elementary Buildings

Two individuals, contracted through the District's contracted security personnel provider, would be assigned to each building. Their roles in each building would be to manage the new security vestibules which are being constructed this upcoming summer and to be an indoor and outdoor roving safety and security monitor. This plan would allow for daily coverage of 16 hours per day extending from the time students arrive for instrument lessons until 5 p.m.

Middle School

At the Middle school, the addition of 12 daily hours (20 total hours) will allow for early morning coverage and extend through early evening when there are a large number of student related activities. The additional hours would also provide for indoor and outdoor safety monitoring during the regular day.

High School

At the High school, the addition of 20 daily hours (50 total hours) will allow the monitoring of entrances from early morning through the evening when there are numerous student activities. The additional hours will also assist in traffic safety monitoring during dismissal. Also included in this budget request is 16 hours of coverage on Saturdays when the building is open to students for athletics and other activities.

District-wide

Funds are included for visitor management coverage during all other school sponsored school activities such as athletic events, concerts and plays that may be scheduled at times outside of regular hours.

Budget Drivers

2019-20 Primary Budget Drivers

- Contractual salary increases (avg. increase of 3.07%) for all employees including 9 teacher retirements and 8.3 FTE additional staffing total \$2.67 million.
- Safety, Security and Emergency Planning increases of \$824 thousand in support of additional visitor management and building safety personnel at all buildings.
- Teacher and NYS Employees Retirement System mandated employer contributions decreasing by an estimated \$661 thousand.
- District's self-funded medical insurance budget anticipated to decrease by 1.95% (\$345 thousand) due to plan experience, employee contributions and savings from utilization of new third party administrator networks.

2019-20 Primary Budget Drivers

- The Tax Certiorari budget has been decreased by \$75,000 to \$950,000 in support of anticipated tax certiorari claims in the 2019-20 school year. This will be a recurring, decreasing expense in future years as older claims settle.
- Other employee benefit increases increasing by an estimated \$341 thousand.
- Plant Improvement and Transfer to Capital Fund budget increases of \$537,492 in support of high priority infrastructure projects, facility upgrades and equitable access to cool learning spaces.

2019-20 Draft Budget Plan

Projected Fund Balance - Year End 2018-19

Ending Fund Balance 6/30/18	\$19,628,264
Plus: Year End Revenues	<u>\$156,228,826</u>
Minus: Year End Expenditures	<u>(\$153,730,303)</u>
Actual Ending Fund Balance 6/30/19	<u>\$22,126,787</u>
To Be Allocated as Follows:	
Tax Certiorari Reserve	\$4,779,935
Self-Insured Health Insurance Reserve	\$5,962,286
Debt Service Reserve	\$453,431
NYS Employees' Retirement Reserve	\$2,047,545
Reserve for Encumbrances	\$1,666,096
Unassigned Fund Balance *	<u>\$6,117,494</u>
Assigned Fund Balance for 2019-20	<u>\$1,100,000</u>
Actual Ending Fund Balance 6/30/19	<u>\$22,126,787</u>

* 3.77% of 2019-20 Budget. May retain up to 4% of 2019-20 Budget = \$6,490,010

2019-20 Draft Budget

February 4, 2019

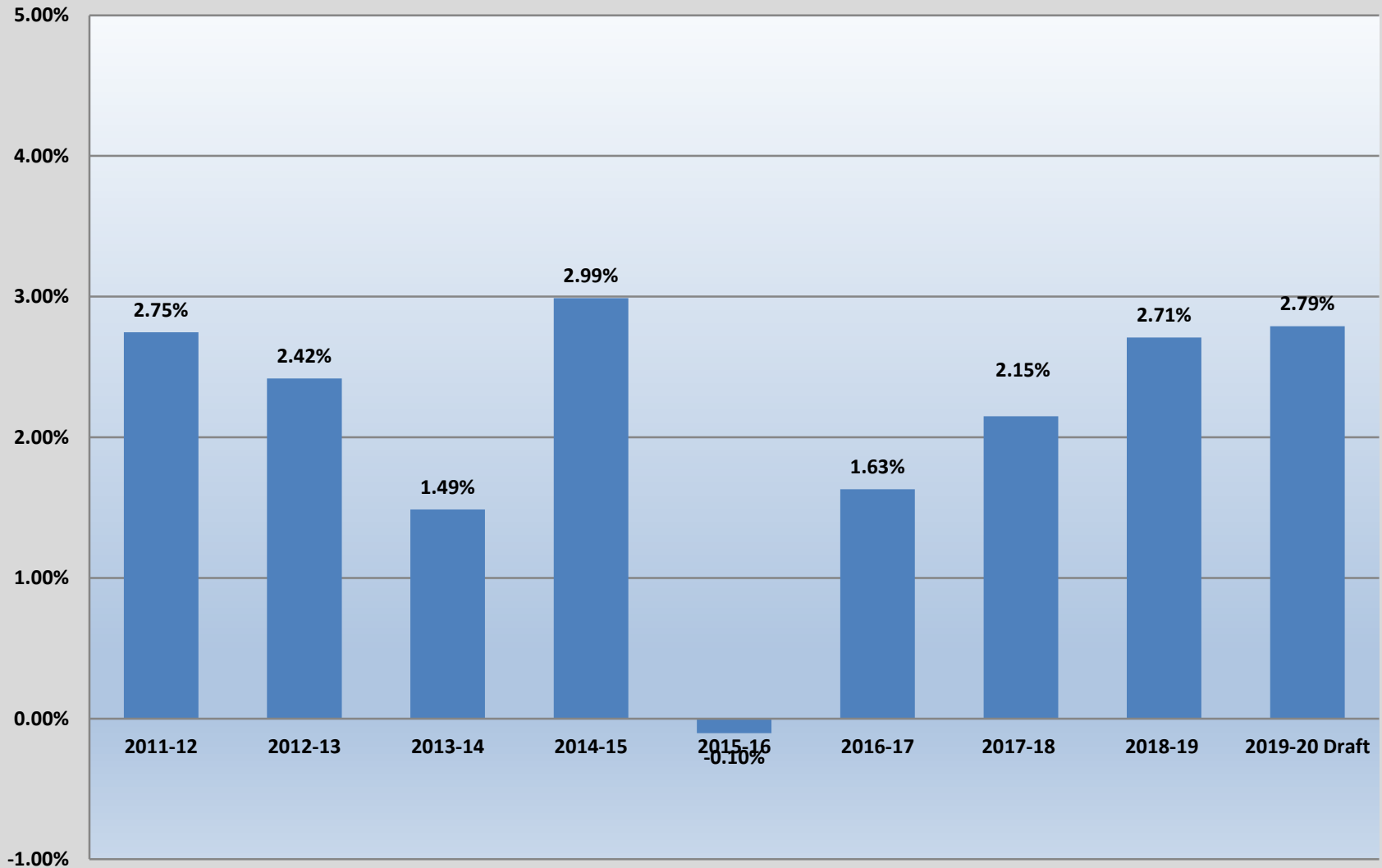
2019-20 Draft Budget:*	\$	162,250,242
Budget to Budget Increase:		2.79%
Projected Increase in Tax Levy:		3.13%
Projected Tax Levy Limit:		3.35%
Amount <u>Below</u> the Projected Limit:	\$	314,372
Projected Tax Rate Increase:		
<div> <p>The equalization rate, as determined by NYS, has increased for the Town of Scarsdale in comparison to Mamaroneck thus increasing the share of tax levy to Mamaroneck.</p> </div>	Town of Scarsdale	2.48%
	Town of Mamaroneck	6.45%

***IMPORTANT:** Please note that the 2019-20 budget numbers represented in this table are in draft form only and are subject to change once TRS rates are released and other parts of the budget finalized.

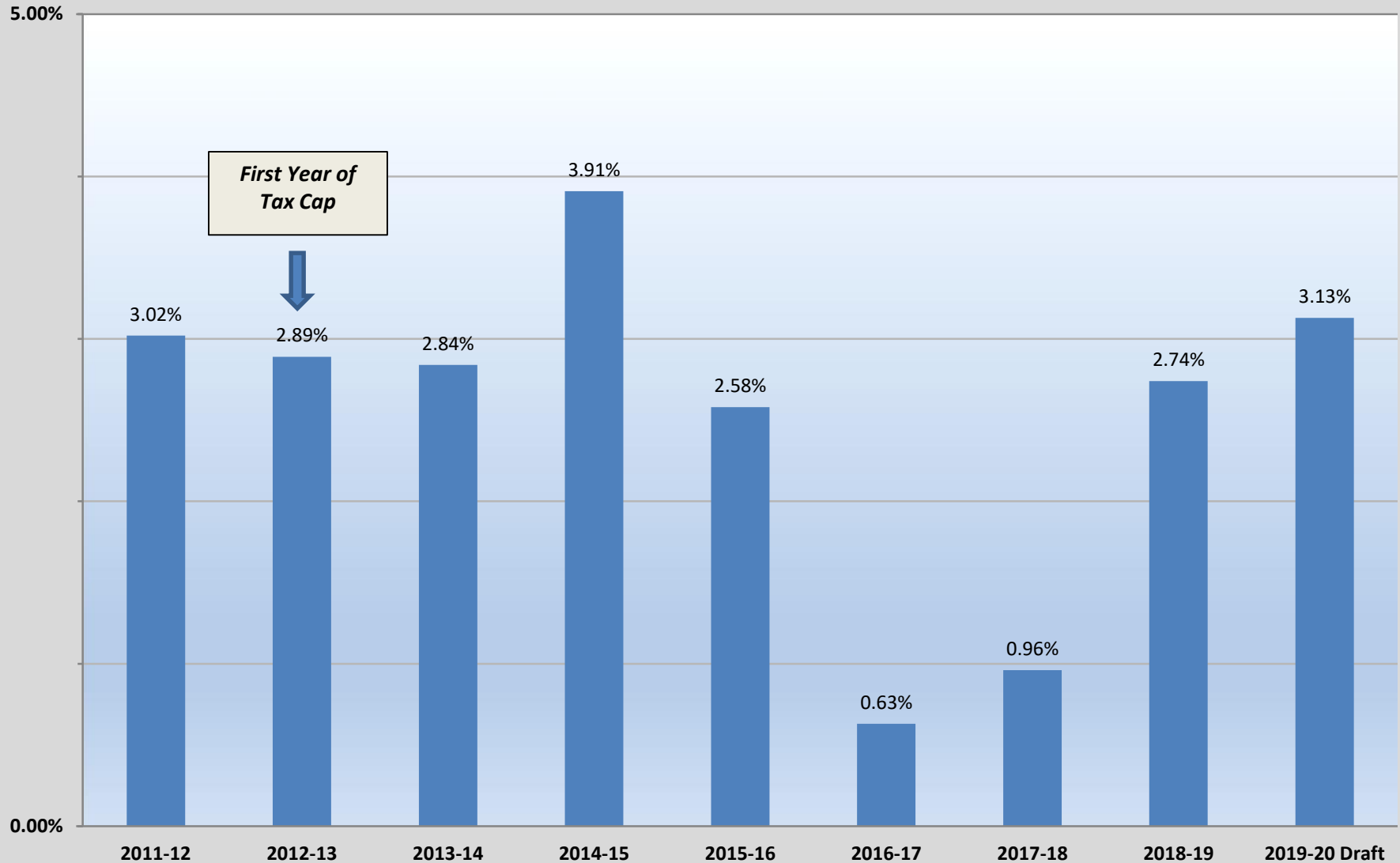
2019-20 DRAFT BUDGET PLAN - FEBRUARY 4, 2019

	2018-19 Approved Budget	2019-20 Proposed Budget	Budget to- Budget Increase	% Difference
Total Expenditures	157,849,407	162,250,242	4,400,835	2.79%
Non-Property Revenues <i>% of Total Budget</i>	10,188,039 <i>6.45%</i>	10,567,381 <i>6.51%</i>	379,342	3.72%
Transfer From Reserves	173,727	668,153	494,426	284.60%
Assigned Fund Balance	2,125,000	1,100,000	(1,025,000)	-48.24%
Total Tax Levy <i>% of Total Budget</i>	145,362,640 <i>92.09%</i>	149,914,708 <i>92.40%</i>	4,552,068	3.13%

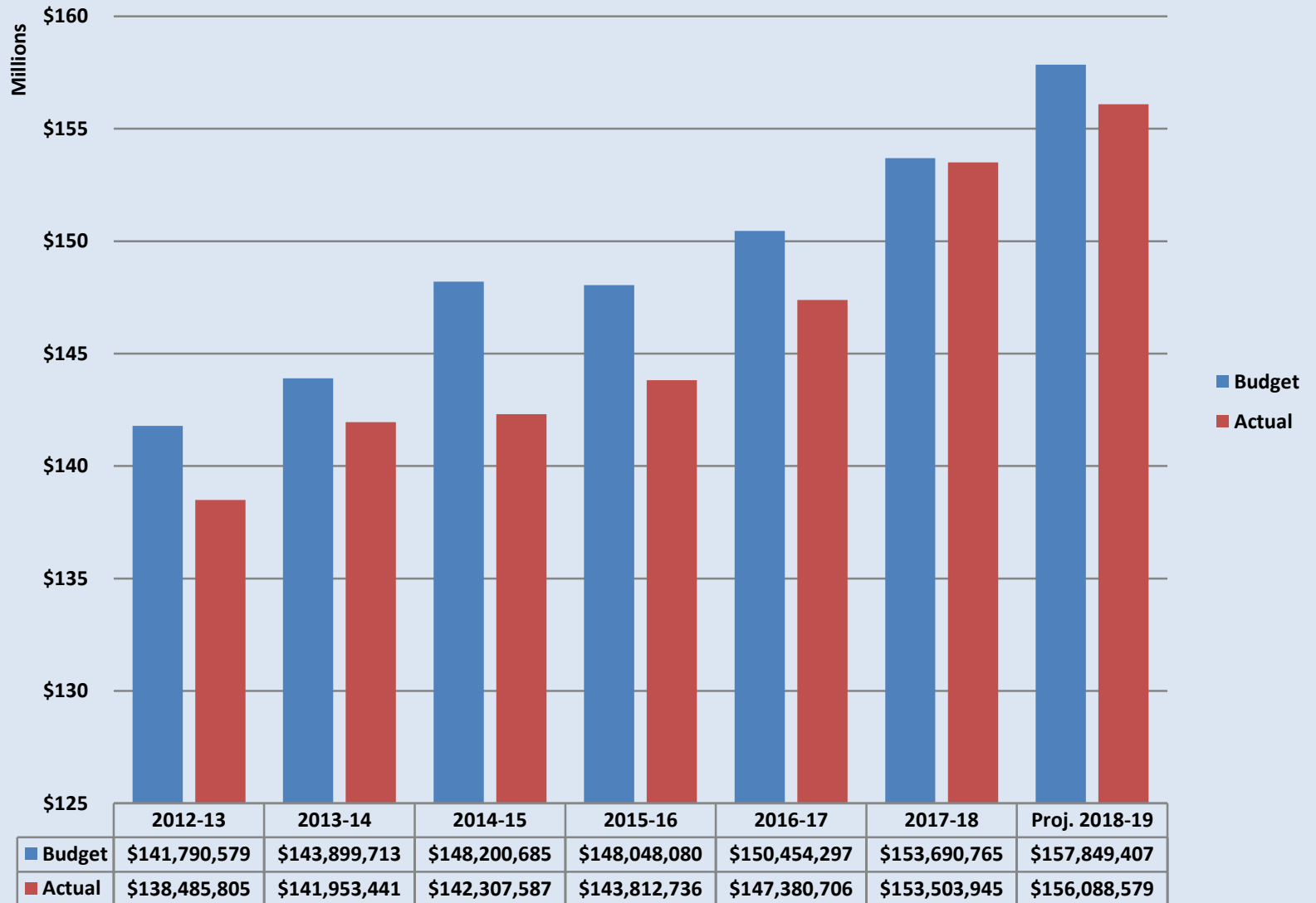
Recent Budget Increases/Decrease



Recent Tax Levy History



Budget to Actual Comparison



Budget Components

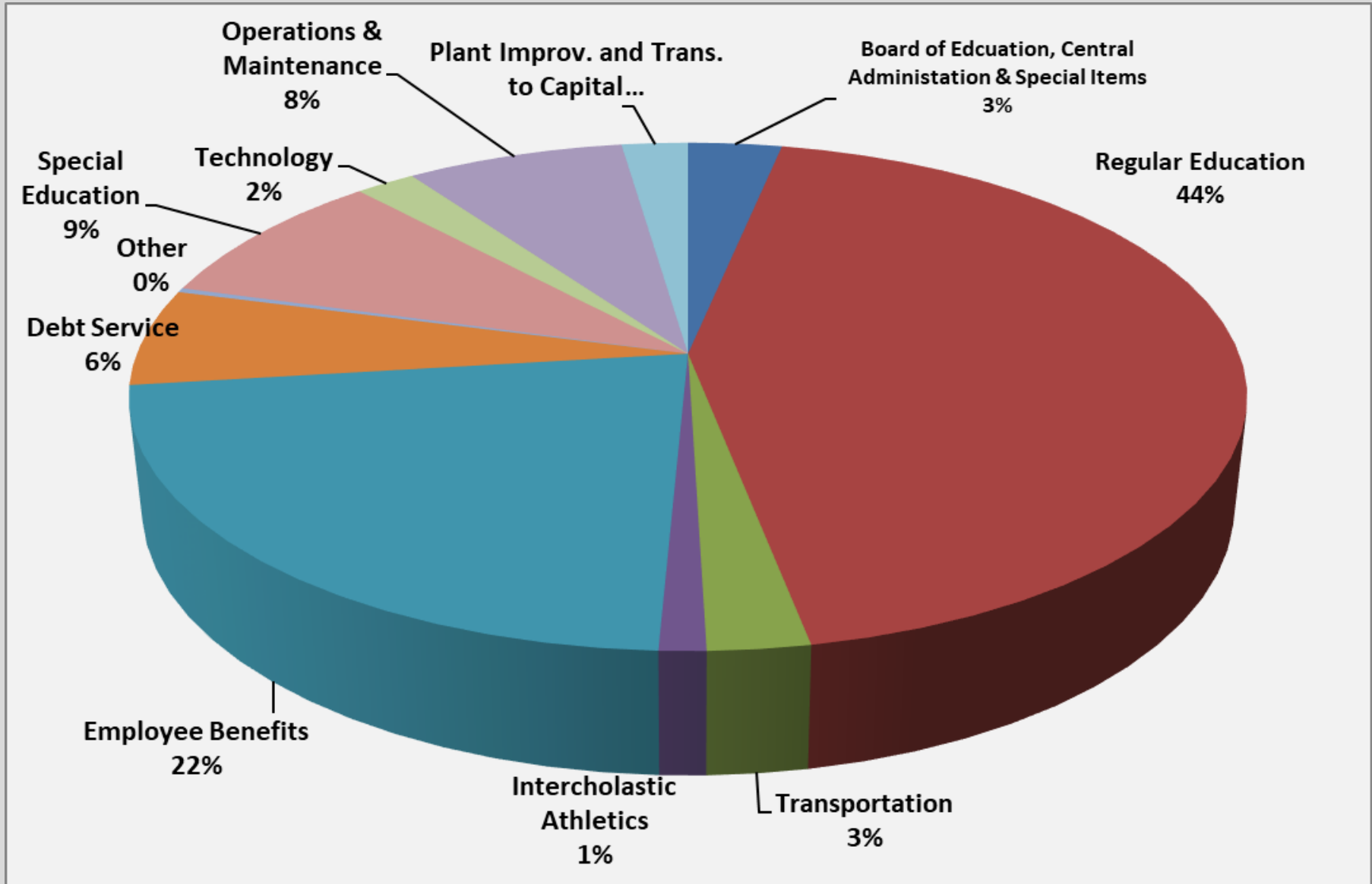
Historical & Projected Revenue Summary

CATEGORY	2016-17 Actual	2017-18 Actual	2018-19 Adopted	2018-19 Projected	2019-20 Prelim. Proposed	\$ Increase/ Decrease	% Increase/ Decrease
State Aid	\$ 7,041,896	\$ 6,919,008	\$ 7,135,545	\$ 7,299,421	\$ 6,818,007	\$ (317,538)	(4.45%)
Health Services	\$ 263,290	\$ 221,411	\$ 269,606	\$ 221,411	\$ 224,732	(\$44,874)	(16.64%)
Interest Earnings	\$ 549,631	\$ 775,441	\$ 895,000	\$ 1,368,500	\$ 1,451,833	\$556,833	62.22%
Building Use Fees	\$ 106,575	\$ 112,931	\$ 118,000	\$ 112,931	\$ 114,625	(\$3,375)	(2.86%)
Miscellaneous	\$ 637,782	\$ 852,276	\$ 660,000	\$ 725,000	\$ 739,500	\$79,500	12.05%
County Sales Tax	\$ 1,066,567	\$ 1,021,198	\$ 1,002,375	\$ 1,031,410	\$ 1,041,724	\$39,349	3.93%
Tuition - Special Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$0	N/A
Transfers	\$ 215,320	\$ 83,153	\$ 173,727	\$ 173,727	\$ 668,153	\$494,426	284.60%
TAX LEVY/STAR	\$ 140,183,024	\$ 141,574,060	\$ 145,470,153	\$ 145,470,153	\$ 150,091,668	\$4,621,515	3.18%
GRAND TOTAL REVENUES	\$ 150,064,085	\$ 151,559,478	\$ 155,724,406	\$ 156,402,553	\$ 161,150,242	\$5,425,836	3.48%

Key Components Summary Projected Expense to Proposed Budget

Category	2016-17 Actual	2017-18 Actual	2018-19 Budget	2018-19 Projected	2019-20 Prelim. Proposed	\$ Increase	% Increase
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Transportation	3,778,331	3,747,454	4,064,276	3,903,497	4,113,764	\$210,267	5.39%
Interscholastic Athletics	1,681,282	1,733,276	1,739,475	1,751,519	1,881,780	130,261	7.44%
Employee Benefits	33,580,069	35,031,764	36,851,470	35,498,478	36,186,326	\$687,848	1.94%
Debt Service	9,821,723	9,993,017	10,022,066	10,027,588	10,026,361	(1,227)	-0.01%
Other	472,088	423,094	448,316	440,816	457,323	\$16,507	3.74%
SubTotal	147,380,706	153,503,945	157,849,407	156,088,029	162,250,242	6,162,213	3.95%
Health Insurance Accrual AJE.	-	1,850,000	-	(1,850,000)	-	\$1,850,000	-100.00%
Unspent Budget Surplus	-	-	-	(507,726)	(507,726)	-	0.00%
TOTAL	\$147,380,706	\$155,353,945	\$157,849,407	\$153,730,303	\$161,742,516	\$8,012,213	5.21%

Key Component Summary



Transportation

Transportation

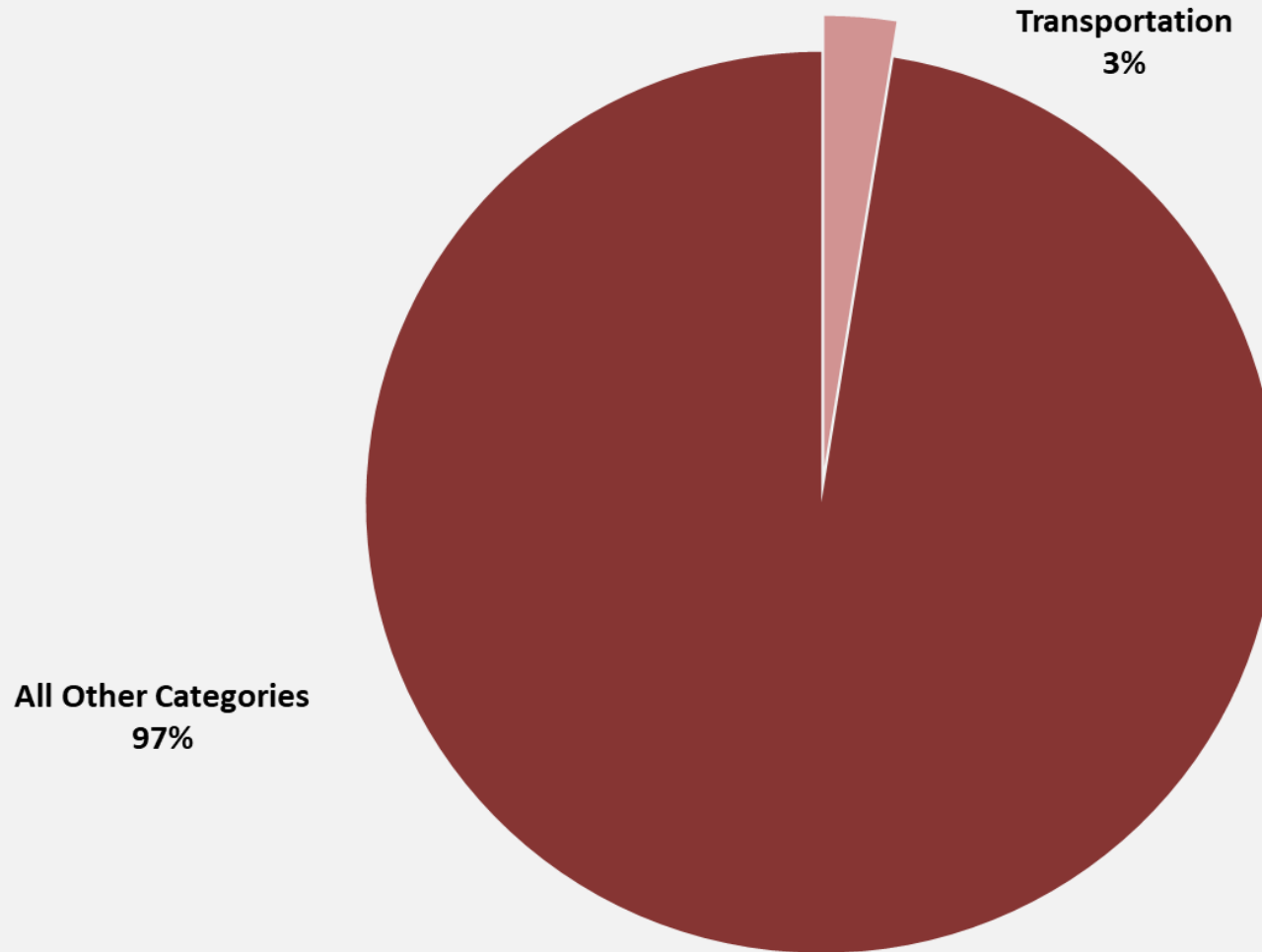
2017-18 Actual	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$3,873,759	\$4,190,581	\$4,156,107	\$4,366,374

Budget to Budget Increase: \$175,793 or 4.19%
Budget to Projected Expense Increase: \$210,267 or 5.06%

Highlights

- Continuation of all current policies.
- 1,892 students transported to Scarsdale Schools.
- 277 students transported to 58 private and parochial schools and special education programs.
- The 2018-19 budget provided for the purchase of 2 large buses and 1 handicapped accessible bus at a total cost of \$271,576. The 2019-20 budget continues the vehicle replacement plan with the planned purchase of 1 large bus, 2 mini-buses, 1 handicapped accessible bus and 1 automobile at an estimated cost of \$250,600. All vehicles will be purchase with three point seat belt system.
- The proposed 2019-20 budget reflects contractual salary increases of \$86 thousand, a decrease in vehicle and equipment purchases of \$41 thousand and an increase in vehicle maintenance and repair of \$120 thousand due primarily to an increase in labor costs as provided by the Village.

TRANSPORTATION COMPONENT AS A % OF THE 2019-20 DRAFT BUDGET



Debt Service & Lease Purchases

Debt Service

2017-18 Actual	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$7,685,267	\$7,669,300	\$7,669,300	\$7,614,280

Budget to Budget Decrease: \$55,020 or (0.72%)

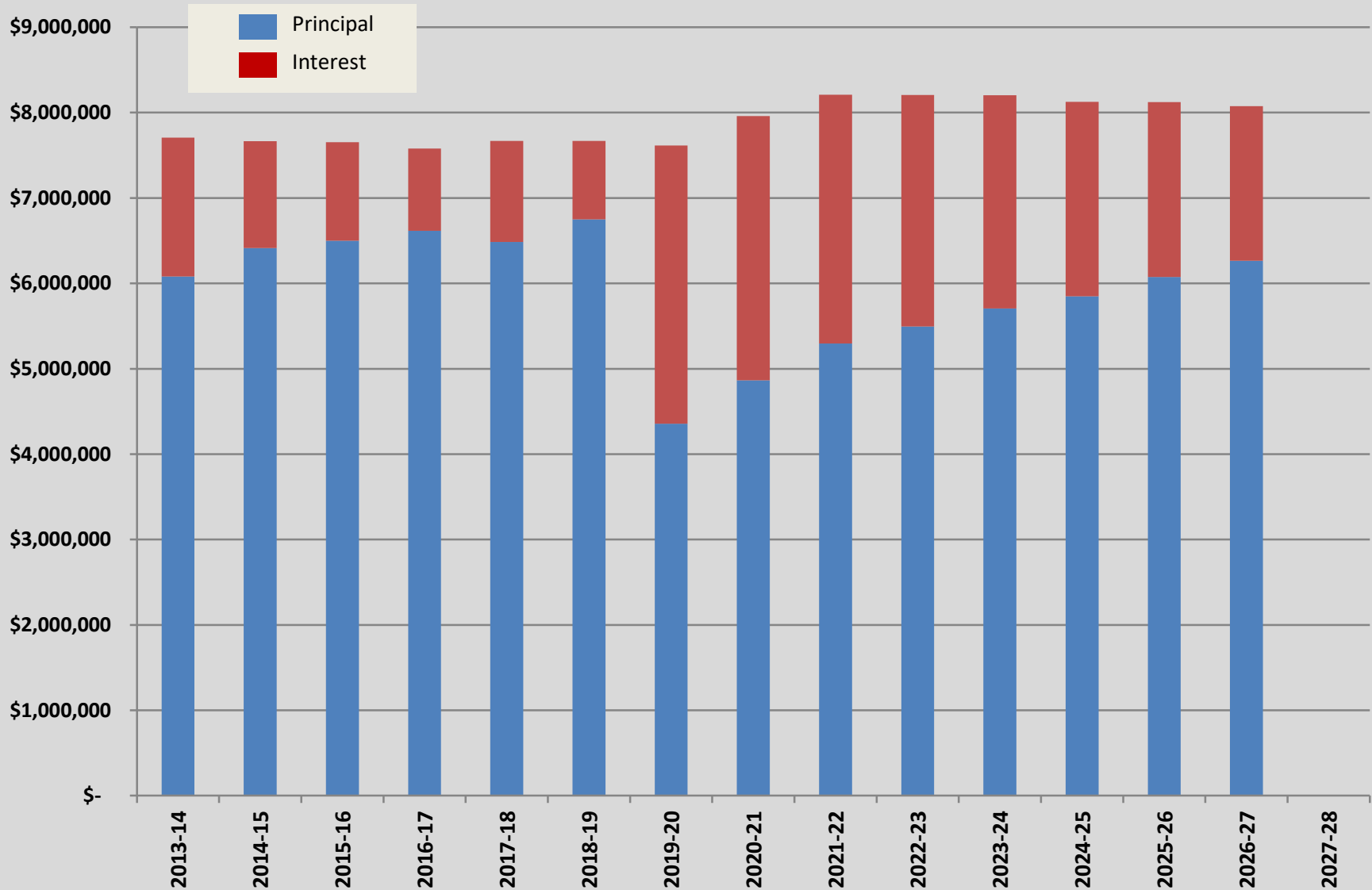
Budget to Projected Expense Increase: (\$55,020) or (0.72%)

Highlights

- The proposed 2019-20 Debt Service budget represents principal payments of approx. \$6.952 million and interest payments of \$662 thousand. In 2019 the District will competitively market a one to two year BAN of approx. \$16 million to fund initial phases of the \$64.9 million bond project. This will be the first of borrowings related to this bond project and will be paid down with a principal payment of \$4,877,280 in the 2019-20 budget.
- Total debt outstanding for the 2019-20 school year is projected to be \$18.850 million from the following obligations:

2014 Refunding 2006 Bonds	Dec. 2014 Bond Project	TOTAL
\$6,600,000	\$12,250,000	\$18,850,000

Current & Future Debt Service



Lease Purchases

2017-18 Actual	2018-19 Budget	Projected 2018-19 Actual Expense	Proposed Budget 2019-20
\$2,307,750	\$2,352,766	\$2,358,288	\$2,412,081

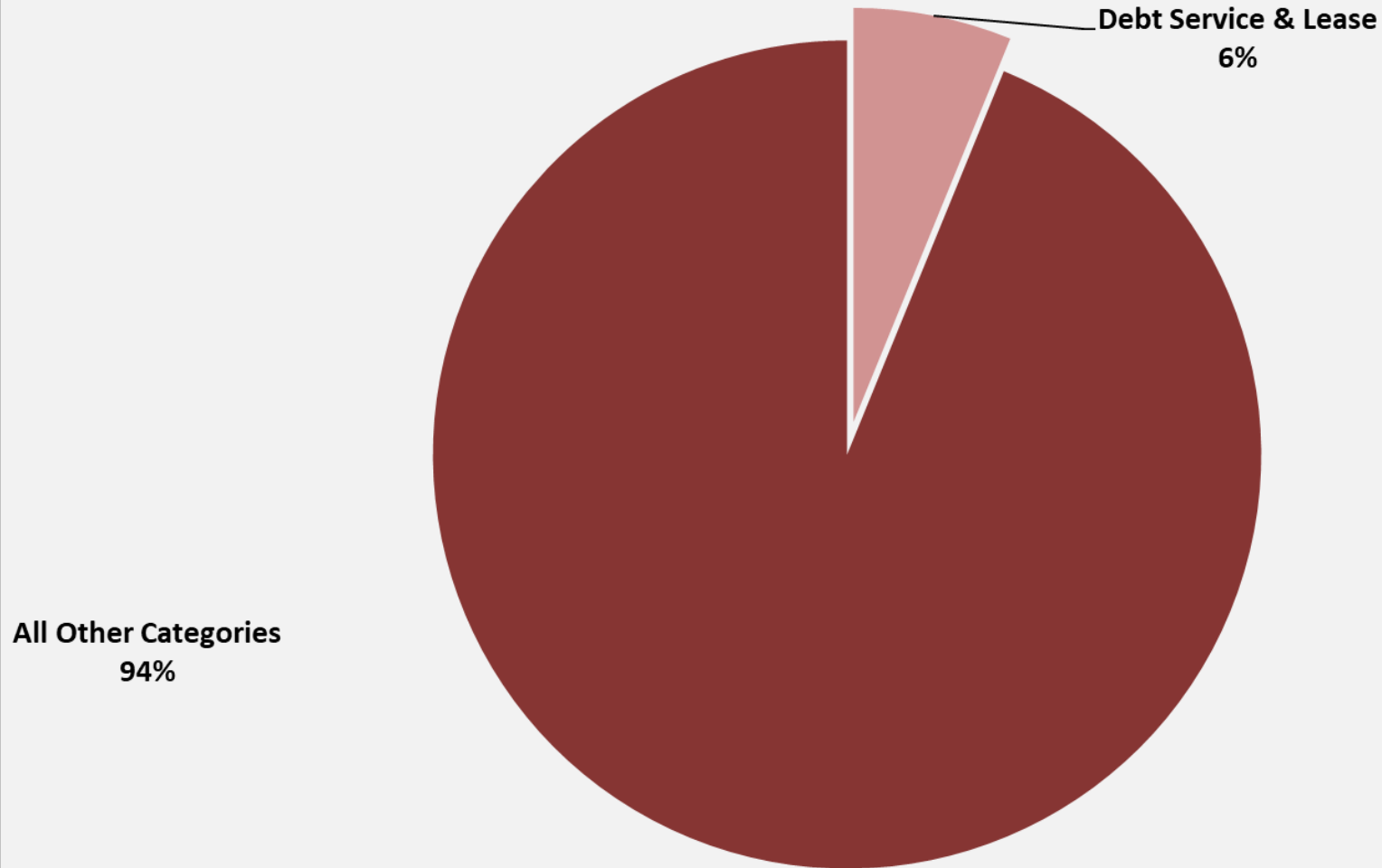
Budget to Budget Increase: \$59,315 or 2.52%

Proposed Budget to Projected Expense Increase: \$53,793 or 2.28%

Highlights

- The proposed 2019-20 budget, in accordance with the Board approved three-year technology plan budget that was submitted to NYSED in 2016, represents a continuation and increase of the hardware/lease purchase to continue the elementary 1:1 program, begin a 1:1 program at the Middle School (sixth grade), and instructional devices for all levels, including desktop computers, Chromebooks, I-Pads, classroom displays and peripherals **Computer Lease = \$1.55 million**
- Energy Performance Contract (matures in 2023/24) = **\$621 thousand (no change)**
- Lease for Districtwide Copiers (20) = **\$229 thousand (no change)**

DEBT SERVICE & LEASE COMPONENT AS A % OF THE 2019-20 DRAFT BUDGET



Employee Benefits

Employee Benefits

2017-18 Actual	2018-19 Budget	Projected 2018-19 Actual	Proposed Budget 2019-20
\$36,881,764	\$36,851,470	\$35,498,478	\$36,186,326

Budget to Budget Decrease: (\$665,144) or (1.80%)

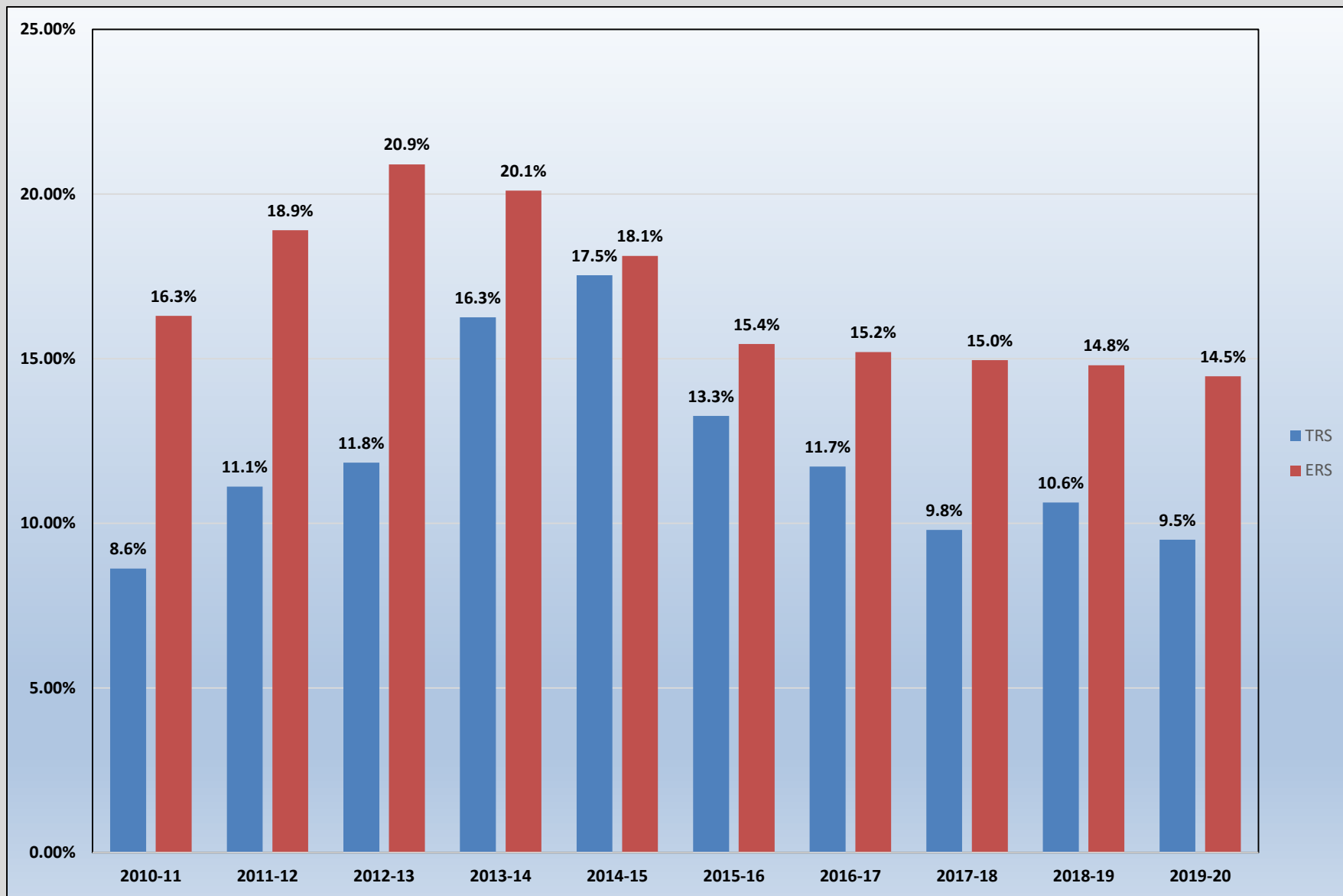
Projected Expense to Proposed Budget Increase: \$687,848 or 1.94%

Highlights

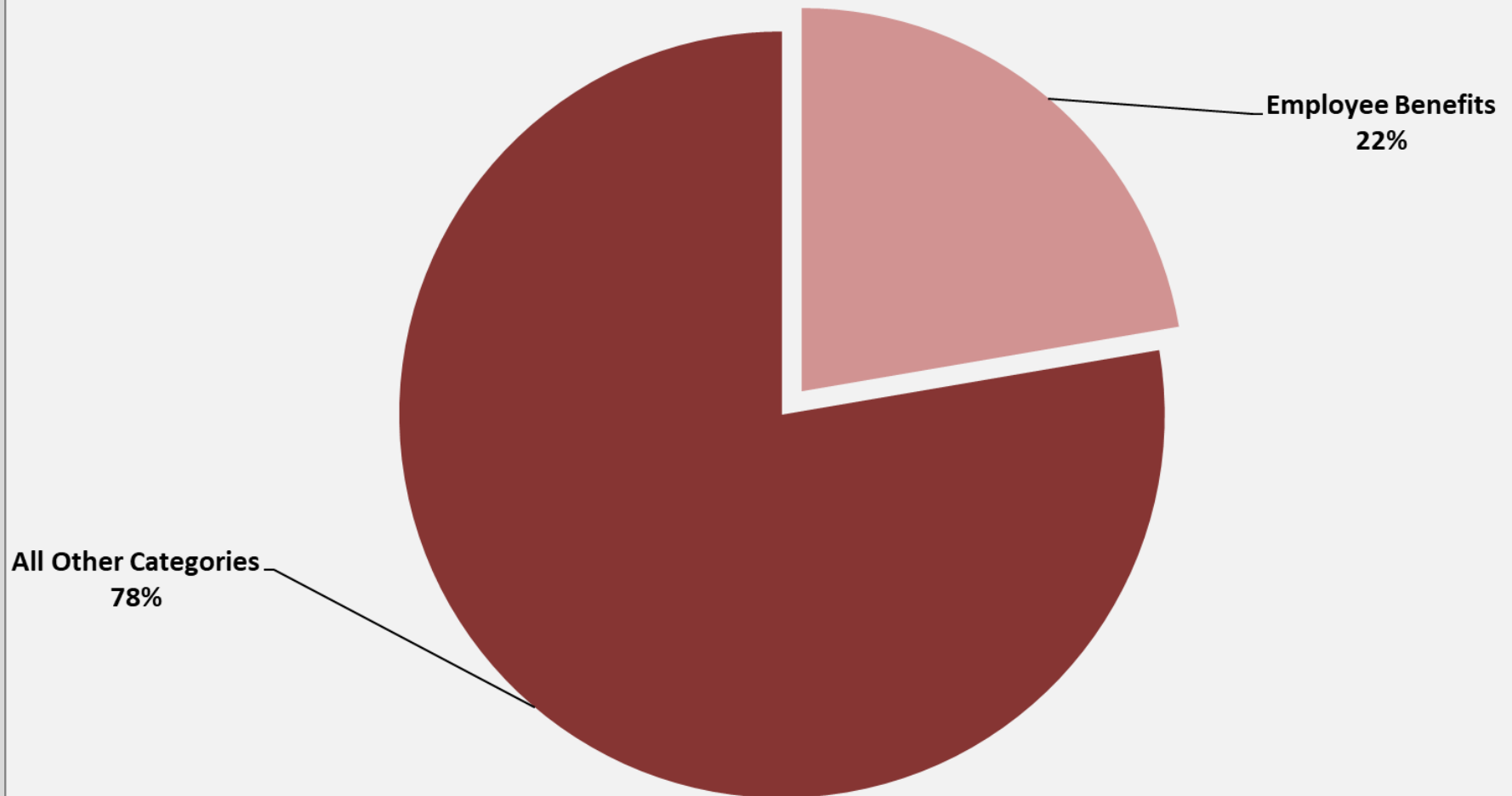
- Employee Insurances
 - District's self-funded medical insurance budget anticipated to decrease 1.95%. Decrease due to claims experience, increased employee contributions, plan efficiencies and projected savings from utilization of new third party administrator networks.
- Pension Benefits
 - NYS Teachers Retirement System (TRS) – the contribution rate is decreasing from 10.62% to an estimated 9.50% on all qualifying salaries.
 - NYS Public Employees' Retirement System (ERS) – the avg. contribution rate is estimated to decrease slightly to 14.46% on all qualifying salaries.
 - Social Security - is calculated at 6.20% of all salaries up to the max. of \$132,900 for the 2019 calendar year.

Employee Benefits	Budget +/-
Pension Benefits	(\$660,899)
Health Insurance	(\$344,966)
Social Security, FICA & Medicare	\$258,790
Other Insurances (WC, Dental etc.)	\$81,932

Historical TRS & ERS Rates



EMPLOYEE BENEFITS COMPONENT AS A % OF THE 2019-20 DRAFT BUDGET



2019-20 Budget Discussion Timeline

Dates	Focus
Regular Board Meeting – December 17th	2018-19 Year End Projections and Budget Assumptions
Regular Board Meeting - January 14 th	Presentation of Staffing Recommendations
Regular Board Meeting - January 28 nd	Staffing Affirmations and Budget Update
Budget Session #1 - February 4 th	2019-20 Budget Plan, Budget Drivers, Debt Service, Transportation, Employee Benefits and Security
Budget Session #2 - February 11 th	2019-20 Budget Plan Update, Department Budget Presentations including Instruction, Facilities, Special Education, Athletics and Technology
Budget Session #3 - March 11 th	2019-20 Budget Plan Update and Full Budget Presentation
Board of Education Meeting - March 25 th	Budget Forum & Review
Budget of Education Meeting - April 1st	If required, to further discuss proposed budget
Regular Board Meeting - April 8 th	Board of Education Adopts Budget

Budget Vote Date - May 21st

Feedback

- Staffing
- Safety, Security and Emergency Management
- Cooling
- Other Components
- 2019-20 Draft Budget Plan

Questions

Appendix

Scarsdale Public Schools



2019-20 Staffing Affirmations

January 28, 2019

Presentation Focus

- 1. 2019-20 Draft Budget Overview**
- 2. Affirmation of Staffing Requests for 2019-20 Budget**
- 3. Budget Development Timeline**

2019-20 Draft Budget

January 28, 2019

2019-20 Draft Budget:*	\$	162,966,242
Budget to Budget Increase:		3.24%
Projected Increase in Tax Levy:		3.17%
Projected Tax Levy Limit:		3.87%
Amount <u>Below</u> the Projected Limit:	\$	(1,014,372)
Projected Tax Rate Increase:		
<div> The equalization rate, as determined by NYS, has increased for the Town of Scarsdale in comparison to Mamaroneck thus increasing the share of tax levy to Mamaroneck. </div>	Town of Scarsdale	2.52%
	Town of Mamaroneck	6.49%

***IMPORTANT:** Please note that the 2019-20 budget numbers represented in this table are in draft form only and are subject to change once TRS rates are released and other parts of the budget finalized.

Staffing Affirmations

Guiding Principles for Budgetary Staffing Decisions

Our decision-making with respect to staffing flows from:

- ❑ **Student Educational Outcomes and Achievement (SET 2.0)**

- ❑ SET 2.0 lays out the priorities for student learning and a focus to program improvement efforts.

- ❑ **District Goals and the Transition Plan**

- ❑ The Transition Plan prioritizes goals designed to achieve SET 2.0. An updated strategic plan is currently in development.

- ❑ **Mandates and Best Practices**

- ❑ Mandates and Best Practices inform the implementation of the plan goals and sub-goals, and also provides context for decisions.

2018-19

Budget to Actual Staffing Summary

Location	BUDGET 2018-19 FTE	ACTUAL 2018-19 FTE	INCREASE (DECREASE)
Elementary Schools	195.3	191.2	(4.1)
Middle School	108.4	107.5	(0.9)
High School	155.2	155.0	(0.2)
Sub-Total	458.9	453.7	(5.2)
District-wide	17.4	18.4	1.0
Civil Service	148.2	147.2	(1.0)
Total	624.5	619.3	(5.2)

2019-20 Staffing Requests in Support of District Goals

2019-20 Staffing Requests - High School

District Goal: STEAM and SET 2.0

Request: 1.00 FTE STEAM Teacher (Math)

Rationale: This position is needed to reduce class size in mathematics classes and provide teaching power for innovative electives in mathematics as well as increased enrollment in STEAM courses and a potential new STEAM elective.

The Honors Math 454 Interdisciplinary course did not run this year due to staffing. We anticipate having to run one additional section of BC Calculus; this year there are two sections with 26 and 27 students. We have 58 students in High Honors Pre-calculus now who will likely roll over into BC in addition to those who place in via the placement test.

More sophomores (+12) in first-year STEAM this year will likely need more second-year courses next year. The dep't is also hoping to expand its course offerings with an App Development course in line with SET 2.0. Also, if the same proportion of second-year STEAM students enroll in AT Entrepreneurship, we will likely need add'l sections of the AT course.

Estimated Cost: \$110,000

2019-20 Staffing Requests in Support of Anticipated Enrollment

2019-20 Staffing Requests - High School

District Goal: Class Sizes & Enrollments

Request: 1.00 FTE Science Teacher

Rationale: This additional position in Science is needed to accommodate Research and AT program expansion and to reduce class size in AT and accelerated courses. Currently, the Science Research program is close to capacity and with a small group of seniors, the possibility exists that an additional “pod” may need to be created. The additional position would also allow for a single lead teacher for Science Research, rather than dividing the assignment between two teachers; this is preferable since the program requires several administrative tasks. Another factor is enrollment in AT science courses; this year we were fortunate and were able to run fewer, albeit large, sections of our AT offerings (AT Bio and AT Physics each have sections with 28 students). Additional sections of AT courses would be absorbed through this position. Finally, Biology 513 is averaging 28.6 students per section and Physics 513 is averaging 27.3; these are lab based courses with large enrollments.

Estimated Cost: \$110,000

2019-20 Staffing Reduction–District-wide

Best Practice: Class Size & Special Education Guidelines and Enrollments

Possible Need: 2.00 FTE Elementary Teachers

1.00 FTE Special Education ICT/Other

Rationale: The 2018-19 Budget included staffing for up to 108 sections, inclusive of 2 contingent sections. Current sections are 103. Special Education/Integrated Co-Teaching (ICT) sections were budgeted at 10, but enrollment required 11. This budget recommendation includes funding for 2 contingent sections above the enrollment projection (per normal practice), along with an additional 1.0 contingent position to account for anticipated ICT enrollment or other unanticipated enrollment driven course requests. The total budget to budget net staffing decrease in this category is as follows:

Budget	2018-19	2019-20	District-wide Contingent	2019-20 Total	Net Difference
General Ed	108	103	2	105	(3)
Special Ed	10	11	1	12	2
Totals	118	114	3	117	(1)

Budget to Budget Savings: \$110,000

2019-20 Staffing Requests in Support of Mandates or Best Practice

2019-20 Staffing Requests - High School

District Goal: In Support of Best Practice

Request: 1.00 FTE Academic (pre-referral) Support

Rationale: The position would allow additional students who are not classified to receive needed building-level supports. Students transitioning from SMS do not have the option of being scheduled to ASC upon entering the HS. This is due to the high demand on ASC time. These students must experience difficulty and be brought before the Pupil Study Team prior to being considered. With added staff in the program, entering freshman could be assigned to ASC, which would allow for the front-loading of services and hopefully the ability to remove that service during the student's high school career. This earlier service could reduce the number of new student classifications in the Special Ed program. In addition to entering freshmen, the new position will allow the teachers servicing ASC more opportunity to collaborate with the student's classroom teachers and deepen the level of service each student receives. Co-taught classes fluctuate depending on the staffing needed for other Special Ed programs, especially LRC. The additional FTE will allow us to maintain greater consistency in which courses are co-taught in the high school curriculum.

Estimated Cost: \$110,000

2019-20 Staffing Requests – District-wide

District Goal: In Support of Best Practice

Request: 1.0 FTE School Psychologist

Rationale: Psychologists are the most effective school-based practitioners to intervene with students who are experiencing social, emotional or behavioral issues in a school setting. In the current structure, their direct counseling role is often in reaction to an incident/event that requires intervention, during the more skills-based groups. This is a function of their Administrative responsibilities outside of the direct service realm. The request for an additional (shared) psychologist will allow for more “preventative direct service” by removing some of the testing responsibilities from the building level psychologists. With this additional time, the buildings would develop specific services for students experiencing social, emotional or behavioral issues that would not currently rise to the level of direct psychological intervention.

Estimated Cost: \$110,000

2019-20 Staffing Requests – District-wide

District Goal: In Support of Best Practice

Request: 1.00 FTE Technical Support Specialist

Rationale: The expansion of the technology resources at the Middle School, driven primarily by the 1:1 iPad program, requires a change in the staffing configuration for technical support in the building. The proposal is to replace one computer aide and one summer tech intern with a full-time Technical Support Specialist. The cost for this proposal will be mostly offset by the existing aide salary plus the hourly salary of the summer intern.

Estimated Cost: \$30,750

2019-20 Staffing Requests - Athletics

District Goal: In Support of Best Practice

Request: 0.28 FTE Office Assistant (Athletics)

Rationale: Since 2015, the interscholastic athletics and intramural programs have grown. The Athletic Office now reviews and routes all “gold cards”, return to play protocols, team rosters, athletic exemptions and incident reports. In addition, the Athletic Office provides support for the middle school’s ever-growing athletic program. In addition, they manage all credentialing, continuing education, and renewals of licensure. Required professional development and training will be added for the 2019-20 school year and will continue. An additional .28 increase in Office Assistant will allow for: 1) incident reports to managed and routed electronically; 2) Google calendars to more accurately reflect practices and contests, 3) transportation waivers for parents taking their own children to be processed electronically and 4) projects (updates to forms, handbooks, websites, calendars and other publications) to be fully completed during the summer.

Estimated Cost: \$15,800

2019-20 Total Staffing Request Summary

Location	FTE	Net Cost
Elementary Schools	(1.00)	(\$110,000)
Middle School	0.00	\$0
High School	3.00	\$330,000
District-wide (net)	2.28	\$146,550
Totals	4.28	\$366,550

2019-20 Projected Budget Staffing Summary

Location	BUDGET 2018-19 FTE	ACTUAL 2018-19 FTE	PROJECTED 2019-20 FTE
Elementary Schools	195.3	191.2	194.3
Middle School	108.4	107.5	107.5
High School	155.2	155.0	158.0
Sub-Total	458.9	453.7	459.8
District-wide	17.4	18.4	19.4
Civil Service	148.2	147.2	148.5
Total	624.5	619.3	627.7

2019-20 Budget Discussion Timeline

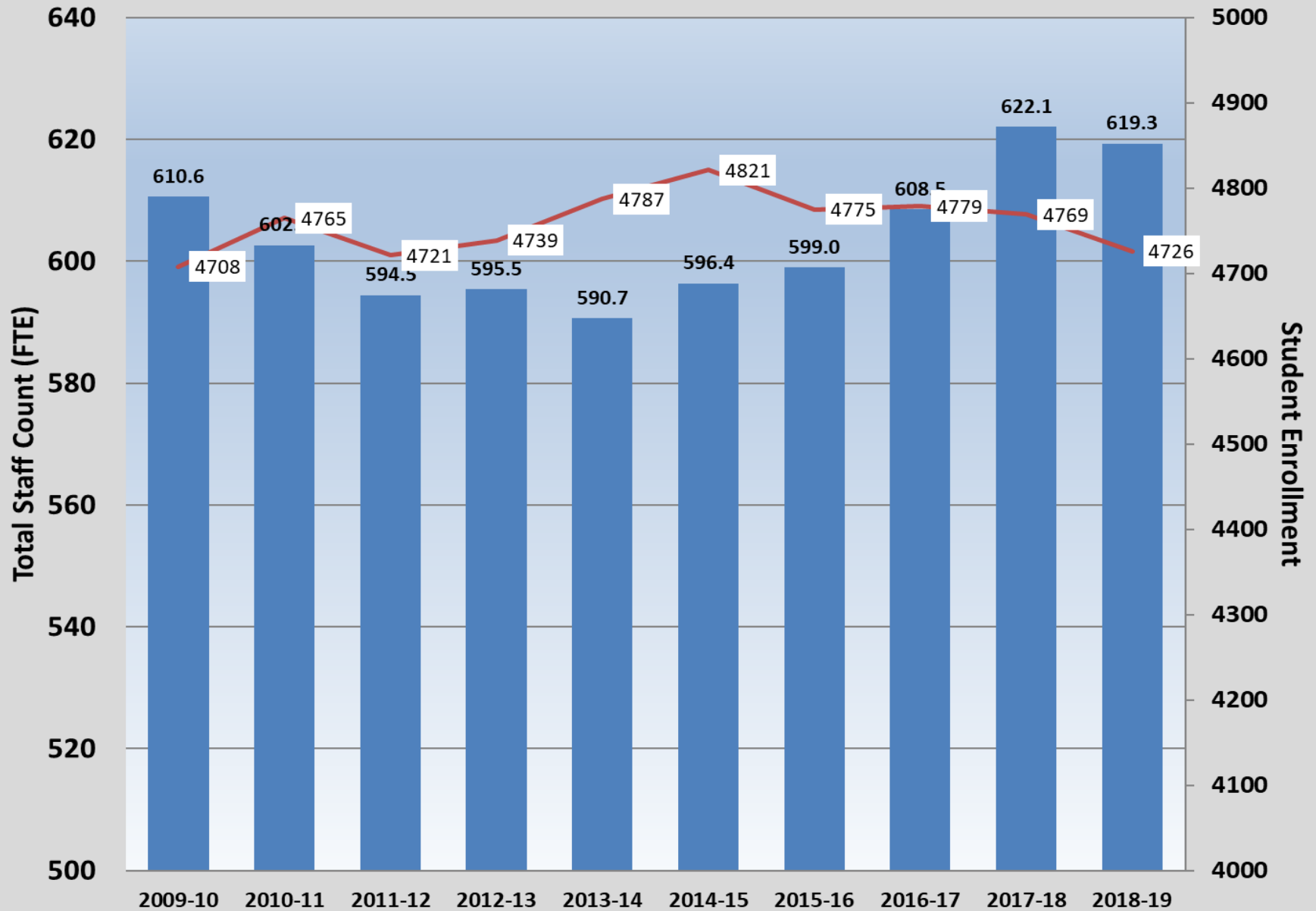
Dates	Focus
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Budget Vote Date - May 21st

Questions

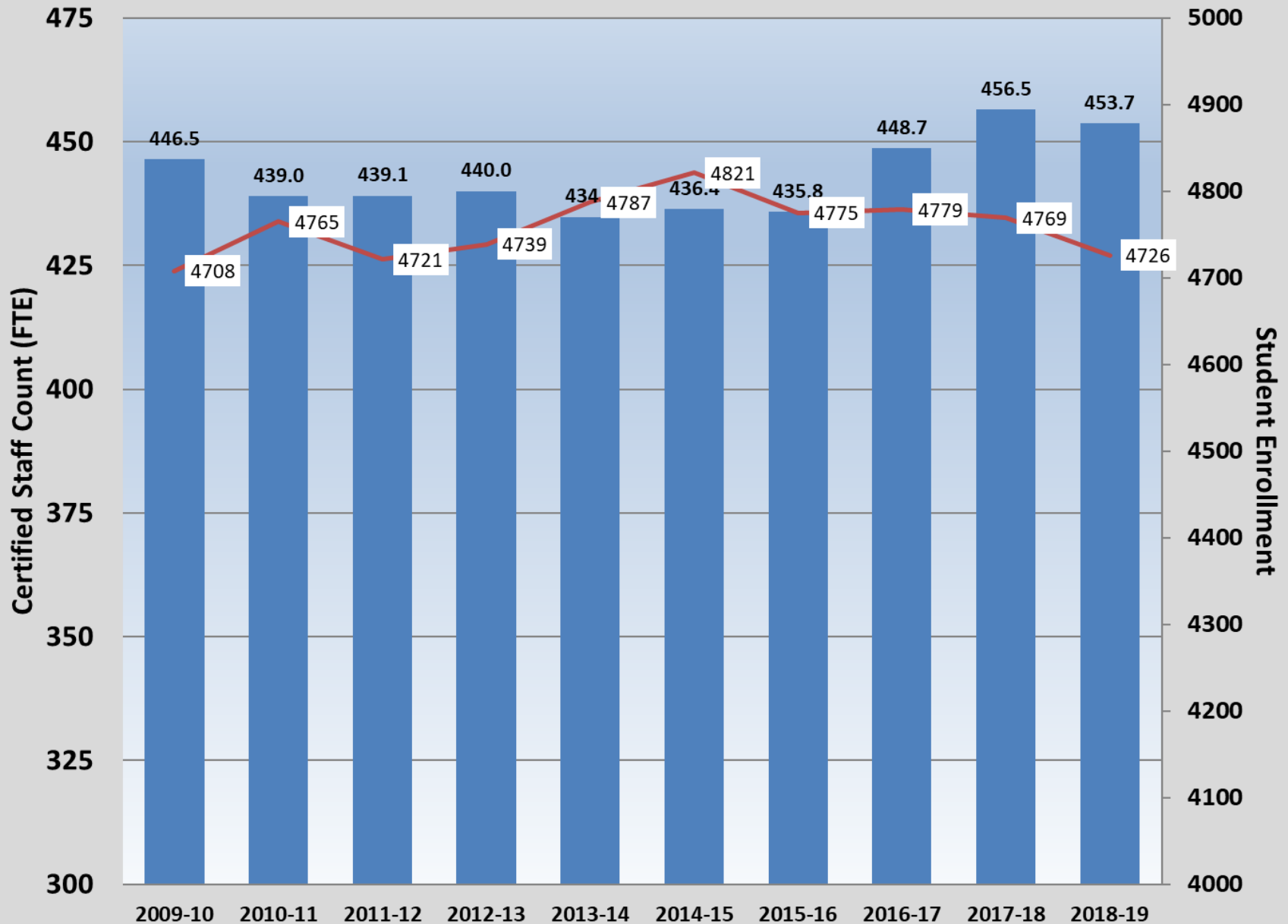
Appendix

Historical District-wide Staffing*



*does not include part-time civil service staff

Historical District-wide Certified Staff



2019-20 Staffing Request Summary

Goals-Based

Location	FTE	Positions	Net Cost
Elementary Schools	0.00	N/A	\$0
Middle School	0.00	N/A	\$0
High School	1.00	1.0 FTE STEAM Teacher	\$110,000
District-wide	0.00	N/A	\$0
Totals	1.00		\$110,000

2019-20 Staffing Request Summary

Enrollment Driven

Location	FTE	Positions	Net Cost
Elementary Schools	(1.00)	N/A	(\$110,000)
Middle School	0.00	N/A	\$0
High School	1.00	1.0 FTE Science Teacher	\$110,000
District-wide	0.00	N/A	\$0
Totals	0.00		\$0

2019-20 Staffing Request Summary

Mandate and Best Practice Based

Location	FTE	Positions	Net Cost
Elementary Schools	0.00	N/A	\$0
Middle School	0.00	N/A	\$0
High School	1.00	1.0 FTE Academic Support Teacher	\$110,000
District-wide	2.28	1.0 Psychologist, 1.0 Technical Support and 0.28 Office Assistant	\$146,550
Totals	3.28		\$256,550

SCHOOL or DEPARTMENT: HS SCIENCE	PROGRAM:	BUDGET YEAR 2019-20
<p>RECOMMENDATION:</p> <p><input type="checkbox"/> ADDITION</p> <p><input type="checkbox"/> CHANGE in CONFIGURATION</p> <p><input type="checkbox"/> SUBSTITUTION (replacing something)</p> <p><input type="checkbox"/> REDUCTION</p> <p>WHAT'S DRIVING THE RECOMMENDATION?</p> <p><input type="checkbox"/> Enrollment changes</p> <p><input type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Program restructuring, reorg., or redesign</p> <p><input type="checkbox"/> Response to a new mandate or initiative</p> <p>ESTIMATED COST OF ADD or (REDUCTION)?</p> <p>Year 1 = \$110,000</p> <p>Year 2 = Recurring</p> <p>Year 3 = Recurring</p>	<p>BACKGROUND AND RATIONALE</p> <p>This additional teaching position in Science is needed to accommodate Research and AT program expansion in Science and to reduce class size in AT and accelerated courses.</p> <p>Currently, our Science Research program is close to capacity and with a small group of seniors the possibility exists that an additional "pod" may need to be created. The additional position would also allow for a single lead teacher for Science Research, rather than dividing the assignment between two teachers; this is preferable since the program requires several administrative tasks.</p> <p>Another factor is enrollment in AT science courses; this year we were fortunate and were able to run fewer, albeit large, sections of our AT offerings (AT Bio and AT Physics each have sections with 28 students). Additional sections of AT courses would be absorbed through this position.</p> <p>Finally, Biology 513 is averaging 28.6 students per section and Physics 513 is averaging 27.3; these are lab based courses with large enrollments.</p>	
<p>CURRENT PROGRAM STAFFING</p> <ul style="list-style-type: none"> The Science Department currently has 22.6 FTEs (.6 Department Chair). 	<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"> Math department staffing would be impacted due to a teacher currently teaching in both departments. 	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <ul style="list-style-type: none"> Enrollment numbers

SCHOOL or DEPARTMENT: HS STEAM/MATH	PROGRAM:	BUDGET YEAR 2019-20
<p>RECOMMENDATION:</p> <p><input checked="" type="checkbox"/> ADDITION</p> <p><input type="checkbox"/> CHANGE in CONFIGURATION</p> <p><input type="checkbox"/> SUBSTITUTION (replacing something)</p> <p><input type="checkbox"/> REDUCTION</p> <p>WHAT'S DRIVING THE RECOMMENDATION?</p> <p><input checked="" type="checkbox"/> Enrollment changes</p> <p><input checked="" type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Program restructuring, reorg., or redesign</p> <p><input type="checkbox"/> Response to a new mandate or initiative</p> <p>ESTIMATED COST OF ADD or (REDUCTION)?</p> <p>Year 1 = \$110,000 (1.0 FTE)</p> <p>Year 2 = Recurring</p> <p>Year 3 = Recurring</p>	<p>BACKGROUND AND RATIONALE</p> <p>We wish to add a full-time teacher who will be shared by STEAM and Mathematics.</p> <p>This position is needed to reduce class size in mathematics classes and provide teaching power for innovative electives in mathematics as well as increased enrollment in STEAM courses and a potential new STEAM elective.</p> <p>The Honors Math 454 Interdisciplinary course did not run this year because of staffing. We anticipate having to run one additional section of BC Calculus; this year there are two sections with 26 and 27 students. We have 58 students in High Honors Precalculus now who will likely roll over into BC in addition to those who place in via the placement test.</p> <p>More sophomores (+12 or 10%) in first-year STEAM this year will likely need more second-year courses next year (enrollment history). The department is also hoping to expand its course offerings with an App Development course in line with SET 2.0. In addition, if the same proportion of second-year STEAM students enrolls in AT Entrepreneurship, we will likely need additional sections of the AT course.</p>	
<p>CURRENT PROGRAM STAFFING</p> <ul style="list-style-type: none"> STEAM has 2.0 FTEs The Math Department has 16.6 FTEs (.6 Department Chair; .6 Computer Science; .2 Student Activities; .2 Science Research). 	<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"> A possible decrease in other electives, but not enough to rationalize a reduction in staff elsewhere. Enrollment in all elective programs will need to be assessed. 	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <ul style="list-style-type: none"> Enrollment numbers

SCHOOL or DEPARTMENT: HS SPECIAL ED	PROGRAM:	BUDGET YEAR 2019-20
<p>RECOMMENDATION:</p> <p><input checked="" type="checkbox"/> ADDITION</p> <p><input type="checkbox"/> CHANGE in CONFIGURATION</p> <p><input type="checkbox"/> SUBSTITUTION (replacing something)</p> <p><input type="checkbox"/> REDUCTION</p> <p>WHAT'S DRIVING THE RECOMMENDATION?</p> <p><input checked="" type="checkbox"/> Enrollment changes</p> <p><input checked="" type="checkbox"/> Program expansion</p> <p><input type="checkbox"/> Program restructuring, reorg., or redesign</p> <p><input type="checkbox"/> Response to a new mandate or initiative</p> <p>ESTIMATED COST OF ADD or (REDUCTION)?</p> <p>Year 1 = \$110,000</p> <p>Year 2 = Recurring</p> <p>Year 3 = Recurring</p>	<p>BACKGROUND AND RATIONALE</p> <p>We wish to add 1.0 FTE to Special Education to add capacity to the Academic Support Center to meet student need and to maintain consistency and increase the number of co-taught classes.</p> <p>Current structure for Academic Support Center (ASC) and Therapeutic Intervention Program (TIP):</p> <ul style="list-style-type: none"> • ASC - Currently, there is a single teacher facilitating the Support Center. This is a pre-referral service that is assigned through the Pupil Study Team (PST). These students often have academic, executive functioning or motivational difficulties but do not have an identifiable disability. Additionally, many of these students participated in the TAS program at the middle school. ASC offers 2 support periods weekly. The support focuses on helping students navigate their curriculum and provides help with executive functioning. The current staffing level requires the teacher to meet with students nearly every period, every day to maximize the number of students accessing the supports regardless of scheduling constraints. • TIP - focuses on helping students with acute medical or social-emotional difficulties transition back into their class schedule after an extended absence, hospital stay, or acute emotional dysregulation. This program is also staffed by Mr. List and varies in attendance depending on the number of students in need. <p>Rationale:</p> <p>The new position would allow additional students who are not classified to receive needed building-level supports. Students transitioning from SMS do not have the option of being scheduled to ASC upon entering the HS (even if they participate in TAS.) This is due to the high demand on ASC time. These students must experience difficulty and be brought before the Pupil Study Team prior to being considered. With added staff in the program, entering freshman could be assigned to ASC, which would allow for the front-loading of services and hopefully the ability to remove that service during the student's high school career. Potentially, the earlier service could reduce the number of new student classifications in the Special Ed program. In addition to entering freshmen, the new position will allow the teachers servicing ASC more opportunity to collaborate with the student's classroom teachers and deepen the level of service each student receives. Co-taught classes fluctuate depending on the staffing needed for other Special Ed programs, especially LRC. The additional FTE will allow us to maintain greater consistency in which courses are co-taught in the high school curriculum.</p>	

<p>CURRENT PROGRAM STAFFING</p> <ul style="list-style-type: none"> • The Special Education Department currently has 11.4 FTEs (.6 Department Chair). <ul style="list-style-type: none"> ○ AIS - 1.0 ○ ASC- .8 ○ TIP - .2 ○ Co-teaching - 1.8 ○ LRC - 6.6 ○ SSP - 1.0 	<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"> • Potential impact on the number of skills level sections run • Total number of students being served should increase 	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <ul style="list-style-type: none"> • Progress monitoring for students in the program • Classification numbers • Enrollment numbers
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SCHOOL or DEPARTMENT: Tech Services	PROGRAM: Instructional Technology Support	BUDGET YEAR 2019-20
<p>RECOMMENDATION:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ADDITION <input checked="" 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 checked="" 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 = +\$45,000 - <u>\$27,725</u> (Computer Aide, Summer Intern) \$30,750 total addition</p> <p>Year 2 = contractual increases TBD Year 3 = contractual increases TBD</p>	<p>The expansion of the technology resources at the Middle School, driven primarily by the 1:1 iPad program, requires a change in the staffing configuration for technical support in the building. The proposal is to replace one computer aide and one summer tech intern with a full-time Technical Support Specialist. The cost for this proposal will be mostly offset by the existing aide salary plus the hourly salary of the summer intern.</p>	
<ul style="list-style-type: none"> • Three 25-hr/week computer aides supported by summer interns 	<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"> • N/A 	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <ul style="list-style-type: none"> • N/A

SCHOOL or DEPARTMENT: Athletics	PROGRAM: Phys. Ed., Health & Athletics	BUDGET YEAR 2019-20
<p>RECOMMENDATION:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> ADDITION <input type="checkbox"/> CHANGE in CONFIGURATION <input type="checkbox"/> REDUCTION <p>WHAT'S DRIVING THE RECOMMENDATION?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enrollment changes <input checked="" 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)?</p> <p>Year 1 = \$15,800</p> <p>Year 2 = recurring</p> <p>Year 3 = recurring</p>	<p>BACKGROUND AND RATIONALE</p> <p>Historically, the Interscholastic Athletics Office employed 1 Office Clerk and 2 Teacher Aides to manage administrative tasks. These individuals worked 17.5 hours per week, 4 days per week, with rotating hours and days off.</p> <p>Since 2015, the interscholastic athletics and intramural programs have grown. Accordingly, the office is staffed with 1.0 Administrative Assistant and .72 Office Assistant. In addition, the office now reviews and routes all “gold cards”, return to play protocols, team rosters, and athletic exemptions electronically. Incident reports are electronic, but are not routed electronically.</p> <p>In addition, the Athletic Office provides support for the middle school athletic program. This has been necessary as the program continues to become more comprehensive.</p> <p>Also, we manage all credentialing, continuing education, and renewals of licensure. Required professional development and training will be added for the 2019-20 school year and will continue.</p> <p>An additional .28 increase in Office Assistant will allow for:</p> <ul style="list-style-type: none"> ● incident reports to managed and routed electronically ● Google calendars to more accurately reflect practices and contests, and ● transportation waivers for parents taking their own children to be processed electronically. ● Projects (updates to forms, handbooks, websites, calendars and other publications) to be fully completed during the summer. 	

CURRENT PROGRAM STAFFING	ASSOCIATED IMPACTS	HOW WILL THE CHANGE BE MONITORED FOR IMPACT?
<p>1.0 Administrative Assistant</p> <p>.72 Office Assistant</p>	<p>(i.e., when elementary class sections are added, is there a concomitant staffing impact on specials?)</p> <p>Director of Physical Education, Health and Athletics will develop, edit and disseminate seasonal newsletters with the latest, relevant research and current, relevant information to students, families and the broader Scarsdale Community.</p>	<p>The greatest impact will be demonstrated in the:</p> <ul style="list-style-type: none"> ● reduced time to complete current tasks. ● Increase ability to serve students. ● Ability to proactively and effectively communicate departmental initiatives & programs. ● Ability for the Director to focus on district-wide physical education and health.

SCHOOL or DEPARTMENT: Student Services	PROGRAM: School Psychology	BUDGET YEAR 2019-20
RECOMMENDATION: <ul style="list-style-type: none">✓ ADDITION✓ CHANGE in CONFIGURATION○ REDUCTION WHAT'S DRIVING THE RECOMMENDATION? <ul style="list-style-type: none">○ Enrollment changes✓ Program expansion✓ Program restructuring, reorg., or redesign○ Response to a new mandate ESTIMATED COST OF ADD or (REDUCTION)? <p>Year 1 (annual) cost = 1 FTE (recurring)</p> <p>Year 2 =</p> <p>Year 3 =</p>	BACKGROUND AND RATIONALE <p>Currently the Elementary school Psychologists are responsible for both direct service and administrative functions in their schools.</p> <p>Direct Service:</p> <ul style="list-style-type: none">- Mandated Counseling- Non-mandated Counseling- Classroom instruction of social-emotional/character education curriculum in each grade- In the moment intervention of students in acute distress/need- Social skills intervention group (lunch bunches, mandated groups etc.) <p>Administrative Functions:</p> <ul style="list-style-type: none">- 504 coordinator and chairperson for the building- CSE coordinator for the buildings - Chairing annuals, finalizing IEPs, holding program reviews and participating in Initial Meetings- CST - coordinate and participate in the assigning of RTI and student support services, most schedule and record the process in our tracking systems- Testing for students needing Initial and Triennial reviews (Psychological testing requires 3-4 hrs of actual testing and additional hours to analyze and write the reports) <p>Rational:</p> <p>Psychologists are the most effective school-based practitioners to intervene with students who are experiencing social, emotional or behavioral issues in a school setting. In the current structure, their direct counseling role is often in reaction to an incident/event that requires intervention, during the more skills-based groups. This is a function of their Administrative responsibilities outside of the direct service realm. Many of these non-direct responsibilities are intertwined into the fabric of how the school serves students and could not be done by other professionals. The request for an additional psychologist (shared between elementary schools and central office) will allow for more "preventative direct service" by removing some of the testing responsibilities from the building level psychologists. Specifically, with this additional time, the buildings would develop specific services for students experiencing social, emotional or behavioral issues that would not currently rise to the level of direct psychological intervention. Unlike the current social skills groups or lunch bunches, the proposed groups would focus specifically on coping strategies, understanding differences, and developing</p>	

	<p>age-appropriate peer to peer relations. These groups would help provide interventions to “at-risk” students prior to the need for intervention once a student is in crisis. A small portion (approx .2) of this position would absorb the SAT/ACT specialized testing responsibilities in order to allow our District Psychologist to focus more on her direct counseling responsibilities at the HS and maintain the case management duties for outside and parentally placed families effectively.</p>	
<p>CURRENT PROGRAM STAFFING</p> <p>1 Psychologist at each Elementary 2 Psychologists at SMS and SHS respectively 1 Psychologist at SHS for Scarsdale Support Prg. 1 Psychologist at District level (shared with SHS for direct service Approx. .2FTE) Total Psychologists in District - 11</p> <p>Youth Services Project -Certified Social Workers (CSW) provided to the school through Scarsdale Edgemont Family Counseling. 2 CSW @ SHS 2.5 CSW @SMS</p>	<p>ASSOCIATED IMPACTS (i.e., when elementary class sections are added, is there a concomitant staffing impact on specials?)</p> <p>There should not be associated impacts with staffing.</p>	<p>HOW WILL THE CHANGE BE MONITORED FOR IMPACT?</p> <p>As students are identified as “at risk” sooner, we can track outcomes and the overall need for therapeutic placements or acute services such as hospitalization or Intensive Day Treatment.</p>