



What's Happening In Chappaqua's Schools

School Budget Edition ♦ June 2020 ♦ www.ccsd.ws



A message from the Board of Education

We would like to begin by sending our very best wishes to our fellow community members. This is an unprecedented and extremely challenging time for all of us. It is our hope that this message finds you continuing to remain safe and healthy as we continue to navigate our way through this together.

As Board members, we are fortunate to see first-hand how our curriculum, programs and facilities enrich the educational lives of our students on a daily basis. We see the importance of engaging our students in authentic, rigorous exercises that have relevant and real-world applications. We also see the benefits of allowing students to have a choice in what, and how, they learn.

Thanks to a supportive community, we are able to offer a robust and demanding instructional program from kindergarten through twelfth grade. We hire highly qualified teachers and provide them with ongoing professional development opportunities. We invest in technology and integrate the use of those tools into classroom instruction. We offer students many extracurricular opportunities to participate in clubs, performance groups and athletic teams. Our school buildings are well equipped and beautifully maintained. These are the hallmarks of our District's comprehensive K-12 education.

With this in mind, the development of the 2020-2021 school budget has been especially challenging due to the uncertainty that the COVID-19 pandemic brings to the revenue side of the ledger. In particular, according to the Governor's State Budget, which was passed on April 3rd, there are two time periods remaining (May 1-June 30 and July 1-December 31) in which a district's State Aid can be cut if certain State revenue benchmarks are not met. State Aid represents approximately 7.8% of the District's total revenue. In addition, with *NY State on Pause* in effect until at least June 13th, we also expect further decreases in revenues from County sales tax, interest earnings, and income from the rental of our property.

Given this uncertain economic climate and its impact on our community, both now and for the foreseeable future, we have stressed the importance of proposing a budget that preserves the District's instructional excellence while also lowering expenses through reductions, efficiencies and other means. By examining each allocation line by line, we are proposing a budget that we believe strikes a balance between providing a relevant and rigorous learning experience for every student and demonstrating fiscal restraint.

As a result, the proposed budget for the 2020-2021 school year is \$128,237,168, which represents a \$2,084,980, or 1.65%, increase over the current budget. Tax rates are estimated to increase by 1.61% for residents in the Town of New Castle, and to increase by 2.79% for residents in the Town of Mt. Pleasant. This difference in estimated tax rates is due to different assessment methodologies between the municipalities as well as changes in the total taxable assessments of each Town.

Our administrators, teachers and support staff have risen to the challenge presented by COVID-19 and we are proud of the manner in which the school district has been able to continue to support students and their families in light of our current situation. We are also proud of the manner in which our students, parents and our entire community have adapted to a "new normal" and have been supportive of each other during this difficult time. We are eagerly awaiting the time when we can welcome students back to the school buildings to resume their educational lives in a more familiar setting. Until that time we will continue to support the District in finding ways to innovate and overcome.

For further details regarding the 2020-2021 proposed school budget, please refer to the budget book and budget presentations posted online at www.ccsd.ws/BudgetInfo.

Chappaqua Central School District Board of Education

Jane Kimmel Shepardson, *President* Holly McCall, *Vice President*
Hilary Grasso Warren Messner Victoria Tipp

#WeAreChappaqua

SCHOOL BUDGET VOTE

★ TUESDAY, JUNE 9 ★ ABSENTEE BALLOT ONLY

★ CCSD will mail an absentee ballot to all qualified voters.

★ This mailing will also include a postage-paid return envelope.

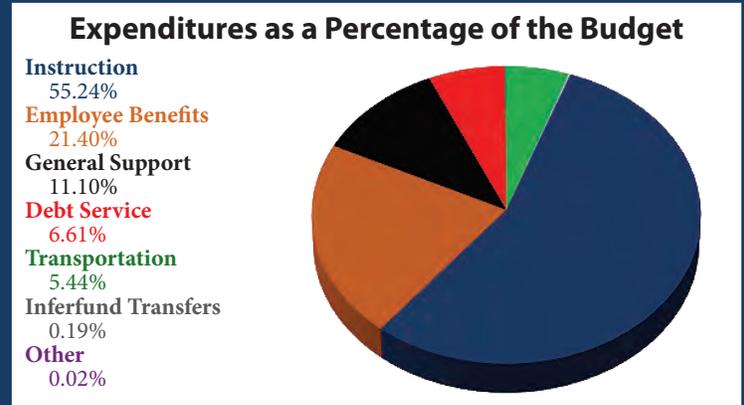
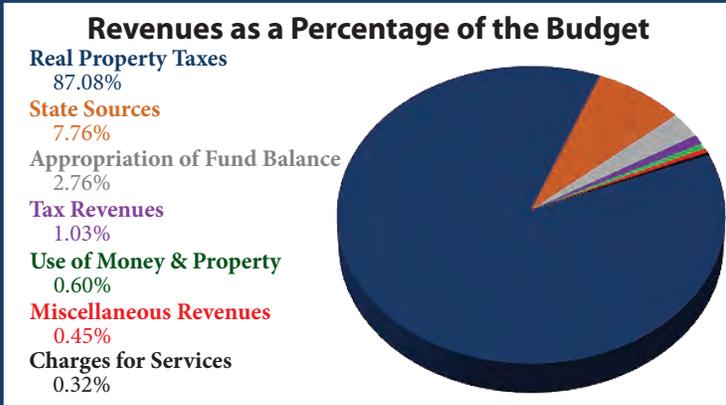
ALL BALLOTS MUST BE RECEIVED BY THE DISTRICT CLERK BY 5PM ON JUNE 9, 2020

★ A secure, no-contact dropbox will be located at the Education Center (66 Roaring Brook Rd.) until 5pm on Tuesday, June 9, 2020.

Highlights of the Proposed School Budget Include:

- ✓ Responding to the BoE's Strategic Questions and the District's Strategic Coherence Plan, while remaining well below the NYS property tax cap.
- ✓ Increasing administrative, instructional and social-emotional support for special education students, faculty and families.
- ✓ Restructuring administrative leadership, oversight and support at Greeley.
- ✓ Increasing math intervention and enrichment at the middle level.
- ✓ Supporting the evolution of instruction in our new spaces.
- ✓ Supporting faculty fellowships that focus on equity, social-emotional learning and progressive instructional practices.

Budget Summary ~ Revenues		2020-2021 Proposed Budget	2019-2020 Approved Budget	% Change
General Fund	Real Property Taxes	\$111,663,231	\$110,028,563	1.49%
	State Sources	\$9,945,871	\$9,787,259	1.62%
	Appropriation of Fund Balance	\$3,542,865	\$3,912,954	-9.46%
	Tax Revenues	\$1,325,000	\$895,000	48.04%
	Use of Money and Property	\$775,000	\$575,000	34.78%
	Miscellaneous Revenues	\$575,000	\$550,000	4.55%
	Charges for Services	\$410,201	\$403,412	1.68%
TOTAL REVENUES	\$128,237,168	\$126,152,188	1.65%	



Budget Summary ~ Expenditures		2020-2021 Proposed Budget	2019-2020 Approved Budget	% Change
General Support	Board of Education	\$62,956	\$58,623	7.39%
	Central Administration	\$426,960	\$410,650	3.97%
	Finance/Audit/Legal	\$1,597,697	\$1,496,390	6.77%
	Human Resources/Public Information	\$563,150	\$532,286	5.80%
	Operations & Maintenance	\$9,780,543	\$9,675,534	1.09%
	Special Items	\$1,806,733	\$1,880,120	-3.90%
	General Support Total	\$14,238,039	\$14,053,603	1.31%
Instruction	Supervision	\$4,599,469	\$4,380,366	5.00%
	Regular School	\$42,683,842	\$42,340,024	0.81%
	Special Schools	\$294,362	\$290,412	1.36%
	Special Education	\$12,477,876	\$12,933,991	-3.53%
	Instructional Media	\$3,637,392	\$3,354,842	8.42%
	Pupil Services	\$5,099,937	\$4,676,027	9.07%
	Pupil Activities	\$2,046,664	\$1,987,898	2.96%
Instruction Total	\$70,839,542	\$69,963,560	1.25%	
Transportation Total	\$6,979,969	\$6,948,392	0.45%	
Community Services Total	\$22,747	\$21,978	3.50%	
Undistributed	Employee Benefits	\$27,437,388	\$26,500,129	3.54%
	Debt Service	\$8,469,483	\$8,409,526	0.71%
	Interfund Transfer	\$250,000	\$255,000	-1.96%
Undistributed Total	\$36,156,871	\$35,164,655	2.82%	
TOTAL EXPENDITURES	\$128,237,168	\$126,152,188	1.65%	

A message from the Superintendent of Schools

Dear Chappaqua School Community,

In Chappaqua, we believe our students must be engaged in authentic, rigorous tasks which have real-world applications. We believe that we must allow students to have a choice in what, and how, they learn. We strive to cultivate citizens who value and support social justice as they navigate our increasingly complex societal climate. We are committed to being fiscally responsible as we provide exceptional academic and social-emotional learning opportunities for our students. These values, reflected in the Board of Education strategic questions, anchor our budget development process.

The development of the 2020-2021 school budget was especially challenging due to the coronavirus outbreak. Careful planning and adjustments were made during the budgeting process that began in January. We recognize the financial hardships many of our families are now facing as a result of this health crisis. We understand the potential short- and long-term effects on the global economy due to this pandemic. We are also planning for potential mid-year state aid reductions, which accounts for approximately 7.8% of our revenues. With that in mind, we continued to ensure that our budgeting process is aligned with the District's strategic coherence plan target areas for growth.

The **DISTRICT STRATEGIC PRIORITIES** that drove this year's budgeting process included:

1. Using Instructional Space to Amplify Learning
2. Revisioning of District-wide Assessment Practices
3. K-12 Social Emotional Learning Curriculum Alignment
4. K-12 Academic Program Curriculum Alignment
5. Instructional Technology as a Tool to Personalize Learning

We believe that we have carefully constructed and presented a budget that reflects the absolute need to provide the robust, progressive academic and extracurricular program that our community expects and that our students deserve, while balancing the financial difficulties that our country is currently facing.

I would like to close by recognizing the compassion and strength of the Chappaqua Central School District community during this crisis. I am deeply moved by the support shown for our faculty, students and families and I am proud to be part of this vibrant and caring community. I want you to know that the District continues to be fully committed to our students and families as we look ahead to next year and beyond.

During this time of uncertainty, we remain hopeful and we will persevere. As always, we are here for you and your families.

Sincerely,

Christine Ackerman, PhD
Superintendent of Schools



Using Instructional Space to Amplify Learning

Innovative instructional spaces which support active, project-based learning continue to be a priority. All of our students from kindergarten to our seniors regularly access these spaces as they engage in authentic projects, build on new knowledge, conduct research and collaborate both locally and globally.

The renovated **Global Learning Centers** in our elementary schools, and at Greeley, support project-based learning, science research and computer science, while continuing to house a robust collection of literature available to our students.

The **STEAM Centers** at Seven Bridges and Robert E. Bell middle schools build on the makerspace experience provided at the elementary schools by introducing sophisticated computer science technology as well as traditional craftsmanship tools. Students move through the spaces as they engage in our design process which requires students to plan, create and reflect on projects that are often connected to interdisciplinary units of study.

Opened in the Fall of 2019, **Upper L Building** at Greeley is a 20,000+ square-foot progressive instructional space where our high school students explore English and social studies in clustered learning communities. This facility is designed to reflect a progressive workplace with breakout rooms, flexible furniture, modern learning studios and large common areas for debate and presentations.

Coming Soon. . .

Our **Lower L Building** redesign and the **STEAM Center** at Greeley are estimated to be completed in the Fall of 2020.



K-12 Academic Program Curriculum Alignment

We continue to prioritize curriculum development and alignment to ensure that our students benefit from a powerful, aligned and well-articulated curriculum for all subject areas, grades and buildings. A carefully aligned curriculum for all subjects is the best way to ensure that our students benefit from the highest quality learning experiences available. Modern curriculum is dynamic and sophisticated with important components of social-emotional learning, design thinking, technology integration and 21st-century skills woven through authentic learning experiences. Personalized learning, project-based learning and student voice, choice and agency further energize the curriculum picture. Notable curriculum work includes the alignment of our K-12 science program to the Next Generation Science Standards, our middle school ELA units of study, integrating new technology experiences into our K-5 math program, interdisciplinary STEAM projects in Grades K-8, as well as enhancements to our secondary World Language Program.

Phonics First Reading & Spelling Approach

Our recently implemented “Phonics First” program has provided a strong, research-based phonics approach for our K-1 classrooms. The scope and sequence of this program begins with skills in phonological awareness and matching sounds to letters, and then builds to systematically and explicitly teach students more advanced patterns of spelling-sound relationships contributing to improved fluency and increased sight word knowledge. Using a multisensory, child-friendly approach, this program supports the development of skills which serve as a strong foundation for reading proficiency. With great success in grades K and 1 this year, we will be expanding this program to second grade in the fall.

2020-2021 Curriculum Projects

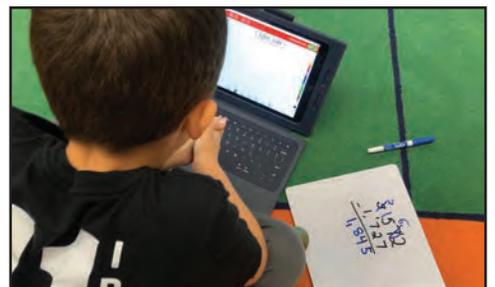
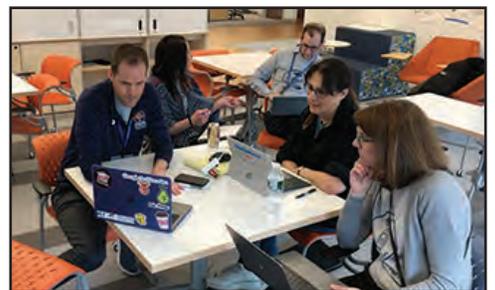
- K-1 Phonics Implementation & 2nd Grade Fall 2020
- K-4 Fidelity to Teachers College Units of Study
- Grades 5-8 Transition to English Language Arts Readers and Writers Workshop Model
- K-8 Review of Math in Focus & Big Ideas
- K-12 Health & Physical Education Curriculum Alignment & Course Enhancement
- K-12 Computer Science, Technology, Digital Literacy Skills Curriculum Mapping
- 6-12 Next Generation Science Standards Alignment
- 5-12 Social Studies Framework Alignment
- Middle School Math Enrichment & Support



Revisioning of District-wide Assessment Practices

The Chappaqua Central School District recognizes the importance of assessing student progress and designing instruction to meet the needs of each student at their “just-right” level. To that end, the District began administering a Universal Screener, NWEA, to grades 3-8 this academic year and we plan to expand the use of this instrument to 1st and 2nd grades this fall.

The implementation of NWEA in our district for students in grades 3-8 is an outgrowth of NYS regulatory screening requirements, our Strategic Coherence Planning Process of 2018 and our Inclusive Practices TriStates visit held in December of 2018. Far from a traditional, high-stakes multiple-choice test, NWEA is a sophisticated nationally normed assessment system designed to identify areas of strength and relative weakness and to provide teachers real-time, actionable reports. It is our goal to ensure that every student receives instruction at their “just-right” level, appropriately challenged to learn what’s next for them. The aspirational goal of scaling personalized learning in a public school district is on the cutting edge of innovation; a place where we do much of our best work.



Special Education Restructuring & Full Program Review

We have restructured our Pupil Personnel Services Department to maximize support for our Special Education and 504 students and families, as well as to provide necessary oversight for our counseling and student support programs. This reorganization will include an Assistant Superintendent of Pupil Personnel Services, a Director of Special Education and Section 504 Services and three psychologists to serve as CSE chairs.

In addition, the department will engage in the development of a strategic plan that will include a comprehensive, independent review of our Special Education program. Areas of focus will include a review of:

- Staffing and organization of our special education personnel.
- Effectiveness of special education pedagogy and professional development.
- Pre-special education interventions and eligibility process.
- Outcomes and transition for students with disabilities.
- Cost analysis of the provision of a comprehensive special education program.
- Record-keeping systems for special education.
- Community relations and customer service.

Recommendations from this comprehensive review will be used to improve our structures, systems, and processes to further support the delivery of services to classified students.



Athletic Department Enhancements Guided by Strategic Plan

A team of stakeholders representing students, parents, staff, and community members has set the direction for the athletic program over the next five years. After gathering data from various constituents, the planning team engaged in an analysis of this information under the direction of Jonathan Costa, Assistant Executive Director of EdAdvance. Together they defined the focus for our Athletic Program as well as the department's strategic priorities for future program development.

Athletic Strategic Priorities	Action Steps
Framework for Coaching to Align Expectations with Program Focus	<ul style="list-style-type: none"> • Align Coaching Expectations & Procedures • Professional Development Aligned to Program Values • Develop Comprehensive Family/Student Guidelines
Data Driven Decisions to Drive Programmatic Decisions	<ul style="list-style-type: none"> • Create Coaching Evaluations Anchored by High Expectations • Observational Feedback From Direct Supervision • Student Advisory Board Feedback • Senior Exit Interviews
Program Expansion to Increase Opportunity Scope for Students	<ul style="list-style-type: none"> • Modified Sports • Intramurals • Continuing Education Classes for Students • Supportive Role Expansion for Students

Exploring Solar Partnerships

As the Board of Education continues to promote a more sustainable environment, CCSD will conduct an environmental impact study in various locations throughout our campus to determine the feasibility of supporting a District-wide Solar Project.

A solar project at CCSD will not only promote a sustainable campus for our students, faculty, and staff, but it may also include the possibility of renting our spaces to generate revenue for the District by partnering with a solar energy company. To prepare for this work, the Board of Education and administrators visited various local sites to get a sense of their land, rooftop and parking lot solar panels. The Board of Education has also interviewed multiple solar energy companies through our Request for Proposal process.



The Transition To iLearning

We miss our students and we know that iLearning simply cannot replace the magic that happens in our classrooms when we are together. However, with the community's investment in student equipment and professional learning for our faculty, as well as our multi-year focus on the meaningful integration of technology in our instructional practices, CCSD was well-positioned for iLearning this March when we all were faced with this new reality.

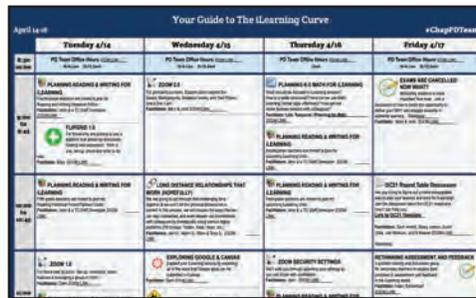
We have worked collaboratively with our faculty leadership to ensure that the fundamentals of teaching and learning that hold true in our traditional classrooms continue to be reflected in our iLearning environment. These anchor practices include:

- Lesson objectives clearly communicated to students.
- Content and skills introduced and reinforced in a variety of ways.
- Collaboration will continue to be an important part of learning. Students will have opportunities to interact with their teacher and with other students, via video, audio, chat, and/or discussions.
- We will use a variety of formative (during the learning) and summative (after the learning) assessments that are intentionally planned, and made clear to students. And timely feedback will be given.

With practice, feedback, and adjustments along the way, our faculty members continue to design increasingly powerful learning activities from afar for our children. We will continue to support our students virtually as we work together to successfully conclude the 2019-2020 academic year, albeit remotely.



Bell students published "Quarantine Magazine" full of tips for living during the pandemic, using Adobe Spark and Padlet.



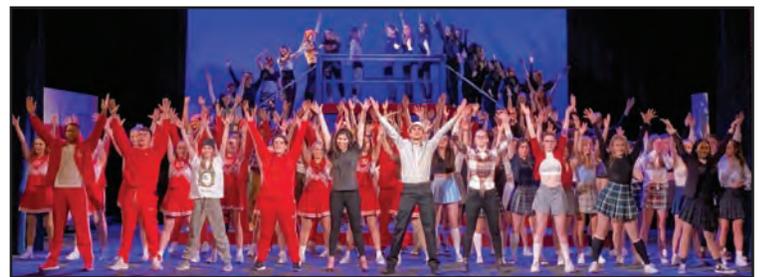
A new C&I dashboard was created for staff putting curriculum, instruction and daily PD opportunities just one click away.



Camilla Compton from LIGO Hanford Observatory discussed gravitational waves during a virtual modern physics class.

Celebrating the Class of 2020

The Class members of 2020 have distinguished themselves throughout the year in the classroom, on the playfield, and on the stage. They, unique among all classes who graduated before them, are ending their time in the Chappaqua Central School District, at home, learning remotely. Most of this class is completing thirteen years in the Chappaqua Central School District, and they have been looking forward to all of the celebrations and milestones that are the highlight of the spring of senior year. We, along with our PTA and our class government, are determined to celebrate this class through a full series of Senior-Week events, including Color Wars, Honk for Seniors, Post-Greeley 101, Senior and Athletic Awards and Commencement. While most of these events will take place virtually, we are continuing to work on an in-person Commencement, once it is safe to do so. We look forward to sharing our plans with our seniors and their families as they continue to evolve and are finalized.



Opening This September

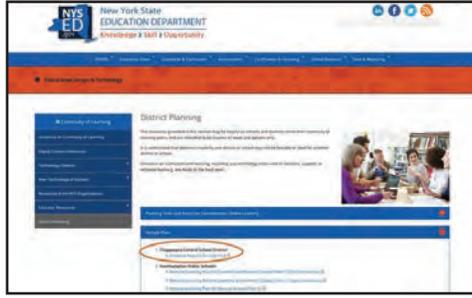
The District will be well prepared to support instruction in our schools come September, if it is safe to do so. We have purchased the necessary cleaning supplies, personal protective equipment, and medical equipment that we believe we will need to open our buildings. We have secured technology to live stream from every classroom if social distancing restrictions impact the number of students we are able to support in our spaces at a given time. As soon as official orders are shared from our government leadership on how we can safely move forward with holding classes in our buildings, we will share this information and our reentry plan with our community.



Spotlight On iLearning



A Bell student's Passion Project - reading to younger kids - was featured on News12.



CCT executive council members and CCSD administrators collaborated on the District's continuity of learning plan, which NYSED has featured as a model plan for other districts to consider.



HG drawing students connect with Calvary Hospital in the Bronx to share messages of hope.



Teachers are creating virtual classrooms. Here, Spanish students click on a country's poster to watch a short video, while the shelving has links to online resources.



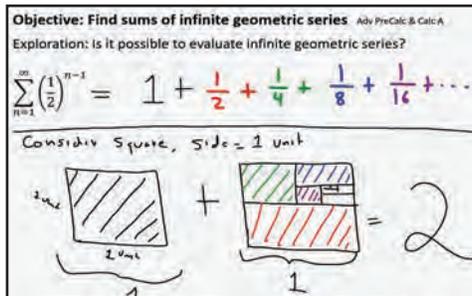
SB musicians performed Dvorak's "New World Symphony" for inclusion in the Detroit Symphony Virtual Orchestra.



Prepping and planning for the transition to iLearning that came in mid-March.



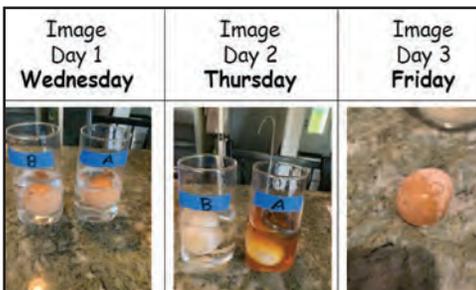
Students shared some pretty cool Earth Month projects in preparation for Grafflin's virtual Earth Day Assembly.



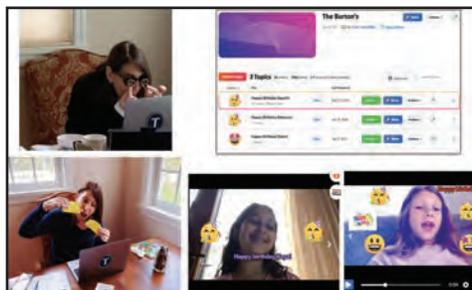
Exploring infinite geometric series using an area approach, math faculty at Greeley use Screencastify to introduce new content.



With our investment in technology, professional learning, and multi-year focus on the meaningful integration of technology, we are well-positioned to engage in iLearning experiences.



Students egg-sperimented to examine the effects osmosis in hypertonic and hypotonic solutions.



Keeping connected - Birthday celebrations continue...from a distance. Students use GoNoodle, play music and record Flipgrid videos. Snacks are always welcome!



The Zoom "breakout room" feature allows for small group instruction as part of the TC workshop model.

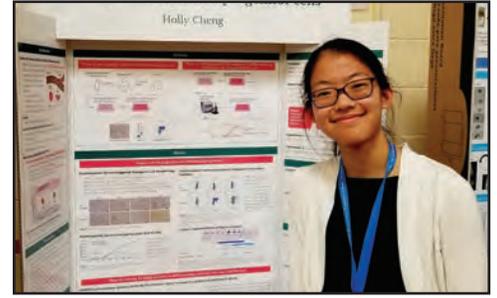
News & Views From Around The District



Greeley's 3 National Merit Scholarship recipients were selected from the 15,000 finalists based on their high school accomplishments, skills and potential to succeed in college.



Podcasting is quickly becoming another medium for students at all levels to delve deeper into content, share their views and opinions, engage with others, and collaborate.



Holly Cheng is one of only 40 Finalists in this year's virtual Regeneron ISEF. She was selected from 1,993 highly-qualified entrants based on her project's scientific rigor and her potential.



WO second-graders taught their K buddies how to use the book creator app to make a digital version of their true stories.



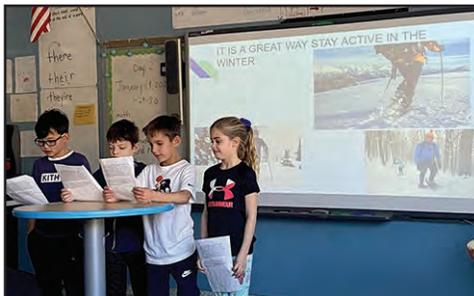
4th-grade scientists at RB dissected owl pellets after studying the bird's unique digestive system and special adaptations.



The Section 1 Champs rode their 20-game winning streak to the NYS regional finals.



2019 Top 10 CNN Hero Najah Bazy shared her life's journey and love of learning with social studies students at Seven Bridges.



Grafflin 3rd-graders pitch their grant ideas to the Chappaqua School Foundation.



5th-grade journalists from Bell walked downtown Chappaqua in search of stories for their newspapers.



Greeley students discussed screentime and their relationship with technology at the March Superintendent's Conference Day.



Art students explored the concept of forced perspective through photography.



Middle and High School choirs sharing the stage and performing together during the 1st Annual CCSD Sings!

Chappaqua Central School District Budget Notice

Overall Budget Proposal <i>State Law requires that all residents receive this information in the following format:</i>	Budget Adopted for the 2019-2020 School Year	Budget Proposed for the 2020-2021 School Year	Contingency Budget for the 2020-2021 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$126,152,188	\$128,237,168	\$126,602,500
Increase/Decrease for the 2020-21 School Year		\$2,084,980	\$450,312
Percentage Increase/Decrease in Proposed Budget		1.65%	0.36%
Change in the Consumer Price Index		1.81%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$110,028,563	\$111,663,231	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable**	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A+B+C-D)	\$110,028,563	\$111,663,231	\$110,028,563
F. Permissible Exclusions to the School Tax Levy Limit	\$5,185,750	\$5,904,836	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$107,296,992	\$107,840,136	
H. Total Proposed Tax Levy for School Purposes, <u>Excluding</u> Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E-B-F+D)	\$104,842,813	\$105,758,395	
I. Difference: (G-H); (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)**	\$2,454,179	\$2,081,741	
Administrative Component	\$10,263,444	\$10,738,082	\$10,458,355
Program Component	\$93,908,667	\$95,462,700	\$95,457,700
Capital Component	\$21,980,077	\$22,036,386	\$20,686,445

*Statement of assumptions made in projecting a contingency budget for the 2020-2021 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law: The contingency budget would require \$1,634,668 in reductions from the proposed 2020-2021 budget. Reductions would be made across the budget beginning with non-contingent expenses. The reductions would include student supplies, certain equipment purchases, field trips, athletics, buildings & grounds, and staffing.

**List of Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements.)

Description	Amount
N/A	N/A

Basic STAR Exemption Impact	Budget Proposed for the 2020-2021 School Year
Estimated Basic STAR Exemption Savings ¹	\$1,835

¹ The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

The annual budget vote for the fiscal year 2020-2021 by the qualified voters of the Chappaqua Central School District, Westchester County, New York, will be held on June 9, 2020.

Estimated Tax Rate per \$1,000 of Assessed Value			
		Rate	% Change
Town of New Castle	2019-2020 Actual	\$109.63	0.65%
	2020-2021 Estimated	\$111.40	1.61%
Town of Mount Pleasant	2019-2020 Actual	\$1,474.66	1.63%
	2020-2021 Estimated	\$1,515.88	2.79%

Adviso de Presupuesto del Chappaqua Central School District

Propuesta de Presupuesto General <i>La ley estatal requiere que todos los residentes reciban esta información en el siguiente formato:</i>	Presupuesto Adoptado para el Año Escolar 2019-2020	Presupuesto Propuesto para el Año Escolar 2020-2021	Presupuesto de Contingencia para el Año Escolar 2020-2021*
Monto Total del Presupuesto, Sin Incluir Proposiciones Separadas	\$126,152,188	\$128,237,168	\$126,602,500
Aumento/Disminución Para el Año Escolar 2020-21		\$2,084,980	\$450,312
Porcentaje de Aumento/Disminución en el Presupuesto Propuesto		1.65%	0.36%
Cambio en el Índice de Precios al Consumidor		1.81%	
A. Impuesto Propuesto Para Respaldar El Monto Total Presupuestado	\$110,028,563	\$111,663,231	
B. Impuesto Para Respaldar La Deuda de la Biblioteca, Si Corresponde	\$0	\$0	
C. Recaudación de Impuestos Por Proposiciones No Excluibles, Si Corresponde **	\$0	\$0	
D. Cantidad Total de La Reserva de Límite Fiscal Utilizada Para Reducir el Gravamen Del Año Corriente	\$0	\$0	
E: Propuesto Total de Impuesto Fiscal Para el Año Escolar (A+B+C-D)	\$110,028,563	\$111,663,231	\$110,028,563
F: Total de Exclusiones Permisibles	\$5,185,750	\$5,904,836	
G: Límite del Impuesto a la Escuela, Excluyendo el Impuesto Por las Exclusiones Permitidas	\$107,296,992	\$107,840,136	
H. Propuesto Total de Impuesto Fiscal Para el Año Escolar, Excluyendo el Impuesto Para Pagar la Deuda de la Biblioteca y/o Exclusiones (E-B-F+D)	\$104,842,813	\$105,758,395	
I. Diferencia: (G-H); (El Valor Negativo Requiere 60.0% de Aprobación del Votante - Vea la Nota Debajo de Proposiciones Separadas)**	\$2,454,179	\$2,081,741	
Componente Administrativo	\$10,263,444	\$10,738,082	\$10,458,355
Componente del Programa	\$93,908,667	\$95,462,700	\$95,457,700
Componente de Capital	\$21,980,077	\$22,036,386	\$20,686,445

* Proporcionar una declaración de las suposiciones hechas al proyectar un presupuesto de contingencia para el año escolar 2020-2021, en caso de que el presupuesto propuesto sea rechazado de conformidad con la Sección 2023 de la Ley de Educación: *El presupuesto de contingencia requeriría \$1,634,668 en reducciones del presupuesto propuesto para 2020-2021. Se realizarían reducciones en todo el presupuesto comenzando con los gastos no contingentes. Las reducciones incluirían útiles escolares, ciertas compras de equipo, excursiones, atletismo, edificios y terrenos, y personal.*

** Enumere las Proposiciones Separadas que no están incluidas en el Monto Total Presupuestado: (La Recaudación de Impuestos asociada con las proposiciones de servicios educativos o de transporte no son elegibles para la exclusión y pueden afectar los requisitos de aprobación de los votantes.)

Descripción	Cantidad
N/A	N/A

Exención STAR Estimados Basicos	Presupuesto Propuesto para el Año Escolar 2020-2021
Ahorros de Exención STAR Estimados Basicos ¹	\$1,835

¹La exención de la desgravación fiscal básica para (STAR) está autorizada por el artículo 425 de la Ley del Impuesto sobre Bienes Inmuebles.

Tasa de impuesto estimada por \$ 1,000 de valor evaluado			
		Tarifa	% Cambio
Town of New Castle	2019-2020 Real	\$109.63	0.65%
	2020-2021 Estimado	\$111.40	1.61%
Town of Mount Pleasant	2019-2020 Real	\$1,474.66	1.63%
	2020-2021 Estimado	\$1,515.88	2.79%

La votación del presupuesto anual para el año fiscal 2020-2021 por los votantes calificados del Distrito Escolar Central de Chappaqua, Condado de Westchester, Nueva York, se llevará a cabo el 9 de junio de 2020.

Chappaqua Schools

P.O. Box 21 ♦ 66 Roaring Brook Road ♦ Chappaqua NY 10514

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Board of Education

Jane Kimmel Shepardson, *President*
 Holly McCall, *Vice President*
 Hilary Grasso
 Warren Messner
 Victoria Tipp

Superintendent of Schools

Christine Ackerman, Ph.D.

District Clerk

Liisa Elsner



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Aviso de presupuesto en español (página 11)

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VOTE

Tuesday, June 9, 2020

All Ballots Must Be Received By 5:00 pm

WHAT'S ON THE BALLOT?

YES	NO	YES	NO
SCHOOL BUDGET RESOLUTION RESOLVED: That the Board of Education of the Chappaqua Central School District be and hereby is authorized to expend the sum of \$128,237,168 set forth in the School District Budget for the School Year 2020-2021, and that the necessary tax be levied therefor.		LIBRARY BUDGET RESOLUTION RESOLVED: That there is hereby appropriated the sum of \$3,314,162 for the Chappaqua Central School District Public Library for the School Year 2020-2021, and that the necessary tax be levied therefor.	
To elect TWO members of the Board of Education for a term of three years.		To elect ONE Trustee of the School District Library for a term of Five years.	
Jeffrey Mester		Nishat Hydari	
Joshua Shapiro		Andrew Rothlein	
Jane Kimmel Shepardson		Joshua Shapiro	
Deborah Smith			
Victoria Bayard Tipp			