



What's Happening In Chappaqua's Schools

School Budget Edition ♦ May 2021



A message from the Board of Education

We would like to begin by saying THANK YOU! Needless to say, 2020-21 was an unprecedented school year on many levels, and we are grateful for the collective efforts of our students, families, staff, and community that enabled the District to keep our schools open and safe for in-person instruction since the beginning of the school year.

For some time now, the Chappaqua Central School District has been on a journey to create active learning environments for teaching and learning--environments where 21st-century students can explore their passions and apply the content they learn to authentic projects, build new knowledge, and work together to design new thinking. We strive to develop each student's full potential through a challenging curriculum, an experienced faculty, and a commitment to intellectual freedom. We teach foundational skills, foster creativity and critical thinking, and provide a foundation for life-long learning. We seek to nourish our students' emotional lives and guide their social development, instilling in them a strong sense of self-worth, a respect for individual differences, and an appreciation of global interdependence. We help our students learn how to manage freedom and to act ethically so that each may become a responsible, contributing member of society.

With this in mind, the proposed school budget for the 2021-2022 school year is \$130,460,188. This represents a \$2,223,020 (1.73%) increase over the current budget. Through careful planning, and being mindful of the property tax burden residents are asked to bear in order to support our schools, the tax levy (revenue from real property taxes) will increase by 2.03%, which is within the tax cap.

Ballot Proposition

In addition to voting on the proposed school budget and the proposed Chappaqua Public Library budget, and electing one Board of Education member and one library trustee, there also will be one ballot proposition. This proposition would allow for the construction of a boiler room in the Horace Greeley High School Fitness & Athletic Center. Having a stand-alone heating system for this section of campus will enable the school to operate more efficiently and, at the same time, would resolve a leak in a steam pipe that runs under the parking lot.

It is important to note that the District is not seeking any additional monies via this ballot proposition. It will be supported by a transfer of monies from the District's Capital Reserve Fund. Simply stated, NYS Education Law requires voter approval to expend capital reserve funds, so this proposition will not impact the school budget in any way, nor affect the tax levy or the tax rates.

For further details regarding the proposed school budget, please refer to the 2021-2022 budget book and budget presentations posted online at www.chappaquaschools.org. Printed copies of the budget book are available at the main office of each school, the Education Center, the Chappaqua Public Library, and New Castle Town Hall.

As Board members, it is our responsibility to ensure that all of our CCSD students have access to the very best education possible, and the proposed budget will allow us to continue expanding the breadth and depth of our academic and extra-curricular offerings while supporting innovation, collaboration, creativity, and equity. We urge you to vote either by absentee ballot, or in person on Tuesday, May 18th, between 7am and 9pm, in the gym at Horace Greeley High School.

Chappaqua Central School District Board of Education

Victoria Bayard Tipp, *President*

Holly McCall, *Vice President*

Hilary Grasso

Warren Messner

Jane Kimmel Shepardson

SCHOOL BUDGET VOTE

★ **TUESDAY, MAY 18** ★

7AM ~ 9PM

GREELEY GYM

Call 914-238-7200 x1002
for voter registration and
absentee ballot information.

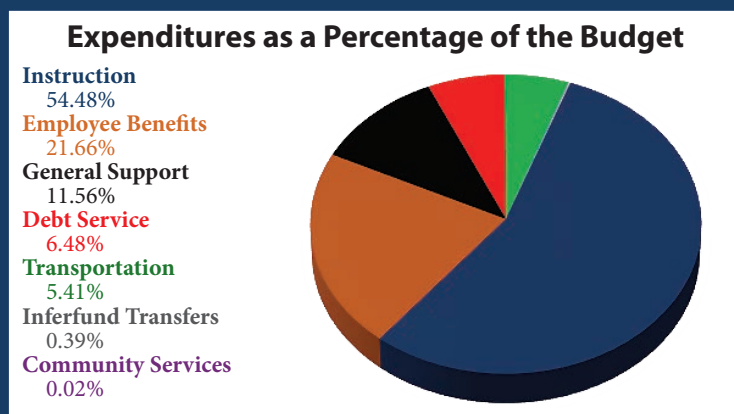
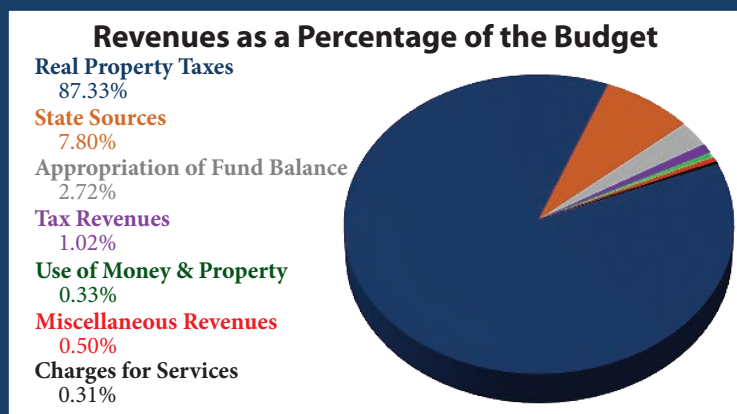
**Any registered voter concerned
about voting in person due to
COVID may request an absentee
ballot.**

When completing the absentee
ballot application, you must check
the "*temporary illness or physical
disability*" box.

Highlights of the Proposed School Budget Include:

- ✓ Alignment to the Board of Education's Strategic Questions & District's Strategic Coherence Plan
- ✓ Meets the 2021-2022 Operating Standards
- ✓ Supports Physical, Social, and Emotional Safety
- ✓ Supports Equity, Social Justice & Antiracism Leadership & Professional Learning
- ✓ Expands our Facilities at Greeley to Support Sustainability Research
- ✓ Increases Oversight of Technology Systems & District Communications
- ✓ Maintains a Budget within the Tax Cap to Ensure it is Fiscally Sustainable

Budget Summary ~ Revenues		2021-2022 Proposed Budget	2020-2021 Approved Budget	% Change
General Fund	Real Property Taxes	\$113,934,076	\$111,663,231	2.03%
	State Sources	\$10,175,192	\$9,945,871	2.31%
	Appropriation of Fund Balance	\$3,542,865	\$3,542,865	0%
	Tax Revenues	\$1,325,000	\$1,325,000	0%
	Use of Money and Property	\$425,000	\$775,000	-45.16%
	Miscellaneous Revenues	\$650,000	\$575,000	13.04%
	Charges for Services	\$408,055	\$410,201	-0.52%
TOTAL REVENUES		\$130,460,188	\$128,237,168	1.73%



Budget Summary ~ Expenditures		2021-2022 Proposed Budget	2020-2021 Approved Budget	% Change
General Support	Board of Education	\$68,153	\$62,956	8.25%
	Central Administration	\$440,613	\$426,960	3.20%
	Finance/Audit/Legal	\$1,638,092	\$1,597,697	2.53%
	Human Resources/Public Information	\$784,781	\$563,150	39.36%
	Operations & Maintenance	\$10,244,137	\$9,780,543	4.74%
	Special Items	\$1,901,655	\$1,806,733	5.25%
General Support Total		\$15,077,431	\$14,238,039	5.90%
Instruction	Supervision	\$4,742,320	\$4,599,469	3.11%
	Regular School	\$42,444,997	\$42,683,842	-0.56%
	Special Schools	\$298,055	\$294,362	1.25%
	Special Education	\$12,434,369	\$12,477,876	-0.35%
	Instructional Media	\$4,043,591	\$3,637,392	11.17%
	Pupil Services	\$5,042,810	\$5,099,937	-1.12%
	Pupil Activities	\$2,071,795	\$2,046,664	1.23%
Instruction Total		\$71,077,937	\$70,839,542	0.34%
Transportation Total		\$7,058,660	\$6,979,969	1.13%
Community Services Total		\$23,202	\$22,747	2.00%
Undistributed	Employee Benefits	\$28,257,351	\$27,437,388	2.99%
	Debt Service	\$8,455,607	\$8,469,483	-0.16%
	Interfund Transfer	\$510,000	\$250,000	104.00%
Undistributed Total		\$37,222,958	\$36,156,871	2.95%
TOTAL EXPENDITURES		\$130,460,188	\$128,237,168	1.73%

A message from the Superintendent of Schools

Dear Chappaqua School Community,

Here in Chappaqua, learning is an active, constructive, and reflective process and the District prides itself on providing the best educational environment for all students. We are proud to offer our students a robust academic program that also values social-emotional learning.

We have a long history of providing a rigorous curriculum, which supports a wide range of Advanced Placement and elective courses designed to challenge and empower students to think deeply, create content and solve authentic problems. We continually evolve our curriculum and instruction practices to ensure all students have opportunities for sustained project work. We will continue to foster collaboration that requires students to make connections across disciplines to solve authentic, real-world problems as they acquire the 21st-century learning competencies needed to be successful in life.

Thoughtful planning, anchored in the Board of Education's strategic questions, served as the foundation of our budget development process that began early this past fall. Our budget is designed to support continuous growth in our six **District Strategic Priority** areas:

1. Using Instructional Space to Amplify Learning
2. District-wide Assessment Practices
3. K-12 Social Emotional Learning Curriculum Alignment
4. K-12 Academic Program Alignment
5. Instructional Technology as a Tool to Personalize Learning
6. Cultivating Equitable, Affirming and Culturally Responsive Learning Environments

While this past year has certainly been challenging for the District and our larger community, we are optimistic that better days are coming. I am confident this proposed budget will provide the Chappaqua Central School District with the resources necessary to support the delivery of an excellent education to every student, in spite of the difficulties involved in supporting instruction tied to the limitations associated with the pandemic. **#WeAreChappaqua**

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. Students in every grade enjoy the flexibility of these cutting edge spaces as they engage in authentic projects, build on new knowledge, conduct research, and collaborate both locally and globally. We are just beginning to unlock the potential of our elementary Global Learning Centers and Makerspaces, our Middle School STEAM centers, and Greeley's recently renovated L Building.

Years of experimentation on how instructional spaces impact learning, as well as the flexibility of recent furniture purchases, paid dividends as we reimagined and repurposed spaces to safely bring all students to school this year. The pandemic also accelerated the use of outdoor instructional spaces found throughout the district.

Just this Spring, students and teachers moved into the renovated Lower L Building at Greeley. This space is a 20,000+ square-foot progressive instructional space where our high school students study humanities, including world language, in clustered learning communities. This facility was designed to reflect a dynamic workplace with breakout rooms, flexible furniture, modern learning studios, and large common areas for debate and presentations.

All of these spaces, found throughout the District, have been fully equipped with a robust wireless infrastructure, flexible interactive displays, docking stations, and video conferencing equipment, to support a mobile device structure which allows students and faculty to move freely as they engage in rich teaching and learning experiences.

Coming Soon. . .

Our **STEAM Center** at Greeley (fall 2021) will include a design studio and labs for fabrication, robotics, and 3D modeling and printing. Students across grade levels will participate in project-based learning and bring ideas from conception through design to production, leading to a deeper understanding of academic content.

The **Sustainability Research Center** at Greeley (winter 2022) will provide a year-round environment for all students to conduct biological and ecological research while expanding experiential learning opportunities. The structure will increase our capacity to offer cross-curricular lessons, units and elective courses focused on plant science and sustainability research.

The new **Multi-media Center** at Greeley (fall 2021), located adjacent to the Greeley Library, will be a fully functional television and audio recording studio designed to support the creation of multimedia student projects. This new, modern studio which includes a sound-booth and two recording studio rooms will support video recording, as well as podcasting projects.



K-12 Academic Program Curriculum Alignment

A rigorous curriculum, which is deliberately developed, articulated, and aligned, provides all students the opportunity to acquire the skills and knowledge necessary to be successful. Our curriculum provides order to the content and skills being taught, the level of rigor expected, and encourages interdisciplinary connections.

At the elementary level, we have aligned our reading and writing units of study across all three buildings. This year, we transitioned to the recently released Math in Focus program, which includes significantly more adaptive technology integration than the previous version. With the implementation in grade 2 this year, Phonics First is now in place in Kindergarten through Second grade for all students. Next year, we will introduce “Handwriting Without Tears” for our youngest learners. We have diversified our classroom libraries to be more culturally responsive. We have updated, aligned and implemented a new science curriculum in grades K-3 and plan to implement grade 4 next year. We have convened a K-12 teacher team to review and enhance our Social Studies program with particular attention paid to the intersection of history and equity.

With sensitivity to the student transition to 5th grade, next year we will be writing interdisciplinary ELA/Social Studies as well as Math/Science curriculum as we work toward two-teacher teams in fifth grade. At the middle level, we are also focused on the implementation of the Next Generation Science Standards, the development of a coherent scope and sequence for ELA, and adjusting our 7-9 math programming to maximize the benefit of all 8th-graders taking algebra next year.

At Greeley, curricular program enhancements are currently being made in Science as courses are modernized to align to the Next Generation Science Standards. A Sustainability Learning Team is busy planning for the opening of the Sustainability Plant Science Center, and students will soon enjoy expanded opportunities in Computer Science. With equity playing a central role, significant revisions have been made to our social studies and English curriculum as the faculty has worked to integrate more diverse perspectives, authors, characters and themes.

Ensuring that our curriculum appropriately equips our students for their faster-future, we currently have teams working on the mapping of K-12 CCSD standards for computer science, sustainability, digital citizenship, library science, and design thinking.



Revisioning of District-wide Assessment Practices

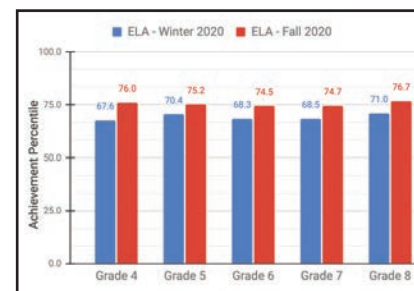
Assessment systems provide important feedback to teachers, students, and families about student progress. At the building and District level, we use performance data to help teachers and leaders monitor student performance, revise our curriculum, and determine appropriate and personalized instruction.

Northwest Evaluation Association (NWEA): All students in grades 1-8 are assessed in the fall, winter and spring in English Language Arts and Math using the NWEA Measures of Academic Progress Assessments (MAPS). The MAPS assessments are designed to measure individualized student growth and grade level proficiency. They allow us to tailor instruction to meet the needs of each student while making system-wide adjustments to the curriculum. This assessment was critical as we compared student progress with pre-pandemic instructional conditions to ensure our children were learning and growing in our new instructional model.

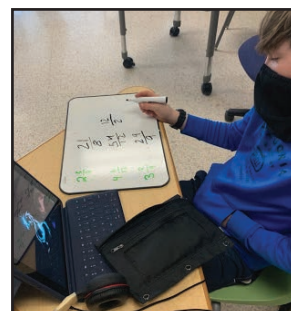
Consistent Progress Communication & Monitoring Through Canvas: Faculty at the secondary level use canvas to communicate progress with parents and students throughout the school year. Parents are able to check for assignment completion and assessment results regularly through this online portal.

Leveraging Software to Assess Students & Differentiate Instruction: We have expanded our use of instructional technology by linking software applications to our data system to support differentiated skill work based on assessment results. For example, Dreambox is linked directly to our MAPS data and provides differentiated practice based on identified student skill needs, EPIC, an online library with leveled books, allows our students to choose books based on their just level, and Math in Focus has a digital component where students can receive real-time feedback on independent progress.

The Push Towards Project Based Learning: The pandemic accelerated our efforts to provide authentic experiences for students to assess their understanding of content through projects, podcasts, movies, graphic design, and other 21st-century media. Our faculty at Greeley and the middle schools are designing rubric-based cumulative projects to end this school year that emphasize student strengths, interests, new learnings, and passions.



MAPS ELA Growth Score Comparison



Instructional Technology as a Tool to Personalize Learning

Our long-standing commitment to technology integration, especially as it relates to mobile computing platforms, allows us to keep our students and teachers connected and learning regardless of their locations. Through this challenging year, faculty and students worked in an innovative, agile environment where students utilized technology to connect with each other, their teachers and to access just-right learning experiences.

The pandemic accelerated several technology initiatives, including video conferencing equipment, document cameras, docking stations, mobile computing devices, and a complete 1:1 environment up through eighth grade. To support the demands of videoconferencing, and to ensure that learning would continue uninterrupted, this year we increased our WiFi coverage and bandwidth capacity, and upgraded our network infrastructure.

Instructional software continues to advance in many ways, which allows students to engage in personalized learning, at their “just right level.” NWEA MAPS assessments provide performance data that is used to engage students in practice that is appropriately challenging. Dreambox, a supplemental online math program accessible by K-5 students, provides a bridge to create class assignments based on individual student NWEA RIT score. The new version of “Math in Focus,” implemented this year in grades K through 5, provides our students with personalized digital assignments. Digital “Words Their Way” allows teachers to assess and differentiate world study in grades 3 and 4. In grades 6 through 12, teachers are beginning to unlock the incredible potential of online math platforms such as Desmos, Geogebra and Delta Math to enhance our math curriculum.

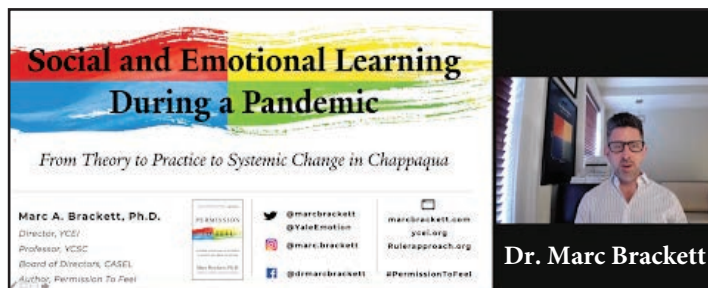
Whether students are remote, in a nearby cohort classroom, or in the same space as their teacher, the integration of mobile devices and a robust infrastructure creates an environment where learning continues despite the uncertainties associated with the pandemic. Coupled with robust professional learning opportunities for our faculty, this approach has created a digital learning environment where students have the opportunity to learn in a more personalized way with the flexibility needed to shift our instructional model as required.



K-12 Social Emotional Learning Curriculum Alignment

We recognize the importance of our role in teaching our students how to express themselves, work together to resolve issues and regulate their emotions. Our social and emotional learning (SEL) approach seeks to help students understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

We have continued our relationship with Dr. Marc Brackett, Director of the Yale Center for Emotional Intelligence and Professor in the Child Study Center at Yale University, to further develop our curriculum to support this work. We also launched a new website for our faculty to house our RULER, growth mindset and mindfulness curriculum.



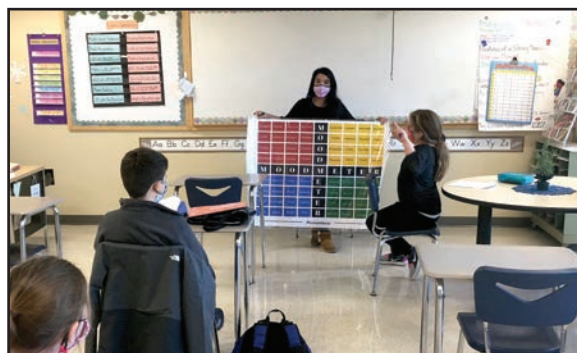
RULER in the Elementary & Middle Level Classrooms

Our elementary and middle school faculty used our pod model to support SEL during the pandemic. Students regularly participated in the RULER CORE routines in morning meetings and advisory. The CORE Ruler routines included the following on a daily basis:

1. **Charter Check-In:** Affirmation of the agreed upon values and norms unique to the class, intended to make all feel safe, welcome, and heard.
2. **Mood Meter Check-In:** This practice allows students to recognize and share their feelings, supports the development of emotion vocabulary, and allows the ability for students to self-regulate to prepare for the day's work.
3. **Community Circle:** A space for students to both speak and listen to one another while problem-solving, team-building or addressing conflict.
4. **Focus Breathing:** A time to practice mindful breathing to help alleviate stress, anxiety and other unpleasant emotions.

Supporting Students @ Greeley

Understanding the pandemic impacted our students differently, our guidance team met with our high schoolers in community circles throughout September. Our Peer Leaders immediately connected with freshmen on Zoom to support their transition to high school. The high school staff, through our Office of Student Life, quickly began to run our extracurricular club program through Zoom on Wednesday afternoons, and our Athletics Department started school sports as soon as it was permitted to fully reengage our students in high school life. Students were regularly sharing their emotional state using the mood meter app and engaged in literature that required them to think deeply about the experiences of others in the context of our global community.



Cultivating Equitable, Affirming and Culturally Responsive Learning Environments

As we prepared for the 2020-2021 school year, one of our primary focus areas was our commitment to promoting equity, social justice and anti-racism in our schools. The Board of Education helped frame the work by passing an equity-centering resolution that started with the following statement: “*WHEREAS, the Board is resolute in its commitment to foster an actively antiracist culture and climate in our school district and broader community.*” The work was also moved forward in large part due to the insights and feedback offered by our students, both current and alumni.

With the Board’s support, and coupled with a commitment from the leadership team, the District began developing a thorough plan that would impact all key stakeholders in the community including students, families, faculty and staff. One of the critical first steps involved creating, and then filling, the Director of Equity, Inclusion and Wellness position that the Board approved at a meeting in August. While that process unfolded, the faculty and staff had opportunities to engage in various professional learning opportunities planned and facilitated by members of the curriculum and professional development teams. Knowing that a systemic and comprehensive approach to professional learning would require more support, the District also supported an RFP process (read more below) to solicit proposals from outside organizations to help with the planning and facilitation of our equity professional development plan. The Board continued their support with the integration of the BOE C.A.R.E.S. committee, which brings students, parents, faculty and BOE members together to consider additional ways to promote and support the commitment to equity, anti-racism and social justice.

The District also took intentional steps to further this work in the classrooms by facilitating various book clubs, a *BiPoC Affinity Group Learning Team*, and a *White Ally Affinity Group Learning Team* just to name a few. The District also forged partnerships with Facing History, NYU Metro Center and various thought leaders in this area (Dr. Dolly Chugh, Mr. Matthew Kay, and Drs. Brenda and Franklin CampbellJones) to help us develop foundational understandings and awareness around how to better center equity, social justice and anti-racism in our schools. The District also launched the ChappEquity PRIDE Fellowship in September, with 25 teachers and approximately 10 administrators participating in monthly meetings that are planned for and facilitated by several of our BiPoC faculty members. Additionally, after hiring our new director, Mr. Phillip Marcus, Mr. Marcus partnered with one of our staff developers (Ms. Jenn Thompson) to facilitate an on-going bi-monthly professional learning circle for the leadership team using various books, text excerpts and videos to empower our leadership team with the understanding and tools necessary to disrupt white supremacy and promote anti-racist beliefs and practices.

We also made specific curricular shifts, both short and long term, to directly impact students on the K-12 continuum. From integrating the *Windows and Mirrors* libraries in Grades K-4 (thank you, CSF, for your support), to revisiting the resources used in our humanities classes to ensure that the experience was more comprehensive and inclusive while also moving away from the colonized curriculum. The District also took steps to more effectively center and amplify student voice as a way to inform our journey and empower our students. For example, our BiPoC Student Union helped plan for and facilitate various Unity Day events over the last year (Unity Day and Unity Day Lite) with an emphasis on promoting anti-racism, social justice and allyship in our classrooms and schools. This year also saw the launch of a student focused ChappEquity PRIDE Fellowship for students, which will further help promote allyship and social justice in our schools. Our students have been critical in our efforts to better center equity in all aspects of the school community because they have surfaced their experiences and hopes for the future.

Equity, Social Justice & Antiracism RFP


The CCSD leadership team worked with various stakeholders (faculty, students, leaders and parents) to develop an RFP to help facilitate a systemic and comprehensive professional learning plan for 2-3 years. The RFP allows outside organizations with an expertise in the areas of equity, social justice and racism to submit proposals for their District-wide plan for professional learning. The RFP window recently closed and there were eight viable submissions received that will now be reviewed by the District leadership team and Board of Education to identify the strongest partnership(s) moving forward.



The Inaugural Meeting of the HGHS ChappEquity Student Fellowship

Practicing Allyship

- Mirror work- challenge prejudices and assumptions
- Move in solidarity.
- Hand over the mic and amplify voices.
- Denounce injustice publicly
- Own mistakes, apologize with your whole chest
- Seek new perspectives and inquire when voices are missing.
- Work directly with marginalized communities, follow their lead
- Silence is violence.



Dr. Erica Buchanan-Rivera delivers the keynote address during Unity Day

Pupil Personnel Services

The Chappaqua Central School District is committed to providing equitable opportunities for students with disabilities to receive effective educational services, with needed supplementary aids and support services, in age-appropriate general education classrooms in their neighborhood schools, whenever possible. Our inclusive model means instruction is developed and provided in a manner that ensures students have access to the same curriculum within a learning experience appropriate for them.

2021-2022 Special Education Priorities

- Educate Students in the Least Restrictive Environment
- Parent Engagement
- Provide Staff with the Tools and Strategies Needed to Support All Learners
- Examine and Systematize the Pre-referral Process
- Expand the Continuum of Services as appropriate
- Engage in Data-driven Instruction
- Focus on Goal Setting and Progress Monitoring
- Enhance Transition Planning (for life after high school)
 - Pre-employment Opportunities, Community Engagement, Connections with Adult Services, College Opportunities



Special Education Comprehensive Review

The CCSDD has engaged Public Consulting Group to provide a comprehensive review of our special education, 504, and RTI services, practices and protocols. The review will begin this school year with record, protocol and systems reviews and continue over the summer and into the 2021-2022 school year with parent, staff and student interviews and focus groups, classroom visits and surveys.

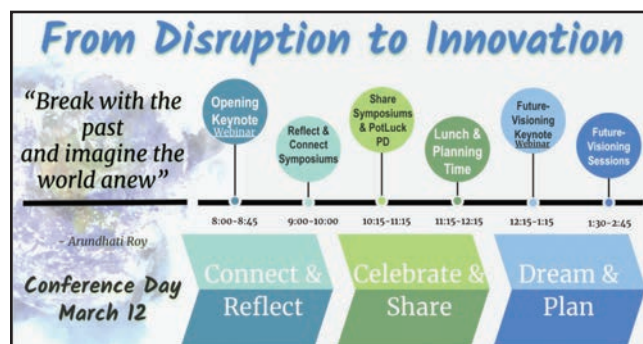
Planning For The Future

Despite the incredible challenges of this school year, we have committed ourselves to finding opportunity in the face of adversity. The pandemic, political unrest, inequities and injustices, and global warming all served as the impetus for our faculty to engage students in rich learning experiences.

This year, we partnered with Professor Jal Mehta from the Harvard School of Education and drew inspiration from his NYTimes opinion piece: *“Making Schools More Human - The pandemic showed us that education was broken. It also showed us how to fix it.”* His keynote during our March conference day led to a full-faculty “Future Visioning” activity designed to support our purposeful planning for a post-pandemic education. As a result, the challenges of the year will undoubtedly leave a lasting imprint on our curriculum and instructional practices.

Post-pandemic, videoconferencing will continue to be used as a powerful tool to connect students to authors, experts and to each other locally and globally. We will continue to use adaptive software to enhance learning experiences, and will continue our commitment to organize learning for our students with our Google Classroom and Canvas. learning management systems.

In addition to technology integration, this year we have increased our capacity to engage students in thoughtful conversations about mature and complex topics such as racism, social justice, a pandemic, the environmental crisis, and political unrest. This year students read more diverse literature, learned history from a broad variety of perspectives, engaged in deep debate about how to respond to climate change, and refined their academic language as illustrated by classroom discussions focused on the differences between a “Riot,” “Protest,” and “Insurrection.”



Finally, this year exemplified the importance of social-emotional learning (SEL), physical and emotional health, managing stress, self-care, and relationships, among ourselves and our students. Our multi-year implementation of RULER K-12 served us well as we worked to support our students and community through this challenging period.

As we look forward to the 2021-2022 school year, we are committed to leveraging the adversity of this year as an opportunity to further improve the academic and social-emotional experiences of every Chappaqua student.

Interscholastic Athletics ~ A Four-Season School Year

Interscholastic sports resumed this September and was separated into four seasons. The District developed protocols and procedures to safely support our student-athletes based on guidance outlined by the NYS Department of Health, NYS Education Department, Section 1, and the New York State High School Athletic Association.



Fall 1	Winter	Fall 2	Spring
Cross Country Field Hockey Soccer Girls Tennis	Basketball Bowling Cheerleading Hockey Skiing Boys Swimming & Diving Track & Field Wrestling	Cheerleading Football Girls Swimming & Diving Girls Volleyball	Baseball Golf Lacrosse Softball Boys Tennis Track & Field



Higher-Risk Sports Weekly Testing: In partnership with our students, parents and coaches, we successfully implemented weekly COVID testing of our winter, fall 2 and spring athletes who participated in higher-risk sports, and feel it significantly contributed to their safe participation in these programs.



Celebrating The Class Of 2021

Commencement will be held for our seniors on the Competition Field on Friday June 18th at 7:00 p.m. Students will sit with two guests on the turf field, socially distanced from other families. The ceremony will be live-streamed due to capacity limitations. The **senior prom** will be held under the tent at Horace Greeley High School from 7:00 p.m. - 10:00 p.m. on Friday, June 4th.



News & Views From Around The District



Artists at SB create forced perspectives.



EL students at WO judge their own collections and learn the importance of using certain phrases in opinion writing, such as "I think", "one reason why", "another reason why", and "because".



First-grade "word detectives" at Grafflin work hard to read tricky sentences!



WO mathematicians collaborating in workstations to solve a two-step word problem.



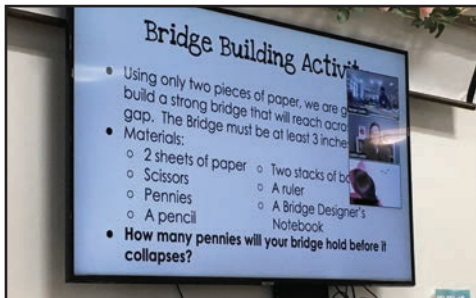
2nd-graders at RB design, create, and build a heart tower that could stand on its own.



The HGHS chorus sang "Stand Together" by Jim Papoulis.



While studying the Incas, BS 5th-graders learned how they communicated with quipus--a method used for recording information consisting of colored threads knotted in different ways.



Dream it. Design it. Test it. Improve it. Build again! 3rd-grade engineers at RB know iteration is a critical part of the Chappaqua Design Process.



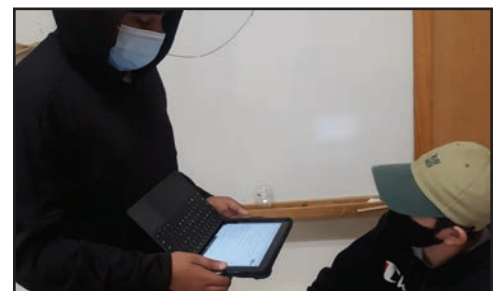
SB 7th-graders challenge the single-story narrative that they may have been told about Indigenous people.



In two competitions, HG Science Research students earned 14 medals, 10 Special Awards, and 1 International GENIUS Olympiad invitation.



Students at DG got their hands dirty preparing the school garden.



¡Entrevistas en español! World language students at BS interviewed each other about their recycling habits and volunteering in the community.

Chappaqua Central School District Budget Notice

Overall Budget Proposal

State Law requires that all residents receive this information in the following format:

	Budget Adopted for the 2020-2021 School Year	Budget Proposed for the 2021-2022 School Year	Contingency Budget for the 2021-2022 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$128,237,168	\$130,460,188	\$128,189,343
Increase/Decrease for the 2021-22 School Year		\$2,223,020	-\$47,825
Percentage Increase/Decrease in Proposed Budget		1.73%	-0.04%
Change in the Consumer Price Index		1.23%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$111,663,231	\$113,934,076	
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)	\$111,663,231	\$113,934,076	\$111,663,231
F. Permissible Exclusions to the School Tax Levy Limit	\$5,504,836	\$5,769,105	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$107,840,136	\$108,164,971	
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)	\$106,158,395	\$108,164,971	
I. Difference: (G-H); (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)**	\$1,681,741	\$0	
Administrative Component	\$10,738,082	\$11,350,036	\$11,024,283
Program Component	\$95,462,700	\$96,279,619	\$94,731,925
Capital Component	\$22,186,386	\$22,830,533	\$22,433,135

*Statement of assumptions made in projecting a contingency budget for the 2021-2022 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law: *The contingency budget would require \$2,270,845 in reductions from the proposed 2021-2022 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
Install new boiler at Horace Greeley High School Gymnasium, including associated mechanical, electrical, general trade work and incidentals.	A maximum of \$650,000 to be taken from the Capital Reserve Fund.

Basic STAR Exemption Impact

Budget Proposed
for the 2021-2022
School Year

Estimated Basic STAR Exemption Savings¹ \$1,702

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 2021-2022 by the qualified voters of the Chappaqua Central School District, Westchester County, New York, will be held on May 18, 2021.

Estimated Tax Rate per \$1,000 of Assessed Value

		Rate	% Change
Town of New Castle	2020-2021 Actual	\$111.51	1.71%
	2021-2022 Estimated	\$113.84	2.10%
Town of Mount Pleasant	2020-2021 Actual	\$1,517.28	2.89%
	2021-2022 Estimated	\$1,583.84	4.39%

Aviso de Presupuesto del Chappaqua Central School District

Propuesta de Presupuesto General

La ley estatal requiere que todos los residentes reciban esta información en el siguiente formato:

	Presupuesto Adoptado para el Año Escolar 2020-2021	Presupuesto Propuesto para el Año Escolar 2021-2022	Presupuesto de Contingencia para el Año Escolar 2021-2022*
Monto Total del Presupuesto, Sin Incluir Proposiciones Separadas	\$128,237,168	\$130,460,188	\$128,189,343
Aumento/Disminución Para el Año Escolar 2021-22		\$2,223,020	-\$47,825
Porcentaje de Aumento/Disminución en el Presupuesto Propuesto		1.73%	-0.04%
Cambio en el Índice de Precios al Consumidor		1.23%	
A. Impuesto Propuesto Para Respalda El Monto Total Presupuestado	\$111,663,231	\$113,934,076	
B. Impuesto Para Respalda La Deuda de la Biblioteca, Si Corresponde	\$0	\$0	
C. Recaudación de Impuestos Por Proposiciones No Excluíbles, 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)	\$111,663,231	\$113,934,076	\$111,663,231
F: Total de Exclusiones Permisibles	\$5,504,836	\$5,769,105	
G: Límite del Impuesto a la Escuela, Excluyendo el Impuesto Por las Exclusiones Permitidas	\$107,840,136	\$108,164,971	
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)	\$106,158,395	\$108,164,971	
I. Diferencia: (G-H); (El Valor Negativo Requiere 60.0% de Aprobación del Votante - Vea la Nota Debajo de Proposiciones Separadas)**	\$1,681,741	\$0	
Componente Administrativo	\$10,738,082	\$11,350,036	\$11,024,283
Componente del Programa	\$95,462,700	\$96,279,619	\$94,731,925
Componente de Capital	\$22,186,386	\$22,830,533	\$22,433,135

* Proporcionar una declaración de las suposiciones hechas al proyectar un presupuesto de contingencia para el año escolar 2021-2022, 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 \$2,270,845 en reducciones del presupuesto propuesto para 2021-2022. 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
Instalar una nueva caldera en el gimnasio de la escuela secundaria Horace Greeley, incluidos los trabajos mecánicos, eléctricos, comerciales generales y los imprevistos asociados.	Un máximo de \$650,000 que se tomará de la Fondo de Reserva de Capital.

Exención STAR Estimados Basicos

Presupuesto Propuesto para el Año Escolar 2021-2022

Ahorros de Exención STAR Estimados Basicos¹ \$1,702

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

La votación del presupuesto anual para el año fiscal 2021-2022 por los votantes calificados del Distrito Escolar Central de Chappaqua, Condado de Westchester, Nueva York, se llevará a cabo el 18 de mayo de 2021.

Tasa de impuesto estimada por \$ 1,000 de valor evaluado

		Tarifa	% Cambio
Pueblo de New Castle	2020-2021 Real	\$111.51	1.71%
	2021-2022 Estimado	\$113.84	2.10%
Pueblo de Mount Pleasant	2020-2021 Real	\$1,517.28	2.89%
	2021-2022 Estimado	\$1,583.84	4.39%

Chappaqua Schools

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

Web: www.chappauqaschools.org E-mail: BoEducation@chappaquaschools.org Phone: 914.238.7200

Board of Education

Victoria Bayard Tipp, *President*

Holly McCall, *Vice President*

Hilary Grasso

Warren Messner

Jane Kimmel Shepardson

Superintendent of Schools

Christine Ackerman, Ph.D.

District Clerk

Liisa Elsner

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Aviso de presupuesto en español (página 11).

Para obtener una versión completa de este boletín en español, visite www.chappaquaschools.org/espanol.



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VOTE

Tuesday, May 18, 2021

7am to 9pm ~ HGHS Gymnasium

WHAT'S ON THE BALLOT?

YES	NO	YES	NO
SCHOOL BUDGET RESOLUTION		LIBRARY BUDGET RESOLUTION	
RESOLVED: That the Board of Education of the Chappaqua Central School District be and hereby is authorized to expend the sum of \$130,460,188 set forth in the School District Budget for the School Year 2021-2022, and that the necessary tax be levied therefor.		RESOLVED: That there is hereby appropriated the sum of \$3,353,239 for the Chappaqua Central School District Public Library for the School Year 2021-2022, and that the necessary tax be levied therefor.	
YES	NO		
PROPOSITION – HORACE GREELEY HIGH SCHOOL GYMNASIUM BOILER			
Shall the Board of Education of the Chappaqua Central School District, Westchester County, New York be authorized to install a new boiler at the Horace Greeley High School Gymnasium, including associated mechanical, electrical, and general trade work and incidental expenses at a maximum cost of \$650,000, with the amount of up to \$650,000 to be transferred from the Building and Facilities Improvement Capital Reserve Fund to the capital fund to pay for the costs of such project. No budget increase is called for in this proposition.			
To elect ONE member 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.	
Ellen Exum		Shohreh Anand	
Cailee Hwang		Karin Sobeck	