



What's Happening In Chappaqua's Schools

School Budget Edition ♦ May 2019 ♦ www.ccsd.ws



A message from the Board of Education

As members of the Board of Education of the Chappaqua Central School District, we consider it an honor and privilege to represent and serve a community that values the importance of providing all of our students with the best education possible. We are proud of Chappaqua's long history of offering a rigorous curriculum of core subjects, as well as a wide range of Advanced Placement and elective courses that challenge and empower our students. We are also proud of the extra-curricular activities and athletic programs that are available to our students, as these opportunities play an equally vital role in the social and emotional development of our children. It is our goal to provide all Chappaqua students with a well-balanced, well-rounded, comprehensive K-12 education, and to do our best to help prepare them for a meaningful and productive life beyond our District.

It is also of paramount importance that we present a fiscally responsible budget to the community. Our annual budget development process includes a thorough examination of our educational programs and practices as well as the operations and infrastructure of the District. The proposed school budget for the 2019-2020 school year is \$126,152,188. This represents a \$3,592,200 (2.93%) increase over the current budget. Tax rates are estimated to increase by 0.66% for residents in the Town of New Castle, and to increase by 1.63% for residents in the Town of Mt. Pleasant.

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 0.94%. This is currently one of the lowest increases in Westchester County. The proposed budget is again below the tax cap, and therefore eligible homeowners will receive a STAR Property Tax Rebate from NYS. The rebate amount will equal the STAR tax savings multiplied by a percentage, depending on income.

Two Ballot Propositions

In addition to voting on the proposed school budget and the proposed Chappaqua Public Library budget, and electing two Board of Education members and one library trustee, there also will be two ballot propositions. Proposition 1 would allow for renovations to the Bell School Cafeteria, and Proposition 2 would allow for the construction of security vestibules at the main entrances of our elementary and middle schools, as well as an ADA-compliant front entrance at Bell. (Please see pages 10 and 11 for more information regarding these propositions.)

It is important to note that the District is not seeking any additional monies by way of these ballot propositions. One will be supported by a transfer of monies from the District's Lunch Fund, and the other will be supported by the use of the District's Fund Balance. Neither proposition will impact the school budget in any way, nor affect the tax levy or the estimated tax rates.

For further details regarding the proposed school budget, please refer to the 2019-2020 budget book and budget presentations posted online at www.ccsd.ws/BudgetInfo. 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, 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 therefore urge you to vote on Tuesday, May 21st between 7am and 9pm in the gym at Horace Greeley High School.

Warren Messner, *President* Jane Kimmel Shepardson, *Vice President*
Holly McCall Jeffrey Mester Victoria Tipp

SCHOOL BUDGET VOTE

★ TUESDAY, MAY 21 ★
7AM ~ 9PM

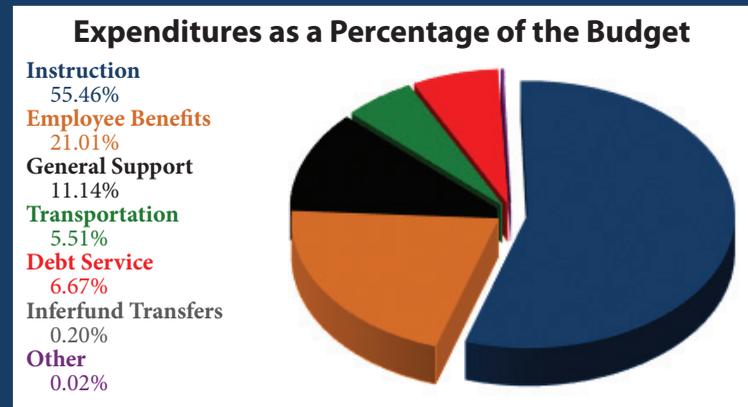
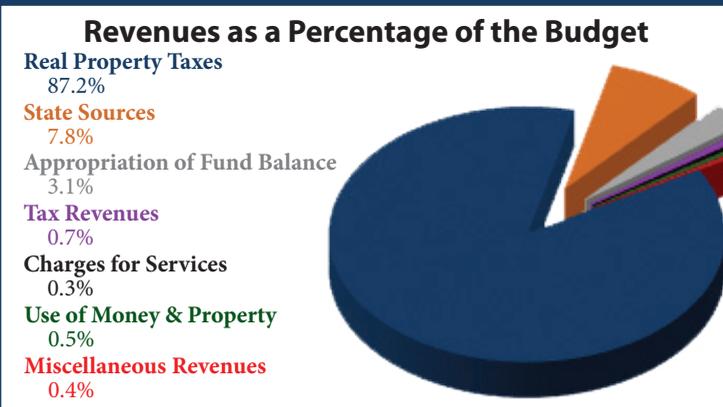
GREELEY GYM

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

Highlights of the Proposed 2019-2020 School Budget

- ✓ Responding to the BoE's Strategic Questions and District's Strategic Coherence Plan
- ✓ Ensuring students are physically, socially and emotionally safe
- ✓ Increasing opportunities for HG students in scientific research
- ✓ Increasing faculty leadership to support both the science research program and the new STEAM Center at the high school
- ✓ Providing additional staff to support both the athletic dept. and community facilities use
- ✓ Addressing a rising English as a New Language student population
- ✓ Redesigning outdated facilities WITHOUT impacting the tax levy
- ✓ Being below the tax cap to ensure community members are eligible for the STAR property tax rebate

Budget Summary ~ Revenues		2019-20 Proposed Budget	2018-19 Approved Budget	% Change
General Fund	Real Property Taxes	\$110,028,563	\$109,002,541	0.94%
	State Sources	\$9,787,259	\$8,865,760	10.39%
	Appropriation of Fund Balance	\$3,912,954	\$2,555,818	53.10%
	Tax Revenues	\$895,000	\$860,000	4.07%
	Charges for Services	\$403,412	\$405,869	-0.61%
	Use of Money and Property	\$575,000	\$235,000	144.68%
	Miscellaneous Revenues	\$550,000	\$635,000	-13.39%
TOTAL REVENUES		\$126,152,188	\$122,559,988	2.93%



Budget Summary ~ Expenditures		2019-20 Proposed Budget	2018-19 Approved Budget	% Change
General Support	Board of Education	\$58,623	\$55,301	6.01%
	Central Administration	\$410,650	\$384,250	6.87%
	Finance/Audit/Legal	\$1,496,390	\$1,501,212	-0.32%
	Human Resources/Public Information	\$532,286	\$491,463	8.31%
	Operations & Maintenance	\$9,675,534	\$9,373,044	3.23%
	Special Items	\$1,880,120	\$1,788,000	5.15%
	General Support Total	\$14,053,603	\$13,593,270	3.39%
Instruction	Supervision	\$4,380,366	\$4,370,182	0.23%
	Regular School	\$42,340,024	\$41,012,682	3.24%
	Special Schools	\$290,412	\$288,412	0.69%
	Special Education	\$12,933,991	\$12,676,415	2.03%
	Instructional Media	\$3,354,842	\$3,179,070	5.53%
	Pupil Services	\$4,676,027	\$4,618,954	1.24%
	Pupil Activities	\$1,987,898	\$1,949,047	1.99%
Instruction Total	\$69,963,560	\$68,094,762	2.74%	
Transportation Total	\$6,948,392	\$6,799,168	2.19%	
Community Services Total	\$21,978	\$21,235	3.50%	
Undistributed	Employee Benefits	\$26,500,129	\$27,303,987	-2.94%
	Debt Service	\$8,409,526	\$6,482,566	29.73%
	Interfund Transfer	\$255,000	\$265,000	-3.77%
Undistributed Total	\$35,164,655	\$34,051,553	3.27%	
TOTAL EXPENDITURES		\$126,152,188	\$122,559,988	2.93%

A message from the Superintendent of Schools

Dear Chappaqua School Community,

Development of a school budget actually begins back in the summer of each year. Through the thoughtful work of our administrative and faculty teams, our process was a collaborative effort that resulted in the thorough examination of our educational programs and District operations. Furthermore, we received input from residents through the Finance Advisory Committee, the Facilities Committee, the Health/Safety Committee and from those who provided direct commentary to us during the budget presentation process.

The Chappaqua Central School District is characterized by highly motivated students, a well-educated and talented staff, and an actively involved parent community, and the school budget enables us to provide a strong, interdisciplinary academic program that is committed to providing an excellent education for everyone. Our students communicate, collaborate and create in supportive, rigorous learning environments. They become confident critical thinkers, problem solvers, and innovators. Our students perform well on the Regents exams, SATs and other measures of academic achievement, and our schools consistently rank among the top schools in the county, state and the nation.

In order to continue Chappaqua's record of success, we have embarked on a Strategic Coherence Planning process. This extensive review will assist us in aligning and focusing the systems that define Chappaqua's schools with the reliable acquisition of the identified vital student skills and attributes that we believe are most critical to success beyond Greeley.

The primary **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

With this in mind, we believe we have prepared a budget that expands our programs and at the same time addresses key areas of our teaching and learning vision and goals in a fiscally prudent manner. With 77% of the proposed budget going toward instruction, the expenditure portion of the budget is specifically targeted to provide students and staff the resources and infrastructure needed for optimum teaching and learning in a safe and healthy environment.

Sincerely,

Christine Ackerman, PhD
Superintendent of Schools



Construction Update 2016 Capital Improvements Bond

Projects Completed

Global Learning Center (DG/RB/WO)
Room K110 (HG)
Science Labs (BS)
Competition Field - Turf, Track, Lights (HG)
C Field - Turf, Lights, Bleachers (HG)

Estimated Project Completion Time Line

July 1, 2019

STEAM Center (SB)

August 31, 2019

Side Field and Walking Path (BS)
Infrastructure (DG/RB/WO/BS/SB/HG)
STEAM Center (BS)
Global Learning Center (HG)
Instructional Center (HG L Building - phase 1)
Chappaqua Public Library

October 1, 2019

STEAM Center (HG)

November 30, 2019

Instructional Center (HG L Building - phase 2)

School Budget Analysis

Budget Increase (2.93%)

vs.

Tax Levy Increase (0.94%)

In looking at the school district's eight most recent budgets (2012-13 to 2019-20), the average budget-to-budget increase is 1.78% and the average tax levy increase (revenue from real property taxes) is 1.27%.

In June 2016, residents approved a \$42.5M Capital Projects Bond to improve infrastructure, upgrade fields, build active learning environments, and improve the Chappaqua Public Library.

To honor the commitment made to residents to keep the \$42.5M bond tax-neutral (having no impact on the tax levy or estimated tax rates), the sale of undeveloped land to a home developer, Use of Fund Balance, and an increase in Building Aid from NYS will offset the increase in Debt Service for the 2019-2020 School Budget.

Without this new Debt Service amount, the 2019-20 budget-to-budget increase would have been 1.29%, however, the tax levy and tax rates would have remained the same.

Using Instructional Space to Amplify Learning

Active learning is generally defined as a process whereby students engage in experiences that involve meaningful inquiry, action, imagination, invention, interaction, hypothesizing, and personal reflection. Simply stated, students learn by doing when applying their content knowledge to authentic work.

For some time now, the Chappaqua Central School District has been on a journey of creating active learning environments for teaching and learning--environments where 21st-century students can apply the content they learn to authentic projects, build new knowledge, and work together. We want students to explore their passions and solve relevant, complex problems both individually and collaboratively by using varied approaches, providing accurate feedback to each other, and by setting their own learning goals.

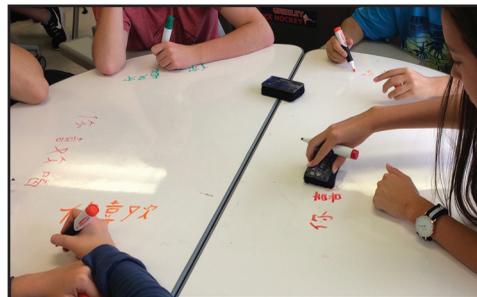
Traditional classroom spaces are confining and provide less flexibility for teaching and learning. With support from the Chappaqua School Foundation, **CLASSROOM REDESIGNS**, including the **iLAB** at HG, the **BELL LEARNING LAB**, and **UPPER COMMONS** at SB, have taken place across the District. These areas have been purposefully designed, furnished and equipped to become flexible learning spaces that can better meet the needs of all students as they participate in multi-disciplinary projects.

From kindergarten through graduation, our students learn in spaces that are designed to flexibly support a wide variety of learning styles and innovative instructional activities.

In addition, as part of the June 2016 Capital Bond, the District has redesigned the outdated library/computer lab space at each elementary school, and is currently in the process of repurposing the library space at Greeley. These flexible and adaptable **GLOBAL LEARNING CENTERS** support varied instructional techniques, promote student collaboration and research, and enhance virtual and face-to-face communication. These centers have spaces where students can work in individualized research stations or collaborate in open areas or smaller breakout rooms. In addition to print materials housed in stacks, there are also individual and small group learning areas, digital research resources, video teleconferencing, and streaming capability. We also have the flexibility to include new technologies as they emerge.

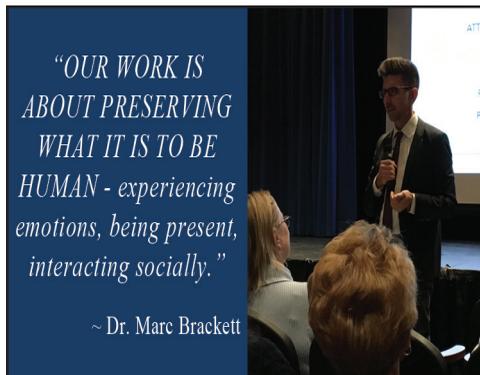
At the elementary level, a designated **MAKERSPACE** provides students with the tools and technology to envision, design, prototype and create following a design thinking process. And at Greeley, the plans include a designated media production studio that will provide students with the space and technology to create audio and video productions.

Other Bond projects include **STEAM CENTERS** at both middle schools and the high school, the redesign of Greeley's **K110**, and the transformation of Greeley's L Building into **INSTRUCTIONAL CENTERS**. These projects have supported active learning environments that foster the development of creative and critical thinking skills as well as differentiated learning.



K-12 Social Emotional Learning Curriculum Alignment

Social and emotional learning (SEL) is the process through which we understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



We know that feelings matter. Emotions drive our learning, decision-making, creativity, and relationships with others. The District is working extensively with Dr. Marc Brackett, Director of the Yale Center for Emotional Intelligence and Professor in the Child Study Center at Yale University to develop our social emotional program. He is the founder of the RULER approach. RULER is an evidence-based approach for integrating social and emotional learning into schools. RULER applies “hard science” to the teaching of what have historically been called “soft skills.” RULER teaches the skills of emotional intelligence--those associated with **r**ecognizing, **u**nderstanding, **l**abeling, **e**xpressing, and **r**egulating emotion. It does this by developing emotional intelligence in students from preschool to high school and in all adults involved in their education: school administrators, teachers, and support staff.

(For more information, please visit <http://ei.yale.edu/ruler>.)

Four Foundations of the RULER Program

CHARTER

The emotional climate of a school affects the community’s well-being and students’ ability to learn. The Charter is a collaborative document that helps schools establish supportive and productive learning environments. It is created by members of the community, outlining how they aspire to treat each other. Together, the community describes how they want to feel at school, the behaviors that foster those feelings, and guidelines for preventing and managing unwanted feelings and conflict. By working together to build the Charter, everyone establishes common goals and holds each other accountable for creating the positive climate they envision.

MOOD METER

Learning to identify and label emotions is a critical step toward cultivating emotional intelligence. Using the Mood Meter, students and educators become more mindful of how their emotions change throughout the day and how their emotions in turn affect their actions. They develop the self-awareness they need to inform their choices. Students learn to expand their emotional vocabulary, replacing basic feeling words with more sophisticated terms. By teaching subtle distinctions between similar feelings, the Mood Meter empowers students and educators to recognize the full scope of their emotional lives and address all feelings more effectively.

META-MOMENT

Emotions can either help or hinder relationships, and we all have moments that get the best of us. The Meta-Moment helps students and educators handle strong emotions so that they make better decisions for themselves and their community.

BLUEPRINT

How everyone in a school treats each other has a powerful effect on classroom performance and school climate. Conflict between students can get in the way of learning and success and increase the time teachers spend off task. The Blueprint helps students and educators manage conflict effectively.

Social Emotional Learning Fellowship

The SEL Fellowship is a K-12 cadre of staff who are charged with aligning our social emotional learning curriculum. Chaired by Dr. Ackerman and Chappaqua community member Dr. Phil Imperial, the fellowship is a two-year commitment with a focus on the following areas:

- ✓ Student Focus Group and Survey Data Analysis
- ✓ Assessment of Current Practices
- ✓ RULER Resource Organization for Staff
- ✓ Building Staff, Parent, and Student Awareness
- ✓ Determining the Role of Mindset and Mindfulness in our Work with Students
- ✓ Leveraging Student Voice in SEL Decisions

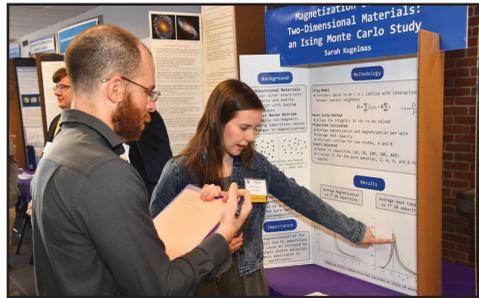


Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

News & Views From Around The District



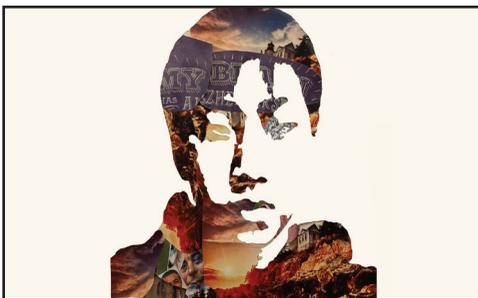
Cornell biology and entomology major William Kandalaft (HG '17) visits a kindergarten class at RBS.



Students in Greeley's Science Research Program consistently earn regional, state and national awards and recognition.



Elementary students look for figurative and literal language during independent reading time.



Photoshop + collage techniques = self portraits as part of the Legacy Project.



Elementary students waiting to disembark during an Ellis Island simulation.



Greeley students engage in aquaponics and hydroponics research.



Tri-State Consortium visits the District to provide feedback on our inclusive practices.



Horace Greeley High School is a proud member of the Special Olympics New York Unified Champion Schools program.



High school language students build fluency and community during visits to the Head Start program.



Jim Keady, a renowned educator and speaker in the area of social justice, addresses high school students.



Family and Consumer Science (FACS) students videotape their cooking for a weekly morning broadcast.



Performers and technical crews reach new heights with this year's productions.

Instructional Technology as a Tool to Personalize Learning

The digital age requires high academic standards, technological fluency, communication skills, interpersonal skills, information literacy, and independence in learning and critical thinking skills. Technology allows for a level of personalized learning, allowing students to learn at an appropriate pace and high level of rigor.

The digital future allows educators to rethink current practices and acknowledge that technology is both a tool and a catalyst for advancing pedagogical practice.

When flexibility, choice, and collaboration are the educational norm, kids see themselves as learners and leaders.

Technology Department Vision

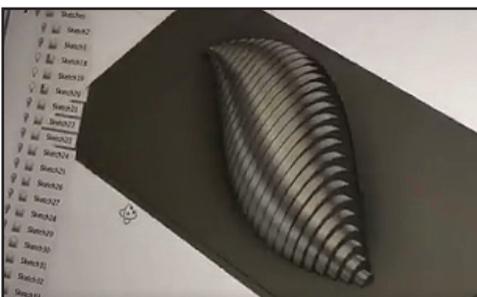
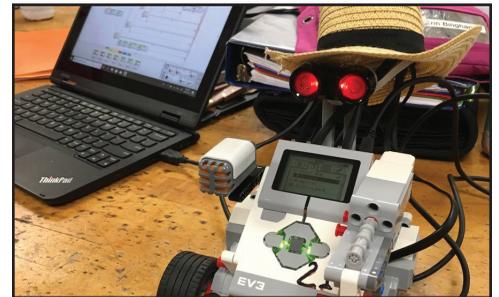
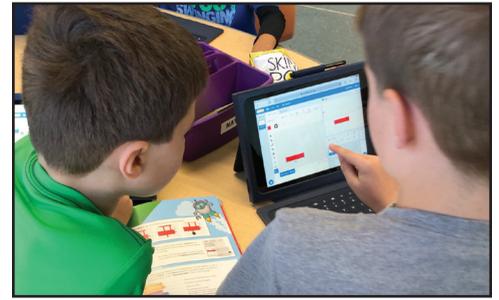
The Chappaqua Central School District will create an innovative, agile atmosphere of learning, that leverages advanced instructional technologies to support active learning environments. We will continually improve our secure and private infrastructure to support and advance District instructional visions and goals.

Digital Learning Goals

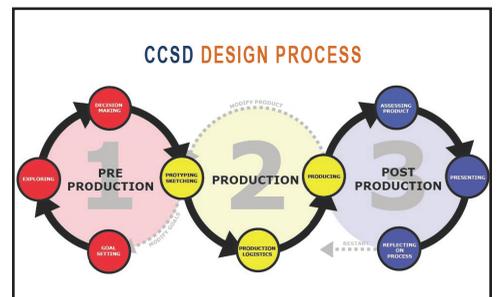
1. Support Chappaqua students to be thoughtful learners and critical thinkers by providing a technology-infused, active learning environment.
2. Prepare Chappaqua students to become collaborative citizens.
3. Create an environment that increases the value and efficiency of learning time.

Key Technology Initiatives for 2019-2020

- ❑ All students having one-to-one access to digital devices so we can increase personalized learning in all grade levels.
- ❑ As technology advances, we are improving our assistive technology platforms for special education students.
- ❑ Continue to build a Computer Science curriculum integrated with core subject areas in order to prepare students for future careers.
- ❑ Increase the use of our learning management systems to organize our academic courses and curriculum in a digital platform.
- ❑ Prepare students to be digital citizens: teaching them how to use tools in a positive and productive way, while safeguarding them online.



Instructional technology is an integral part of Chappaqua's culture, and will continually evolve to ensure that the District prepares all students to live, learn and work in a global, knowledge-based society.



K-12 Academic Program Curriculum Alignment

Rigorous curriculum, which is 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. As a result of our strategic planning process, we have recommitted to powerful, aligned and well-articulated curriculum for all subject areas, grades and buildings, to ensure that our students benefit from the highest quality learning experiences available.

Vision for Teaching and Learning

Active Student Learning - *We want students engaged in experiences that involve meaningful inquiry, action, imagination, invention, interaction, hypothesizing, and personal reflection.*

Strong Student Collaboration - *We want students to work cooperatively toward a common goal, exchange ideas, and rely on one another to create a product or arrive at a solution that could not be achieved by an individual.*

2019-2020 Curriculum Projects

- ✓ Our Phonics Committee has been hard at work choosing a new phonics program for early elementary classrooms.
- ✓ In order to increase consistency and coherence in our elementary school program, we have begun to develop a “Unit Pacing Guide” for all core subjects in grades K through 4.
- ✓ We have reaffirmed our commitment to the teaching of literacy using the Teachers College Reading and Writing Project in our elementary schools.
- ✓ We continue to strengthen our K-8 Math program with professional development and curricular revisions.
- ✓ With a focus on wellness and numerous updates to our athletic facilities, we are currently mapping our K-12 Health & Physical Education curriculum.
- ✓ With renovated library facilities in our elementary schools and Greeley, we are redesigning our Library curriculum with a greater emphasis on 21st century skills.
- ✓ The publication of the “Next Generation Science Standards” has supported our shift to a more intentional, skills-based science curriculum K-12.
- ✓ Our reading teachers will conclude the Wilson Level 1 Certification process this Spring and many of our special education staff will engage in this professional development over the next two years.

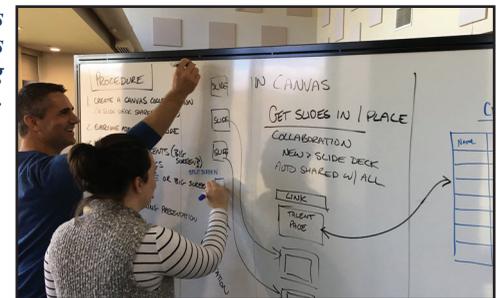


During a Professional Learning Day, faculty have opportunities to prep, plan, collaborate, and write curriculum.



Graduate Positioning (GPS) Fellows exploring future curriculum systems which support the teaching of 21st-century skills.

Chappaqua Accessible Instruction Teaching (CAIT) Fellows and Assistive Technology Fellows (ATF) engage in small group sharing and feedback regarding instructional strategies.



Revisoning of District-wide Assessment Practices

The measurement of student learning through assessment is essential as it provides useful feedback to both instructors, students, and parents about the extent to which students are successfully meeting course objectives and grade level standards. At the building and district level, we use data systems that help teachers and leaders track student performance, determine whether a student would benefit from supplemental instruction in a particular subject area, and inform the continuous review and improvement of curriculum.

During the strategic planning process, we learned from teachers that they desired a vertical communication system around student performance that stretched beyond the 3-8 NYS assessments. Our administrators shared that benchmark data would assist in placement decisions for children who may need additional support. We found out from parents that they sought more information on student progress throughout the school year beyond our traditional grade reports.

The District is engaged in conversations around the future of assessment in Chappaqua, with a specific focus on universal screening protocols for our incoming kindergarteners and computerized progress monitoring systems in ELA/Math for all students in grades K-8.

The District will also conduct a review of our elementary report cards during the 19/20 academic year and analyze, overall, how we communicate progress to our K-4 families. We look forward to expanding the ways we can all support our children through the use of meaningful assessment data.

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 2018-19 School Year	Budget Proposed for the 2019-20 School Year	Contingency Budget for the 2019-20 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$122,559,988	\$126,152,188	\$125,126,166
Increase/Decrease for the 2019-20 School Year		\$3,592,200	\$2,566,178
Percentage Increase/Decrease in Proposed Budget		2.93%	2.09%
Change in the Consumer Price Index		2.44%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$109,002,541	\$110,028,563	
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)	\$109,002,541	\$110,028,563	\$109,002,541
F: Permissible Exclusions to the School Tax Levy Limit	\$4,223,621	\$5,185,750	
G: School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$106,342,728	\$107,296,992	
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)	\$104,778,920	\$104,842,813	
I. Difference: (G-H); (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)**	\$1,563,808	\$2,454,179	
Administrative Component	\$10,115,383	\$10,263,444	\$9,996,114
Program Component	\$92,562,173	\$93,908,667	\$94,859,613
Capital Component	\$19,882,432	\$21,980,077	\$20,270,439

*Statement of assumptions made in projecting a contingency budget for the 2019-20 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law: *The contingency budget would require \$1,026,022 in reductions from the proposed 2019-20 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 2019-20 School Year
Estimated Basic STAR Exemption Savings ¹	\$1,872

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 2019-20 by the qualified voters of the Chappaqua Central School District, Westchester County, New York, will be held at the Horace Greeley High School in said district on Tuesday, May 21, 2019 between the hours of 7:00am and 9:00pm, prevailing time in the Horace Greeley High School Gymnasium, at which time the polls will be opened to vote by voting machine ballot or machine.

Estimated Tax Rate per \$1,000 of Assessed Value			
		Rate	% Change
Town of New Castle	2018-19 Actual	\$108.92	1.95%
	2019-20 Estimated	\$109.64	0.66%
Town of Mount Pleasant	2018-19 Actual	\$1,451.06	5.87%
	2019-20 Estimated	\$1,474.75	1.63%

Two Ballot Propositions

FAQs

Each ballot proposition is asking voters to allow the District to transfer money from specified accounts for the purposes of cafeteria and safety and security improvements. **The District is NOT seeking any additional monies by way of these propositions.**

Q: What improvement projects are being proposed?

A1: The first proposition involves the cafeteria at Robert E. Bell Middle School--specifically, certain alteration, reconstruction, and renovation work, including replacement of equipment and removal of a wall. (Please see photos on page 11.)

A2: The second proposition will address safety and security issues at the 3 elementary and 2 middle schools--specifically, certain alteration, reconstruction, and improvements including but not limited to building access/entrance renovations and reconstruction, installation, repair and upgrades of building access controls and security measures. Each elementary and middle school will have a security vestibule with two sets of locked doors with shatter-resistant glass. Visitors would first be "buzzed" into a holding area where they would engage with security personnel and produce identification. Upon further vetting, visitors would then be buzzed past the second set of locked doors with bullet-resistant glass in order to enter into the school. (Please see photos on page 11.)

Q: How will these two propositions be funded?

A1: For the *Bell School Cafeteria Improvements Proposition*, at a maximum expenditure of \$390,000, the District is seeking voter approval to transfer up to \$190,000 from the Fund Balance in the School District Lunch Fund as of June 30, 2019 to the capital fund to pay for the costs of such project, with the remaining amount to be paid through interfund transfers to the capital fund in the general fund budgets for the 2018-2019 and 2019-2020 school years. No budget increase is called for in this proposition.

Q: Why doesn't the District instead transfer the \$190K to the General Fund and use it to reduce the tax levy?

A: Doing so is prohibited by New York State education law. The School Lunch Fund is a separate, stand-alone fund used to account for revenues and expenditures in connection with the school district's food service program. Monies in the School Lunch Fund can be used only for expenditures relating to the food services program (e.g. equipment, furniture, renovations, etc.).

A2: For the *Safety & Security Improvements at the Middle Schools and Elementary Schools Proposition*, at a maximum expenditure of \$1,350,000, the District is seeking voter approval to transfer the amount up to \$1,350,000 from the Unassigned Fund Balance for the 2018-2019 school year to the capital fund to pay for the costs of such project.

Q: Will either proposition impact the proposed 2019-20 school budget, or future budgets?

A: No. These two propositions will have no impact on the school budget in any way. Neither will affect the final budget numbers; neither will affect the tax levy, and neither will affect the tax rates for District residents. No budget increase is called for in these propositions. **The District is NOT seeking any additional monies by way of these propositions.**

Q: How will each proposition be worded on the ballot come May 21?

BELL SCHOOL CAFETERIA IMPROVEMENTS PROPOSITION

"Shall the Board of Education of the Chappaqua Central School District, Westchester County, New York be authorized to perform certain alteration, reconstruction and renovation work, including replacement of equipment at the cafeteria at the Robert E. Bell Middle School, including incidental expenses, at a maximum expenditure of \$390,000, with the amount of up to \$190,000 to be transferred from the Fund Balance in the School District Lunch Fund as of June 30, 2019 to the capital fund to pay for the costs of such project. (The remaining amount will be paid through interfund transfers to the capital fund in the general fund budgets for the 2018-2019 and 2019-2020 school years.) No budget increase is called for in this proposition."

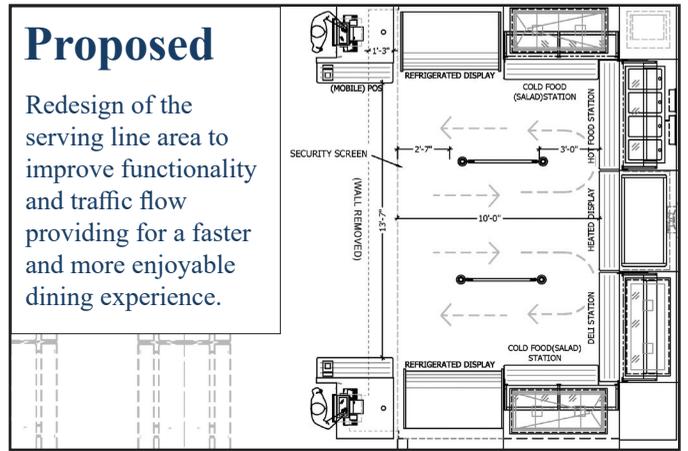
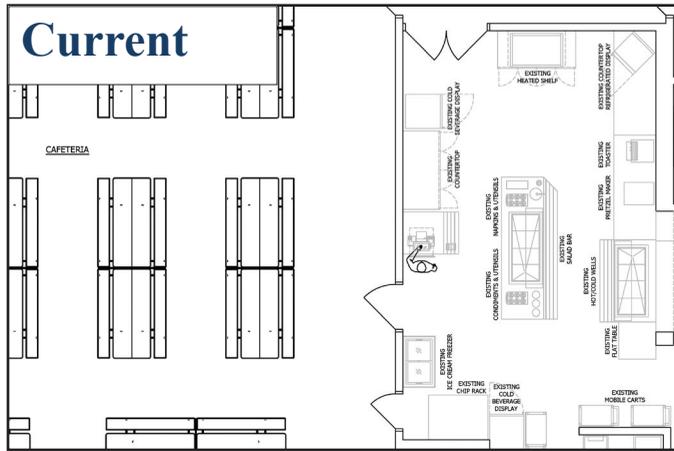
SAFETY & SECURITY IMPROVEMENTS AT THE MIDDLE SCHOOLS AND ELEMENTARY SCHOOLS

"Shall the Board of Education of the Chappaqua Central School District, Westchester County, New York be authorized to perform certain safety and security alteration, reconstruction and improvements at the Robert E. Bell and Seven Bridges Middle Schools and Douglas Grafflin, Roaring Brook and Westorchard Elementary Schools, including but not limited to building access/entrance renovations and reconstruction, installation, repair and upgrades of building access controls and security measures, including incidental expenses, at a maximum expenditure of \$1,350,000, with the amount of up to \$1,350,000 to be transferred from the Unassigned Fund Balance for the 2018-2019 school year to the capital fund to pay for the costs of such project. No budget increase is called for in this proposition."

Q: How can I get more information or ask a question?

A: Please contact John Chow, Assistant Superintendent of Business, at 914-238-7200 x1006 or via email at jochow@ccsd.ws.

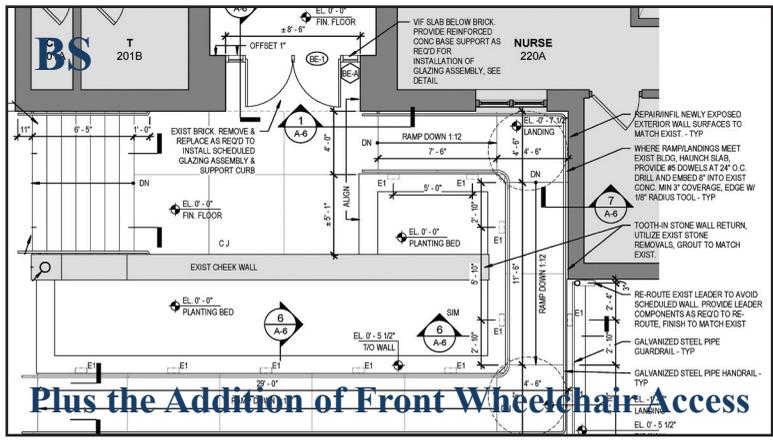
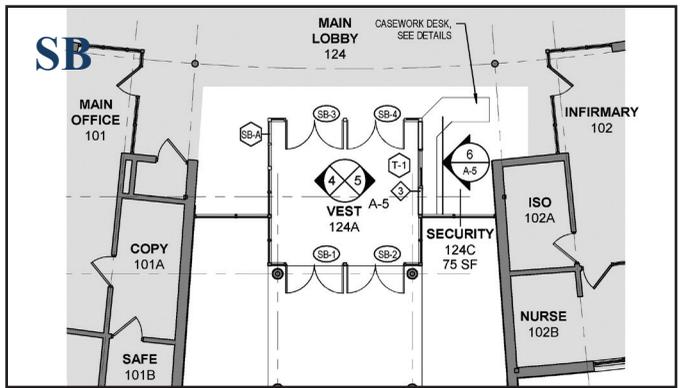
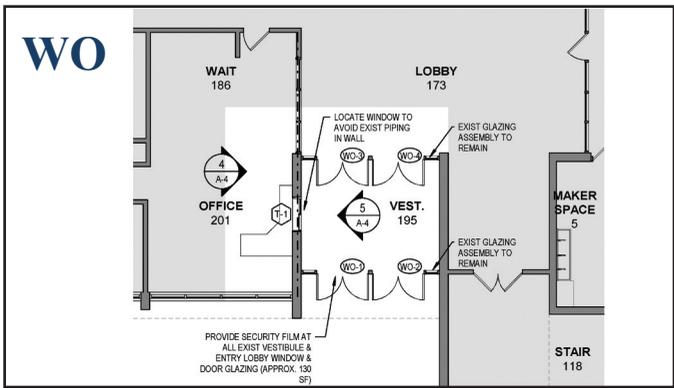
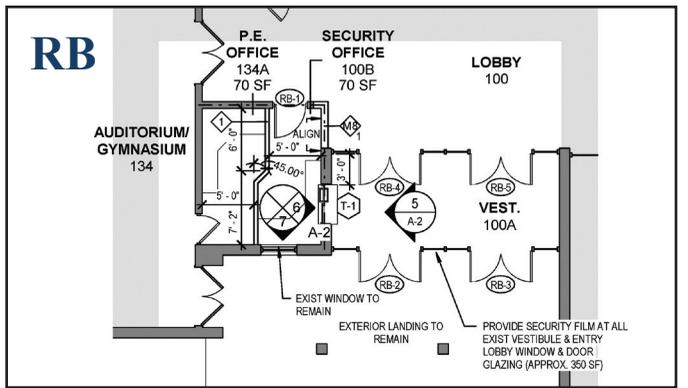
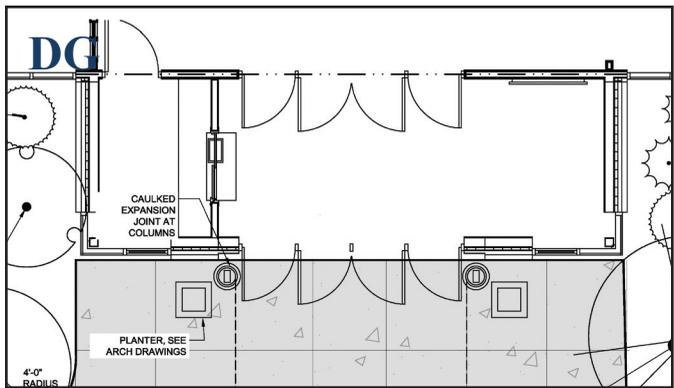
Robert E. Bell Middle School Cafeteria Renovations Proposition 1



Proposed

Redesign of the serving line area to improve functionality and traffic flow providing for a faster and more enjoyable dining experience.

Security Vestibules at DG / RB / WO / BS / SB Proposition 2



Plus the Addition of Front Wheelchair Access

Chappaqua Schools

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

Web: www.ccsd.ws E-mail: BoEducation@ccsd.ws Phone: 914.238.7200 Fax: 914.238.7218

Facebook: @ChappaquaCentralSD Twitter: @chappaqua_csd

Board of Education

Warren Messner, *President*

Jane Kimmel Shepardson, *Vice President*

Holly McCall

Jeffrey Mester

Victoria Tipp

Superintendent of Schools

Christine Ackerman, Ph.D.

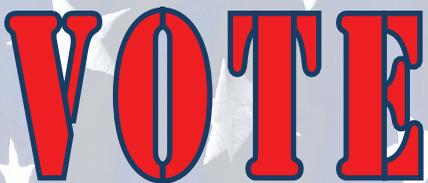
District Clerk

Liisa Elsner

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por favor visite www.ccsd.ws/Espanol.



Tuesday, May 21, 2019

7am ~ 9pm ♦ Greeley Gym

WHAT'S ON THE BALLOT?

<p>YES NO</p> <p>SCHOOL BUDGET RESOLUTION</p> <p>RESOLVED: That the Board of Education of the Chappaqua Central School District be and hereby is authorized to expend the sum of \$126,152,188 set forth in the School District Budget for the School Year 2019-2020, and that the necessary tax be levied therefor.</p>	<p>YES NO</p> <p>LIBRARY BUDGET RESOLUTION</p> <p>RESOLVED: That there is hereby appropriated the sum of \$3,176,254 for the Chappaqua Central School District Public Library for the School Year 2019-2020, and that the necessary tax be levied therefor.</p>
<p>YES NO</p> <p>BELL SCHOOL CAFETERIA IMPROVEMENTS PROPOSITION</p> <p>“Shall the Board of Education of the Chappaqua Central School District, Westchester County, New York be authorized to perform certain alteration, reconstruction, and renovation work, including replacement of equipment at the cafeteria at the Robert E. Bell Middle School. No budget increase is called for in this proposition.</p> <p><i>*NOTE: Actual, complete wording of this proposition can be found on page 10.</i></p>	
<p>YES NO</p> <p>SAFETY & SECURITY IMPROVEMENTS AT THE MIDDLE SCHOOLS AND ELEMENTARY SCHOOLS</p> <p>“Shall the Board of Education of the Chappaqua Central School District, Westchester County, New York be authorized to perform certain safety and security alteration, reconstruction, and improvements at the Robert E. Bell and Seven Bridges Middle Schools and Douglas Grafflin, Roaring Brook and Westorchard Elementary Schools. No budget increase is called for in this proposition.</p> <p><i>*NOTE: Actual, complete wording of this proposition can be found on page 10.</i></p>	
<p>To elect TWO members of the Board of Education for a term of three years.</p>	<p>To elect ONE Trustee of the School District Library for a term of Five years.</p>
<p>Cailee Hwang</p>	<p>Lane Shea</p>
<p>Hilary Grasso</p>	
<p>Warren Messner</p>	
<p>Jeffrey Mester</p>	
<p>Leah Heiss</p>	