



Hastings Happenings

SPRING 2023 SPECIAL BUDGET EDITION

A MESSAGE FROM THE BOARD OF EDUCATION

Dear Hastings Residents,

As our 2022-23 school year draws towards a close, we would like to take a moment to reflect on the fitting regrowth that has characterized our District best. Individual achievements are always ample, but what has heartened all of us has been the true return of our community of students — to our program offerings, our athletic teams, our theater and music performances, and to our arts, clubs, and activities. Our wider Hastings community has also returned to once again fill our fields with cheers and our auditoriums with applause. These moments remind us that Hastings schools remain successful because of all who work on behalf of our students and all who live here.

In this spirit, the proposal for the 2023-24 budget is presented for your consideration. This budget reflects the collaborative work of our superintendent, building principals, administrators, our business official, our Board of Trustees, and, in a very real sense, the collaboration of our residents as well. This forthcoming year marks the first time since the institution of New York State Foundation Aid that New York State is funding our District according to the state's own formula, essentially returning taxpayer money to the District. Details about the benefit of this aid and our District's prudent consideration of it are outlined on the following pages.

Our budget for next year includes the continuation of our programs, the institution of a math interventionist to help address pandemic-related learning loss, and a welcoming evolution of our in-house special education resources.

Residents may note that the proposed increase in the 2023-24 budget sits at or below the median in Westchester. This is a result of the consistent, disciplined, and principled stewardship of our collective District leadership. Our debt load remains low. Our reserves remain healthy. Our ability to support the District's long-term educational goals remains on track. Our board is pleased to endorse this budget as an opportunity for all residents to share in support of our continued success.

BUDGET SUMMARY

2023-24 Proposed	\$57,609,700
2022-23 Adopted	\$55,293,555
Budget-to-Budget Increase.....	4.19%
Proposed Tax Levy Change.....	2.83%

TUESDAY MAY 16, 2023

SCHOOL BUDGET VOTE
7:00 a.m. - 9:00 p.m.
Cochran Gymnasium
Hastings High School

Please take time to review the enclosed information. The full budget is available on our website: www.hohschools.org. Be in touch if you have questions. Board trustees and the superintendent are always available and our contact information can be found on the back page of this newsletter.

Voting for the budget will take place at the Cochran Gym at Hastings High School on Tuesday, May 16, 2023, 7 a.m. to 9 p.m. If you would prefer to vote by absentee ballot, please contact our District Clerk at 914.478.6402 or delabarreram@hohschools.org.

Sincerely,
Board of Education Trustees

VOTE — TUESDAY, MAY 16, 7 A.M. - 9 P.M. — COCHRAN GYMNASIUM, HASTINGS HIGH SCHOOL

Hastings-on-Hudson UFSD

FOSTERING CREATIVITY & CONNECTION

The District believes that embracing a child's individual gifts, opportunities, and challenges, produces strong intellectual outcomes, fosters compassionate leaders, and brings joy and meaning to the educational experience.

During the 2022-2023 school year, students combined their creativity with charitable acts, found new ways to learn and grow, and built strong connections with each other and the community. Here are just a few examples.



Fifth graders at Farragut Middle School celebrated 1,000 days of school, the total number of days since their start in Hillside's kindergarten class, by participating in a Chain of 1,000 exercise. Using what they learned about fractions, they determined how much paper was needed to make 1,000 links and cut it into strips. On each strip, they wrote notes including what they love most about FMS, what they've learned along the way, and what they are grateful for. The result was a vibrant Chain of 1,000 links.



Hillside Elementary School won the National Blue Ribbon Award this year. To honor students and staff, a committee planned a week of celebrations including a kick-off event with surprises for village residents, a "Walk the Blue Carpet" day for Hillside students and Farragut Middle School's fifth graders, a recognition ceremony for teachers, and even a visit from Blue Man Group.



The Hastings Alternative School Program (HASP), whose mission is to promote a sense of family for students, began in 1985 with 17 juniors and now includes students from all grade levels at Hastings High School. With an emphasis on learning and success, HASP uses small classes, regular community meetings, and a student-run court modeled after restorative justice programs to challenge students to realize their highest potential. Over the years, it has helped meet the needs of more than 500 students. Pictured here are students on a field trip; a four- to five-times-a-year occurrence to enhance the students' academic and social environments.



Hudson Valley's Paws for a Cause teamed up with a class at Farragut Middle School taught by Larry Cerretani. The Animal Assisted Activity Program features a three-year-old chocolate labrador/shar-pei mix certified therapy dog named Harper, and her handler, Jackie. Every other week, the team comes to visit Cerretani's class and students read a current events article to Harper, who is certified in the R.E.A.D. (Reading Education Assistance Dog) program.



High Schoolers in the Hastings Theatre Program recently performed their spring musical *Something Rotten!* - the last production of the 2022-23 school year. *Something Rotten!* takes place in 1595 in London, England. The Bottom brothers, Nick and Nigel, are trying to find success by writing plays, but are outshined by the rock-star playwright of the Renaissance, William Shakespeare. Desperate to find success, Nick gets help from a soothsayer for the next big hit. It was a performance to remember!



This year's Farragut Middle School Social event provided students with opportunities to build social skills, cultivate positive emotions, and practice face-to-face communication absent of cell phones. This positive environment is meant to have something for all students.



To culminate a unit on the history of Hastings, Hillside's second graders enjoyed celebrations with their families. The unit began with a presentation from Hastings Historical Society President, Natalie Barry, where students learned about Hastings' principal industrial sites. Later, they were tasked with creating proposals for the waterfront. Pictured here is second grader Alexander Marango, a student in Kaitlyn O'Sullivan's class, holding a drawing of his waterfront proposal. His idea was to transform the waterfront into an arcade, a 3D-printing shop and a waterpark.



In Hillside's Senior Sewing program, a tradition that began in 1973, senior citizens of the village devote their time to sew with students and their families. Each Hillside class participates in the program once a year and every grade level sews a stuffed animal. The PTSA has continued the tradition, with classes that help children improve their communication and motor skills, follow instructions, use their imagination and creativity, and learn patience.



Hastings High School and Project Share hosted their Annual Thanksgiving Dinner for the homeless in November. A 33-year tradition, the dinner treats adults and children to a feast prepared and served by students, staff, parents and residents. Pictured here are Project Share students setting up Cochran Gym for the feast.



Hastings High School's Art Club and the National Art Honor Society (NAHS) teamed up to host an Elbow-Making Fundraiser. Students and staff gathered in the high school lobby, watched a quick demonstration, and made small decorative bowls with their elbows. The bowls will be fired and glazed, put on display, and made available for purchase at the middle and high school art show. All proceeds will be donated to the Hastings Food Pantry.

BUDGET FAQ

For these FAQs and more
budget information visit our website
at www.hohschools.org/Page/5991

1) Are there any cuts to programs or personnel?

No, there are no reductions to any programs in the proposed budget. It is the goal of the administration and the Board of Education to present a budget that advances the academic and social-emotional growth of our students.

2) What are the main drivers of this year's proposed budget?

The total budget increase for 2023-24 is \$2.3 million, which is a 4.19% increase over the current year. This is a net growth amount, meaning some areas of the budget decreased based upon student needs as others grew. There is also savings based on retirements and changes in personnel.

Two areas account for the majority of the growth:

- Bond Payment – Approximately 26% of the increase in the proposed budget is attributed to principal and interest payments of the \$18.3 million bond, which was passed by voters in 2018 to fund capital improvements at all three schools. This accounts for \$611,000 of the total budget-to-budget increase.
- Staffing increases and mandatory contractual and benefit increases account for approximately \$860,000 dollars, or 30% of the budget-to-budget increase.

3) What is the proposed budget tax levy increase?

The tax levy will increase by approximately 2.83% over last year's levy. However, the increase to individual homeowners may be different if the assessed valuation of the village increases. The 2.83% tax levy increase represents the direct impact on the Hastings taxpayer, and

is lower than the 4.19% budget-to-budget increase due to the overall increase in revenues, such as State Aid.

4) Is the District using reserves to lessen the overall tax levy impact?

The District has reserves that are created and funded for specific liability purposes. Over the years, the District has been able to reserve monies to help offset rises in items, such as retirement expenses, to help mitigate the tax impact on residents. The District recognizes the current financial pressures of our taxpayers, and this year, is proposing drawing on reserves to help offset some of the increases in costs.

5) Is the Proposed Budget within the NY State Tax Levy Cap?

Yes, the District has an allowable increase to the tax levy under New York State law of close to \$2 million;

the proposed budget levy is almost \$530,000 under the allowable limit.

7) Are budget increases a regional trend?

Yes, significant budget increases are a regional trend. Increased costs affect all districts and largely reflect rising costs driven by inflation, New York State policy mandates, shifting state pension obligations, and other non-local and non-discretionary drivers.

8) What happens if the budget fails to pass?

If the budget does not pass, the board may present the budget again for a re-vote, either as is, or with reductions to programs, personnel, and/or services. Should the budget fail again in a second vote, the district automatically adopts a contingency budget, which would mandate reductions of approximately \$1 million dollars.

Budgets that are defeated on a re-vote do not allow any increase to the tax levy from the previous year.

THE HASTINGS BOARD OF EDUCATION AND THE HASTINGS PTSA AND SEPTA



HASTINGS
PTSA

SEPTA

INVITE YOU TO A FORUM ON THE HASTINGS-ON-HUDSON

**2023-2024
BUDGET** | Hillside Multi-Purpose Room
**May 9, 2023
6:30 - 7:30 PM**

Submit questions in advance
@ bit.ly/Budget_Question

To learn more about the
2023-24 Budget visit
www.hohschools.org/domain/21

PORTRAIT OF A HASTINGS LEARNER

A STRATEGIC FRAMEWORK FOR ACTION

At the beginning of the school year, a Core Team representing students, teachers, administrators, parents and Board of Education members embarked on a journey to develop a strategic framework for the future of Hastings-on-Hudson schools. This framework is called the Portrait of a Hastings Learner, and it will serve as the cornerstone for all aspects of the district's future K-12 work.

According to Assistant Superintendent of Curriculum & Instruction Dr. Melissa Szymanski, who is leading the charge, the Portrait is being designed for all students. "It's about building a vision that amplifies the bright spots that we already see illuminated, and creating new possibilities," she said.

The District held a series of work sessions from September through December, which were facilitated by Hastings' external partner, Judith Wilson. Throughout the sessions, the 29-member Core Team analyzed role-specific survey data from personnel, families, and community members, and discussed current and future goals. As a result of this examination and reflective dialogue, a draft of the Portrait was created and presented to the Hastings Board of Education and community.

Members of the Core Team Shared Their Reflections on the Process.

"I was impressed by the passion and dedication to our children's education and growth that the stakeholders demonstrated," said parent and Vice President of Fundraising for the PTSA Robin Muskin. "Our facilitator, Judy, fostered a safe and supportive space where we were able to speak openly and honestly."

"When asked our opinions on certain matters, we felt heard," said junior Jael Sanchez. "I think this is going to help the district as a whole, and all the viewpoints will make it the best it can be."

Over the last couple of months, an Action Step Planning Committee, made up of faculty across the District, was formed. The group's mission was to create concrete, 18-month action steps associated with each of the Portrait's three GOALS:

1. *We will foster authentic learning experiences that cultivate passion, aspiration, and action.*
2. *We will nurture a community of diverse thinkers who actively create and participate in a just and compassionate society.*
3. *We will honor individuality while respecting our shared humanity.*

After two full-day work sessions, the 21-member Action Step Planning Committee has created three concrete action steps. Student Union representatives will be conducting focus groups to gather input as to how we might best actualize these action steps. Once finalized, the action steps will make the elements of the Portrait a reality for all students, and 18-month action plans will be designed for each area of targeted, systemic work.

As the work unfolds, updates will be shared with the community. Implementation of the action steps is expected to begin in July 2023.

For more information, visit the Portrait of a Hastings Learner page of the District's website (www.hohschools.org), or refer to the below infographics designed by Hastings High School junior Maximilian Dodziuk, in partnership with Art Department Chairperson Ezra Elliot, and Communication Associates Chris Yerkes and Jackie Saviano.



WHAT YOU WILL SEE ON THE BALLOT

PROPOSITION I

YES | NO

Shall the Board of Education of the Hastings-on-Hudson Union Free School District, Town of Greenburgh, NY, be authorized to expend the sums set forth in the 2023-2024 Annual Budget in the total amount of \$57,609,700 and to levy the necessary tax therefore?

ELECTION

OF SCHOOL BOARD MEMBERS

The election of two Board of Education trustees will take place at the same time as the budget vote. Below are the Board of Education candidates:

- Jeremy Galland
- Kai MacMahon
- Theresa McCaffrey
- Jodie Meyer

BUDGET OVERVIEW

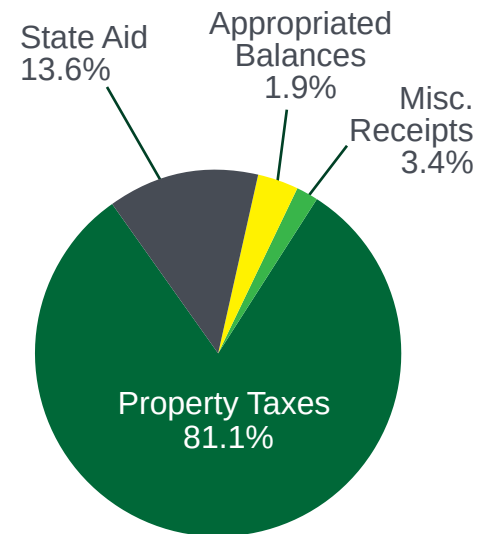
HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT PROPOSED 2023/24 BUDGET

APPROPRIATIONS	ADOPTED BUDGET 2022/23	PROPOSED BUDGET 2023/24	BUDGET CHANGE
General Support	\$5,042,356	\$5,186,111	\$143,755
Instruction	\$33,857,411	\$34,275,179	\$417,768
Pupil Transportation	\$1,499,505	\$1,802,975	\$303,470
Undistributed	\$14,894,283	\$16,345,435	\$1,451,152
TOTAL	\$55,293,555	\$57,609,700	\$2,316,145
% BUDGET CHANGE			4.19%

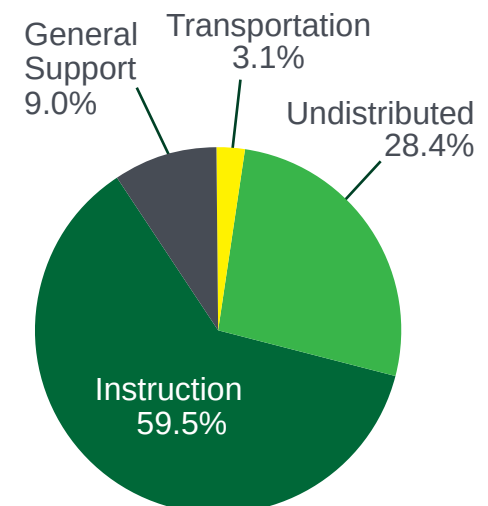
REVENUES	ADOPTED BUDGET 2022/23	PROPOSED BUDGET 2023/24	BUDGET CHANGE
State Aid	\$6,403,146	\$7,863,000	\$1,459,854
Misc. Receipts	\$1,675,000	\$1,945,000	\$270,000
Appropriated Balance	\$854,843	\$354,843	-\$500,000
Retirement Reserve	\$850,000	\$650,000	-\$200,000
Reserve for Tax Certiorari	\$100,000	\$100,000	\$0
Property Taxes	\$45,410,566	\$46,696,857	\$1,286,291
Total Receipts	\$55,293,555	\$57,609,700	\$2,316,145
% TAX LEVY CHANGE			2.83%
Assessed Valuation	\$2,147,194,523	\$2,301,801,792*	\$154,607,269
Tax Rate	\$21.14	\$20.29	-\$0.85
Tax Rate Change			-4.02%

*Assessed valuation is subject to change.

REVENUES



EXPENDITURES



BOARD OF EDUCATION TO APPOINT NEW MATH INTERVENTIONIST FOR FARRAGUT

Beginning in the 2023-24 school year, the Board of Education will appoint a Math Interventionist for Farragut Middle School. The new position, which comes as a result of the increase in New York State's Foundation Aid, will function in collaboration with teachers, administrators, and families, to provide direct supplemental support to students.

"We've been in need of support that is exclusive to students to help them meet grade-level expectations," said Principal Jennifer Spirelli. "The interventionist will be that catalyst, and will use data from universal screenings and classroom performance to deliver differentiated, research-based, small group or individual instruction."

To qualify for intensive intervention, students must fall under Tier 3 of the Multi-Tiered Systems of Supports (MTSS) Framework. Below is a diagram to illustrate the three-layered MTSS model.

According to Assistant Superintendent of Curriculum & Instruction Melissa Szymanski, a dedicated interventionist will bring a more targeted approach to student support in the area of mathematics at Farragut Middle School.

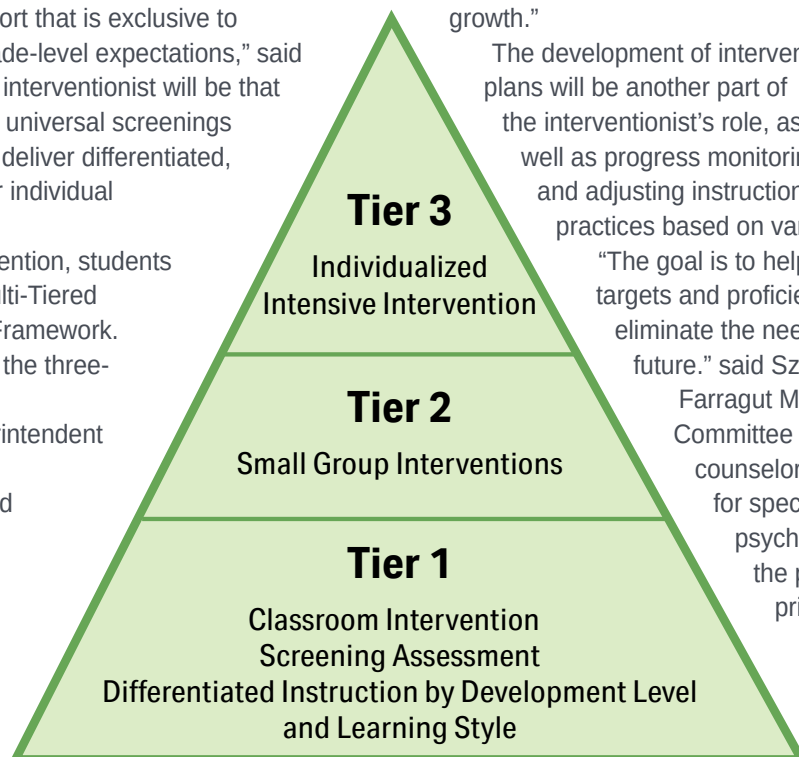
"A Math Intervention Specialist already exists

at the elementary level," Szymanski said. "Historically, there was a position to provide math support at FMS, but it was split between coaching teachers and working with students. This new position will focus solely on student growth."

The development of intervention plans will be another part of the interventionist's role, as well as progress monitoring and adjusting instructional practices based on varied learning styles.

"The goal is to help students meet growth targets and proficiency standards, and hopefully, eliminate the need for additional support in the future," said Szymanski.

Farragut Middle School's MTSS Committee (made up of two school counselors, a team coordinator for special education, a school psychologist, a social worker, the principal, and the assistant principal) is confident that the math interventionist will play a crucial part in amplifying learning opportunities and student success.



CAPITAL FUND TO FINANCE SPECIAL EDUCATION FACILITIES UPGRADE

As part of the District's long-range facilities planning, the 2023-24 proposed budget includes a recommended capital expenditure of \$500,000. This one-time transfer will address high-priority programmatic facility improvements, with the majority of funds allocated toward building new classrooms for middle and high school students in the Daily Living Skills program. The new classrooms will comply with the accessible design

standards set forth by the Americans with Disabilities Act (ADA).

"As a District, we have a moral, ethical and legal obligation to educate all students to the full extent of their interests and talents through the age of 21," said Special Education Director Laura Sullivan.

Without the legally required space at Hastings, there are currently a number of students with disabilities who attend Daily Living Skills programming outside

of the district.

"The proposed capital improvements at the Farragut Complex will allow us to provide more opportunities for our students to be educated in their home district," Sullivan said.

The full renovation includes two new classrooms with a shared kitchen, washer, dryer, and apartment space, as well as floor abatements and HVAC upgrades.

Continued Page 9

CURRICULUM REVIEW CYCLE

CONTRIBUTES TO GROWTH IN ALL AREAS

Last year, the District launched a Curriculum Review Cycle with the purpose of ensuring ongoing commitment to the growth of all areas of curriculum.

“This is a strength-based model which provides an inquiry-based approach to celebrating successes and identifying opportunities for improvement,” said Assistant Superintendent of Curriculum &

Instruction Melissa Szymanski.

Below is a progress summary from a sample of curriculum areas. This information is also included in the Mid-Year Report, located on the Superintendent’s Office page of our website (hohschools.org).

“This multi-year work will continue in all content areas,” Szymanski said.

Curriculum Area Areas of Accomplishment

Mathematics	Following a lengthy process of curriculum inquiry, professional learning, and site visits to other districts, the Hillside Mathematics Committee, made up of general education teachers, a special education teacher, a mathematics interventionist, and administrators unanimously selected <i>Reveal</i> as a new elementary mathematics resource. Implementation agreements are in the process of being developed with professional learning for the broader faculty to follow.
World Languages	With the leadership of Katie Paz, World Languages Department Chairperson, the department began an analysis of the revised New York State Standards with a focus on interpersonal and presentational communication modes. Teachers shared activities and assessments across the checkpoints they teach, identifying what was already being done within these two modes, and considering what to incorporate into the future They watched webinars to deepen their understanding of each mode, explored student work, and engaged in a calibration exercise to align around proficiency expectations.
Health	Drew Wendol, Director of Physical Education, Health, and Athletics, and Melissa Szymanski, met with middle school and high school health teachers to review data and curriculum standards, and identify the next level of work. The group created a scope and sequence for middle and high school health classes, outlined key instructional units for each grade level, and articulated student learning outcomes for each area. Collaborative design and peer feedback were integral to identifying strengths, gaps, and opportunities. Enhancements are in the process of being designed and are anticipated to be implemented in fall 2023.
Physical Education	The Physical Education Department has been engaging in an examination of the K-12 curriculum scope and sequence and New York State Standards. The team made recommendations for improvement and created five goals for subsequent work together: (1) create and populate an “arc” template to enhance programmatic coherence and skill development across the three buildings, (2) create lessons to augment standards alignment, (3) enhance consistency of unit planning, (4) create a visual assessment template, and (5) consider innovative practices.
Computer Science & Digital Fluency	A team of technology “lead learners” met to review New York State Computer Science & Digital Fluency Standards, plan next steps for broader faculty involvement, and make connections to instruction. These sessions were facilitated by Leslie Accardo from the Lower Hudson Regional Information Center. The team’s work included: <ul style="list-style-type: none"> • Learning sessions to unpack K-12 computational thinking • Cybersecurity & Network and Design Standards analysis • Exploring technology-related job projections for 2030 • Activities related to algorithms and programming • A virtual cybersecurity field trip
Culturally Responsive Pedagogies	Diversity and Inclusion Coordinator, Dr. Jenice Mateo-Toledo, has been working on several initiatives including: <ul style="list-style-type: none"> • Center Lane workshops for middle school and high school educators, focusing on identity development and LGBTQ+ youth. Work will continue with this organization in the future • Facing History & Ourselves professional learning to help staff enhance culturally relevant and equitable teaching practices • Racial Equity Day in early February, where representatives from the Innocence Project joined high school students to discuss the intersectionality of the criminal justice system and racial equity. • The Sparks curriculum at Hillside for fourth graders with lessons focused on identity and race. Third grade teachers have also been working together to update the social studies curriculum, with a focus on the varying perspectives that exist as a result of where one might live in the world.
Special Education Advisory Committee	The Special Education Advisory Committee, consisting of administrators, general education teachers, special education teachers, teacher aids, related service providers, and parents, began convening in July 2022. Since then, the group has been using an improvement science process to guide their work. After an analysis of qualitative and quantitative data, the committee identified an aim: to increase self-efficacy for students with disabilities. They also created a theory of action: “If we increase students’ self efficacy, then we will improve the academic performance of students with disabilities and students will feel supported, comfortable, and confident to pursue whatever path is best suited for their individual success.” Research on cultivating self-efficacy led to identification of areas to target district-wide: (1) data analysis practices, (2) mindset messaging, (3) differentiated instruction. The work will continue with the development of concrete action steps and timelines for implementation.
English Language Arts (Hillside)	Literacy work continues at Hillside with teachers delving into word and language study to further enhance literacy instruction. Teachers are integrating language study into their curricular units through shared reading, shared writing, writer’s workshop and small group work. In addition, they are using student assessment data to drive their word study instruction, differentiating based on students’ stage of development. Teachers are also using writing progressions and language study maps to offer targeted feedback to students. With this differentiated approach to literacy, all students have the opportunity to learn, grow, and thrive.

A SHOUT OUT TO OUR COMMUNITY PARTNERS

There are several community partners that provide the District with financial support and volunteer support, enhancing the educational environment with innovative programs that help students and staff find success, meaning, and joy in Hastings-on-Hudson Public Schools. These school-affiliated groups include:

- PTSA
- SEPTA
- Hastings Education Foundation
- Hastings Yellow Jacket Boosters
- Drama Boosters Club
- Hastings Alliance for Music Programs
- Hastings Alumni Association

Thank you for your partnership in growing and supporting all students and staff.

Performance on Anti-Bullying Teaches Conflict Resolution



The PTSA funded a visit to Hillside from Random Farms Kids' Theater, a nonprofit organization whose goal is to teach children to connect with their peers, communities, and the world through live theater. Performing their latest production on their Anti-Bullying Tour, #JustBeYou, young performers gave Hillside students the opportunity to see themselves through an artistic lens, striving to assist them in their own personal development and guide them toward healthy interaction with their peers.

Sweethearts & Heroes Brings Message of Hope & Action



Sweethearts and Heroes, an organization that uses social-emotional learning methods to empower students, encourage empathy, and put an end to bullying and suicide, came to Hastings High School and Hillside Elementary School to give presentations. The two-day event was organized by Hastings' Director of School Counseling Jeanette Kocur and was funded by a grant from the Hastings Education Foundation.

Hillside's Annual SEPTA Carnival Creates Joy for the Community



Hillside Elementary School hosted a carnival earlier in the year, which was funded by SEPTA. There was representation from SEPTA volunteers, Hastings faculty and staff, and parents, matched by an impressive level of student involvement. High schoolers, middle schoolers, and a couple of our young Hillside students, partnered side by side to create a joyous and engaging atmosphere for the Hastings community. Booths were staffed mostly by high school students, who patiently explained the rules, even to the youngest players, cheering them on with a show of leadership and mentorship.

*Continued
from page 7*

SPECIAL EDUCATION FACILITIES UPGRADE

"Rather than building two kitchens with a washer, dryer, and apartment space, we are recommending two classrooms with a shared kitchen, washer, dryer, and apartment space for the students' Daily Living Skills classes," Sullivan said.

"This meets the legal design requirements, it's more cost effective, and the shared space will allow for deeper peer-to-peer engagement."

The Daily Living Skills curriculum aligns with the New York Alternative Assessment Atandards, and provides students with career and vocational opportunities.

Renovations are scheduled to begin this summer and have an anticipated completion date of the summer of 2024.

PROPERTY TAX REPORT CARD

	Budgeted 2022/23 (A)	Proposed Budget 2023/24 (B)	Percent Change (C)
Total Budgeted Amount, not Including Separate Propositions	55,293,555	57,609,700	4.19%
A. Proposed Tax Levy to Support the Total Budgeted Amount *	45,410,566	46,696,857	
B. Tax Levy to Support Library Debt, if Applicable			
C. Tax Levy for Non-Excludable Propositions, if Applicable **			
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable			
E. Total Proposed School Year Tax Levy (A + B + C - D)	45,410,566	46,696,857	2.83%
F. Permissible Exclusions to the School Tax Levy Limit	1,252,847	1,387,916	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions ***	45,215,645	45,850,672	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	44,157,719	45,308,941	
I. Difference: (G - H); (negative value requires 60.0% voter approval) **	1,057,926	541,731	
Public School Enrollment	1,630	1,642	0.74%
Consumer Price Index		8.00%	

* Include any prior year reserve for excess tax levy, including interest.

** Tax levy associated with educational or transportation services propositions are not eligible for exclusion under the School Tax Levy Limit and may affect voter approval requirements.

*** For 2023-24, includes any carryover from 2022-23 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

	Actual 2022/23 (D)	Estimated 2023/24 (E)
Adjusted Restricted Fund Balance	7,368,183	7,415,277
Assigned Appropriated Fund Balance	1,804,843	1,104,843
Adjusted Unrestricted Fund Balance	2,043,172	2,304,388
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	3.70%	4.00%



INTERFUND TRANSFERS

Capital Fund

Funds have been appropriated for capital improvement projects and upgrading facilities. The following is a breakdown of projects funded:

- **Districtwide:** Funds have been appropriated for capital improvement projects and upgrading facilities.
 - **Projects Funded:**
 - Sidewalks \$50,000
 - Creation of new Life Skills classrooms and renovation of Locker Room Area \$500,000
- Total \$550,000**

SPECIAL AID FUND

- Funds for the summer school program for students identified by the Committee on Special Education are allocated in this fund.
- The District is responsible for 20% of summer school tuition and busing.

DEBT SERVICE

- This category represents the District's long-term financing of capital improvement projects and alterations.
- Funds are included for the payment of principal and interest of the capital improvement bond authorized by the community in 2014 and 2018.
- Also included is the District's lease payment on the Energy Performance Contract.
- The lease payment is financed by the savings the District received in energy costs.

Hillside elementary schoolers attended a presentation from Bob's Bees, facilitated by Physical Education teacher Bob McCann, where they learned about different beehives.

SCHOOL DISTRICT BUDGET NOTICE

Overall Budget Proposal	Budget Adopted for the 2022-23 School Year	Budget Proposed for the 2023-24 School Year	Contingency Budget for the 2023-24 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$ 55,293,555	\$57,609,700	\$56,323,409
Increase/Decrease for the 2023-24 School Year		\$2,316,145	\$1,029,854
Percentage Increase/Decrease in Proposed Budget		4.19 %	1.86%
Change in the Consumer Price Index		8.0%	
A. Proposed Levy to Support the Total Budgeted Amount	\$45,410,566	\$46,696,857	
B. Levy to Support Library Debt, if Applicable	\$	\$	
C. Levy for Non-Excludable Propositions, if Applicable **	\$	\$	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$	\$	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$45,410,566	\$46,696,857	\$45,410,566
F. Total Permissible Exclusions	\$1,252,847	\$1,387,916	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions	\$45,215,645	\$45,850,672	
H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$44,157,719	\$45,308,941	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$1,057,926	\$541,731	
Administrative Component	\$4,973,480	\$4,999,842	\$4,875,842
Program Component	\$44,800,078	\$45,812,677	\$44,650,386
Capital Component	\$5,519,997	\$6,797,181	\$6,797,181
* Provide a statement of assumptions made in projecting a contingency budget for the 2023-24 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law. Reductions in administrative expenditures, public relations, teaching positions and staff, professional development, equipment, and overtime			
** List 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	
Estimated Basic STAR Exemption Savings ¹	Under the Budget Proposed for the 2023-24 School Year \$1,697		

The annual budget vote for the fiscal year 2023-24 by the qualified voters of the Hastings on Hudson School District, Westchester County, New York, will be held at Hastings High School in said District on Tuesday, May 16, 2023 between the hours of 7:00am and 9:00pm, prevailing time in the Hastings High School Cochran Gym, at which time the polls will be opened to vote by voting ballot or machine.

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



Hastings-on-Hudson
Union Free School District
BOARD OF EDUCATION
27 Farragut Avenue,
Hastings-on-Hudson, NY 10706

Non-Profit Org.
U.S. Postage
PAID
White Plains, NY
Permit No. 7323

BOARD OF EDUCATION

Alexander Dal Piaz, *President*
Doreen Bucher, *Vice President*
Jeremy Galland
Damaris-Lois Lang
Silvia Robles
Maureen Lennon-Santana
Doug Sundheim

CONNECT WITH US
EMAIL: BOE@HOHSCHOOLS.ORG

William McKersie, Ph.D.,
Superintendent of Schools

Melissa Szymanski, Ed.D.,
*Assistant Superintendent of
Curriculum & Instruction*

Maureen Caraballo,
Business Official

**Resident
Hastings-on-Hudson NY 10706**

To stay abreast of school news, sign up online at
bit.ly/hoh_resubscribe

VOTER INFORMATION

**Tuesday, May 16
7 a.m. to 9 p.m.**

Cochran Gymnasium, HHS

In order to vote, you must be:

- A citizen of the United States.
- 18 years old as of May 16, 2023.
- A resident of the District for 30 days prior to May 16, 2023.
- Previously registered or have voted in either a School or General Election in the last four (4) calendar years, or on April 19 or May 10, 2023, in the high school lobby.

Absentee Ballots

To request an absentee ballot please contact the District Clerk, Melissa DeLaBarrera at 914-478-6402 or email delabarreram@hohschools.org.

Absentee ballots must be returned to the District Clerk no later than 5:00 PM on May 16, 2023.

**Si quiere una traducción
en español de este boletín,
por favor llame al
914-478-6402**

NYS STAR PROGRAM

The New York State School Tax Relief Program (STAR) provides homeowners with two types of exemptions that reduce their school tax bills. The Basic STAR exemption is available for owner-occupied primary residences for those with incomes below \$500,000 for STAR credit (\$250,000 or less for the STAR exemption). An Enhanced STAR exemption is available for those 65 or older, with incomes of \$93,200 for 2023 benefits, or \$92,000 or less for 2022. Annual applications are required for the Enhanced STAR. A taxpayer who is eligible for the Enhanced STAR program may designate an adult third-party to receive an annual notice from the Town of Greenburgh regarding the filing deadline. For some taxpayers this credit will be received as part of the state tax return.

Forms can be found online at www.tax.ny.gov/forms/orpts/star.htm or by calling the Assessor's Office at (914) 993-1520.

For Village homeowners, the 2023-2024 Basic and Enhanced STAR exemptions should be about \$1,697 \$3,973 respectively.