



What's Happening In Chappaqua's Schools

School Budget Edition ♦ May 2022



A message from the Board of Education

Exceptional teachers, high expectations for student achievement, concern for the total development of all students, and strong community support are important contributors to the success of the Chappaqua Central School District. One way to ensure that the District continues to meet community expectations is by constantly evaluating its educational programs.

In preparing our students for college, career and life after graduation, we recognize that they need far more than an array of rich content and informational knowledge. They need a sense of confidence and self-direction, and the skills to become outstanding communicators, collaborators, innovators and creative problem solvers.

Through building visits, learning walks and student presentations at meetings, as Board members we have the privilege of seeing first-hand how our curricula, extra-curricular programs and facilities are enriching the educational lives of our students throughout their entire journey in Chappaqua's schools. We can see how an environment that allows students to have a choice in what, and how, they learn plays such an integral role in engaging our students. They are solving relevant and complex problems, collaborating, exchanging ideas and meaningfully applying their content knowledge to authentic work. We are fortunate to see this every day in our schools.

The budget development process includes both a thorough examination of teaching and learning practices, and the operations and infrastructure of the District. With supporting our students as the driving force at the center of our decision making, the proposed school budget for the 2022-2023 school year is \$133,963,411. This represents a \$3,503,223 (2.69%) 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 2.79%, which is within the tax cap.

For further details regarding the proposed school budget, please refer to the 2022-2023 budget book and budget presentations posted online at www.chappaquaschools.org/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.

The goal of any school district should be to provide all students with as many opportunities as possible to ensure they acquire the knowledge, understanding, skills and strategies needed to be caring, active, productive and responsible citizens in a 21st-century democratic society.

We urge you to vote, either by absentee ballot or in person, on **Tuesday, May 17th, between 7am and 9pm, in the gym at Horace Greeley High School.**

Chappaqua Central School District Board of Education

Hilary Grasso, President

Warren Messner, Vice President

Alyson Gardner

Cailee Hwang

Jane Kimmel Shepardson

SCHOOL BUDGET VOTE

★ **TUESDAY, MAY 17** ★

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.

Board of Education Strategic Questions

Strategic Question 1 Budget & Operations

“How can the District ensure continuing excellence in its academic, social-emotional and extracurricular programs while developing a budget that is fiscally responsible?”

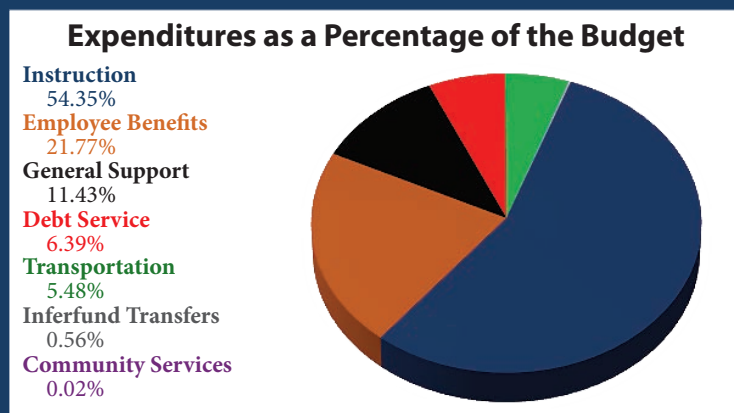
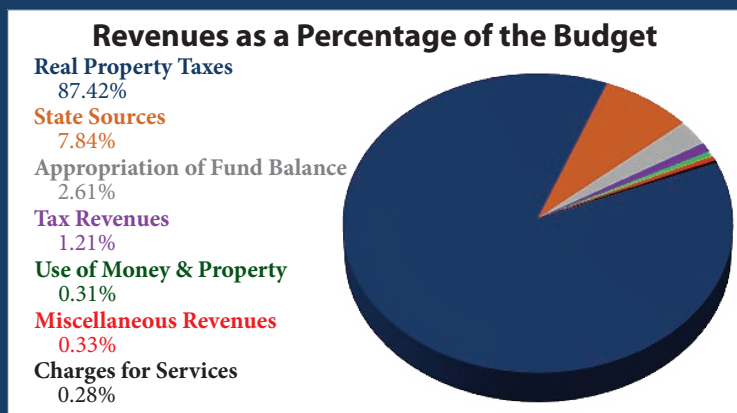
Strategic Question 2 Teaching & Learning

“How can the District ensure that all students think deeply and creatively, support their thinking, apply problem-solving skills, work collaboratively, and actively participate in their learning as they acquire content knowledge?”

Strategic Question 3 Social-Emotional Learning

“How can the District ensure that it develops students who are ethical, empathic, respectful, and resilient global citizens and leaders?”

Budget Summary ~ Revenues		2022-2023 Proposed Budget	2021-2022 Approved Budget	% Change
General Fund	Real Property Taxes	\$117,107,287	\$113,934,076	2.79%
	State Sources	\$10,509,174	\$10,175,192	3.28%
	Appropriation of Fund Balance	\$3,500,000	\$3,542,865	-1.21%
	Tax Revenues	\$1,615,183	\$1,325,000	21.90%
	Use of Money and Property	\$413,604	\$425,000	-2.68%
	Miscellaneous Revenues	\$441,031	\$650,000	-32.15%
	Charges for Services	\$377,132	\$408,055	-7.58%
TOTAL REVENUES		\$133,963,411	\$130,460,188	2.69%



Budget Summary ~ Expenditures		2022-2023 Proposed Budget	2021-2022 Approved Budget	% Change
General Support	Board of Education	\$69,236	\$68,153	1.59%
	Central Administration	\$446,651	\$440,613	1.37%
	Finance/Audit/Legal	\$1,691,388	\$1,638,092	3.25%
	Human Resources/Public Information	\$822,518	\$784,781	4.81%
	Operations & Maintenance	\$10,518,385	\$10,244,137	2.68%
	Special Items	\$1,767,869	\$1,901,655	-7.04%
General Support Total		\$15,316,047	\$15,077,431	1.58%
Instruction	Supervision	\$4,904,153	\$4,742,320	3.41%
	Regular School	\$42,501,535	\$42,444,997	0.13%
	Special Schools	\$221,025	\$298,055	-25.84%
	Special Education	\$13,668,245	\$12,434,369	9.92%
	Instructional Media	\$4,458,852	\$4,043,591	10.27%
	Pupil Services	\$4,959,669	\$5,042,810	-1.65%
	Pupil Activities	\$2,099,941	\$2,071,795	1.36%
Instruction Total		\$72,813,420	\$71,077,937	2.44%
Transportation Total		\$7,338,138	\$7,058,660	3.96%
Community Services Total		\$23,213	\$23,202	0.05%
Undistributed	Employee Benefits	\$29,165,879	\$28,257,351	3.22%
	Debt Service	\$8,556,715	\$8,455,607	1.20%
	Interfund Transfer	\$750,000	\$510,000	47.06%
Undistributed Total		\$38,472,594	\$37,222,958	3.36%
TOTAL EXPENDITURES		\$133,963,411	\$130,460,188	2.69%

A message from the Superintendent of Schools

Dear Chappaqua School Community,

We are proud to share a budget for your consideration that supports a robust learning experience for all of our Chappaqua students. We embrace our long history of offering a rigorous curriculum for core subjects, and a wide range of Advanced Placement and elective courses that challenge and empower students, while also offering a broad array of extracurricular opportunities.

Whether pursuing their passions, discovering hidden talents, or stepping outside of their comfort zones while trying something new, our students receive a comprehensive, inclusive K-12 educational experience in our school district as a result of your support.

Our budget is grounded in the Board of Education's strategic questions as we support continuous growth in our six District Strategic Priority Areas (below) identified by our community through our strategic planning process:

1. **Using Instructional Space to Amplify Learning:** Students engage in experiences that involve meaningful inquiry, action, imagination and personal reflection in spaces designed to flexibly support a wide variety of learning styles and innovative instructional activities.
2. **District-wide Assessment Practices:** Assessment systems accurately track student learning and provide feedback to instructors, students and parents about the extent to which students are successfully meeting course objectives and grade-level standards.
3. **K-12 Social Emotional Learning Curriculum Alignment:** Social-emotional learning allows our students to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
4. **K-12 Academic Program Alignment:** A rigorous curriculum, which is purposefully developed, articulated and aligned provides all students the opportunity to acquire the skills and knowledge necessary to be successful.
5. **Instructional Technology as a Tool to Personalize Learning:** Faculty and student work is supported by advanced, agile instructional technology, which enables active and personalized learning environments.
6. **Cultivate Equitable, Affirming and Culturally Responsive Learning Environments:** Students are educated in environments that support inclusivity while learning the value and importance of equity, inclusion and social justice.

I am confident that 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. **#WeAreChappaqua**

Sincerely,

Christine Ackerman, PhD
Superintendent of Schools

K-12 Academic Program Curriculum Alignment

Modern curriculum is dynamic, sophisticated and includes components of social-emotional learning, design thinking, technology integration and 21st-century skills woven through authentic learning experiences. Personalized learning, project-based learning and student voice, choice and agency further energize the curriculum picture. A carefully aligned curriculum for all subjects is the best way 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.

2022-2023 Curriculum & Instruction Focus Areas

- Sustainability scope and sequence
- New plant Science courses at Greeley
- Year two of implementation of the K-8 TCI Social Studies curriculum
- Middle and high school Facing History curriculum to support social justice education (yr. 2)
- Curriculum review and revisions to HS English scope, sequence with a focus on rigor and consistency of experience across classes
- Refine our 8th grade Algebra curriculum based on data and feedback from families (yr. 3)
- Develop elective courses at Greeley housed in the Mutli-Media Center
- Evaluate our blended online course pilot at Greeley to determine if we should expand this instructional model to other classes



Scan the QR code to learn more about our Algebra 8 program, or visit bit.ly/3LIEbkj.

Using Instructional Space to Amplify Learning

The Chappaqua Central School District has a longstanding tradition of creating modern learning environments where our students can apply the content they learn to authentic work as they innovate, design and collaborate. Our students have access to cutting edge technology, flexible furniture, high-end equipment, and breakout spaces to allow for collaboration, invention, and personal reflection as they apply the content they learn to real-world projects and situations.

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



Global Learning Centers in Elementary where students code, collaborate and research.



STEAM Centers at the Middle Schools where students design, innovate and create projects using advanced coding, heavy equipment and state of the art printers.



The STEAM Center at HG where our students can use sophisticated fabrication equipment to create furniture, etch glass, print 3D prototypes, program laser cutting machinery to replicate building projects as they apply the design thinking process in their work.



HG's Upper and Lower L Building where students work together in small breakout spaces as they research, work on projects and discuss topics ranging from humanities to world languages.

Coming Soon. . .

The **Sustainability Research Center** at Greeley (May 2022) will provide a year-round environment for students to conduct biological and ecological research while expanding experiential learning opportunities. This facility will increase our capacity to offer cross-curricular lessons, units and elective courses focused on plant Science and sustainability research. Scan the QR code on the right for an informational video, or visit bit.ly/3vTGGcA.



The new **Multi-media Center** at Greeley (fall 2022), 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 state of the art studio will include a sound booth and two recording studio rooms that will support video recording as well as podcasting projects.

Revisioning of District-wide Assessment Practices & Instructional Technology as a Tool to Personalize Learning

We use data systems to communicate student progress to parents, examine student performance, differentiate instruction, determine whether a student would benefit from supplemental instruction in a particular subject area, and inform the continuous review and improvement of curriculum.

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 data provided by these assessments became increasingly valuable as we have been unable to rely on data provided by the NYS assessments through the challenges of COVID.

ESGI (Educational Software for Guiding Instruction): An online screener for incoming kindergarten that provides real-time student data needed to effectively drive instruction and place students appropriately as they enter our district for the first time.

Consistent Progress Communication & Monitoring Through Canvas: We will be piloting Canvas Junior in 5th grade as an age-appropriate alternative to Canvas. Faculty in grades 6th through 12th will continue to 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.

Using Software Programs Designed to Meet Unique Student Needs: We have expanded our use of instructional technology by linking software applications to our MAPS data system to support differentiated skill work based on assessment results. We have an online library with leveled books, allowing students to choose books based on their reading level; and *Math in Focus* has a digital component where students can receive real-time feedback on independent progress. Students use audio, photo, video, and text based creation applications to develop podcasts, vlogs, images, and writing samples.

We look forward to expanding the ways in which we can all support our children through the use of meaningful assessment data.

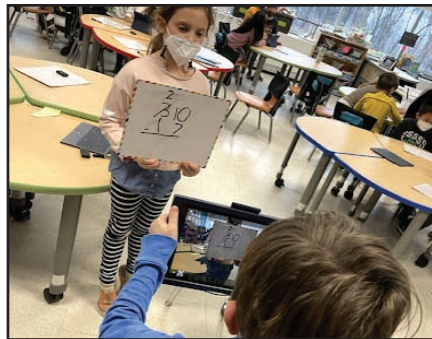


Technology Infrastructure and Equipment Upgrades

With a robust technology environment and a comprehensive educational program we work to prepare students to meet the expectations of the connected world.

CCSD Focus Areas for 2022-2023

- Device Refresh in Grades 3, 4, and 5 to replace old devices issued to students
- WiFi coverage on HG fields to support live broadcasting and sports technology
- WiFi upgrades at Westorchard & Greeley to support seamless connectivity
- Wireless display, switch and router upgrades to meet the needs of evolving online application
- Build redundant network connectivity to support connectivity if a portion of our network fails
- Battery backup replacements to ensure we can maintain our data integrity and connectivity if we lose power



K-12 Social Emotional Learning Curriculum Alignment

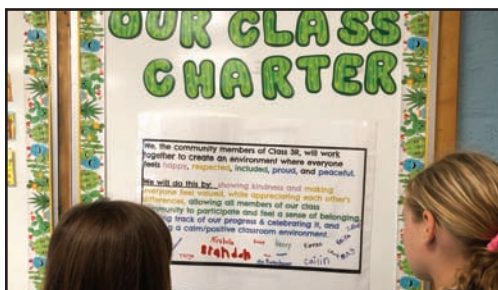
We know that feelings matter. The District is continuing its extensive work with Dr. Marc Brackett, Director of the Yale Center for Emotional Intelligence and Professor in the Child Study Center at Yale University, to further develop our curriculum and social-emotional program. Dr. Brackett's RULER approach anchors our work, as we teach students how to recognize, understand, label, express and regulate their emotions. Space is provided for students to engage in this important work with our faculty during class and advisory at the middle and elementary levels.



Students across the District use the Mood Meter to label their emotions during class as they prepare to learn. (Greeley)



Students in grades K-8 meet daily to build community and discuss important topics. (Bell)



Students set classroom norms for each other based on how they want to feel in school. (Roaring Brook)



Teachers engage in RULER lessons with students designed to support conflict resolution, emotional regulation and empathy. (Seven Bridges)

Cultivating Equitable, Affirming and Culturally Responsive Learning Environments

The Chappaqua Central School District is a community of learners who demonstrate an understanding of, and appreciation for, continual growth in all aspects of education. Our community values equity, celebrates inclusivity and promotes social justice.

Students will be educated to recognize, reject and stand up to hate and racism as they learn to promote equity, inclusion and social justice. We will nurture students as citizens who will be informed, ethical, moral, engaged and active participants in an equitable society.

Our goal is to raise our awareness of the concepts of equity, inclusivity, diversity, bias (both explicit and implicit) and social justice. We will also work toward fostering more inclusive learning spaces here in Chappaqua, to ensure that all students are seen and heard, and also see themselves at the center of the learning experience.

To further support our work in equity and social justice education, the District has partnered with Insight Education Group to identify ways to ensure that our programs, practices and outcomes are more equitable for all students. The first step in their work with the District has been to conduct an equity audit. In addition to reviewing current data, meeting with key focus groups and soliciting feedback from our staff, they conducted anonymous surveys to gather the thoughts, beliefs and experiences of our families and students in Grades 5-12 to further inform this work.

In addition, Insight Education Group is engaged in providing professional learning for members of the school community as we continue our equity and social justice work. The professional learning thus far has been focused on better understanding our implicit biases, becoming aware of various equity detours, and developing our collective equity literacy abilities. We are focused on providing consistent and robust learning opportunities for all faculty, staff, students and families to help disrupt the existing systems and structures that marginalize groups of people including BIPOC, LGBTQ+, women and others. This work will include training, curricular reviews and community engagement so we can promote sustainable change.



Scan the QR code
for our equity webpage
and resources,
or visit bit.ly/3sb2xv7.



Interscholastic Athletics

The Athletic Department fosters and reinforces the District's mission of creating a community for learning where students, families and staff are joined in the pursuit of athletic excellence, personal growth and teamwork. We seek to develop each student's full potential through involvement in interscholastic and intramural athletic programs led by a dedicated coaching staff. We promote values, practices and character traits essential to personal development and success in life beyond school.

To fulfill this purpose, we must:

- Welcome every student's involvement in the program.
- Value perseverance, commitment and hard work.
- Demonstrate sportsmanship, respect and community spirit.
- Embrace healthy competition.
- Support every student's social-emotional development and their ability to self-advocate.
- Communicate expectations/responsibilities of students, families and staff.



CCSD Sports Offerings

FALL	Cheer Varsity	Cross Country M/V	Field Hockey M/JV/V	Football M/JV/V	Boys Soccer JVB/JVA/V	Girls Soccer JVB/JVA/V	Girls Swim & Dive Varsity	Girls Tennis JVB/JVA/V	Volleyball MJVB/JVA/V
WINTER	Boys Basketball 9 th /JV/V	Girls Basketball JV/V	Bowling Varsity	Cheer Varsity	Hockey Varsity	Indoor Track & Field M/V	Skiing Varsity	Boys Swim & Dive Varsity	Wrestling M/V
SPRING	Baseball M/9 th /JV/V	Golf Varsity	Boys Lacrosse M/JV/V	Girls Lacrosse M/JV/V	Softball M/JV/V	Boys Tennis JVB/JVA/V	Track & Field M/V		

Pupil Personnel Services

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

2022-2023 Special Education Priorities

- Strategic Planning Committee
 - Comprehensive review and prioritization of recommendations from PCG Report (Spring 2022)
 - Implement Year 1 of plan
- Provide programs to meet the needs of all students
 - Integrated Co-taught - Eighth Grade Algebra
- Professional Development
 - Testing Administration
 - Reading Programs and Interventions
 - IEP Development - Goal Development and Progress Monitoring
 - Dialectical Behavior Therapy
- Multi-Tiered System of Support
 - A system of support for academic and social emotional learning
 - District Leadership Team (Spring 2022)
 - Building implementation K-8 (Fall 2022)
- Communication & Collaboration
 - Special Education Manual & Website
 - Partnership with PTA & Community Agencies

Special Education Strategic Plan

As a result of the PCG report from 2021, on March 10, 2022, the Special Education strategic planning process began. A team of key stakeholder groups, including parents, teachers, building and District administrators and Board of Education members met with Jonathan Costa, Assistant Executive Director for EdAdvance.

The group's purpose is to review the contents of the "Special Education Review" (conducted by Public Consulting Group) to determine which of the review's recommendations merit implementation in the immediate, short term, or long term, and to plan for the work that would need to be done to accomplish those tasks.



Facilities Upgrades

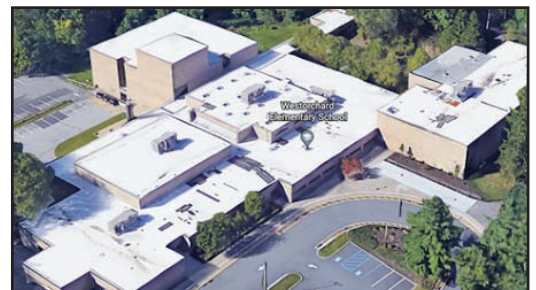
Our Building and Grounds crew will be hard at work this summer completing projects that will result in more energy-efficient, secure and aesthetically pleasing school buildings. In addition to routine maintenance and repairs such as shampooing carpets, waxing floors and painting hallways and classrooms, summertime improvements will range from paving and tree removal to the installation of univents and security cameras.

HGHS:

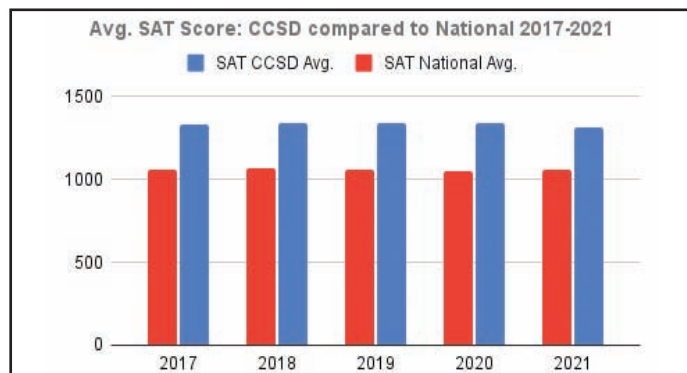
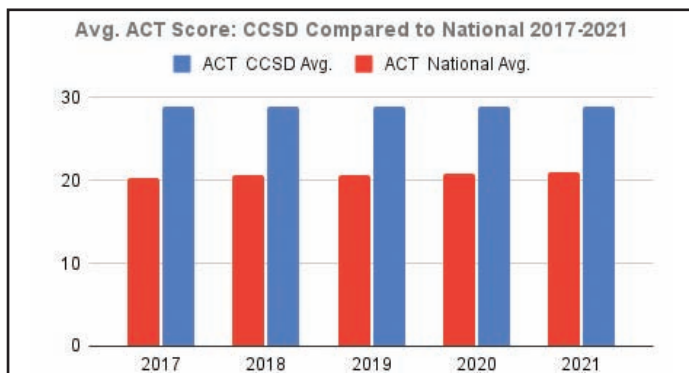
- Covered walkway roof repair
- Installation of cameras in lower senior lot
- Paving
- HVAC in 3D Printing Room (STEAM Center)

District-wide:

- Roof replacement (WO) and Roof repairs
- Emergency repairs throughout the year
- Tree Removal
- Univent Installation



Horace Greeley High School Class of 2021



452 students sat for 1,041 AP exams with 83% earning a 3 or more, the score needed to receive college credit.

29 National Merit Commended Students; 20 Semi-finalists; 19 Finalists; and 3 National Merit recipients.

98% of the Class of 2021 went on to pursue higher education.

25 Most Popular Schools Based on Number of Applications

Binghamton University
University of Michigan
University of Maryland
Northeastern University
Cornell University
Syracuse University
Indiana University

Boston University
University of Delaware
Tufts University
University of Vermont
Colgate University
Pennsylvania State University
University of Wisconsin

University of Virginia
University of Miami
Lehigh University
Fordham University
Bucknell University
University of Pennsylvania
New York University

Stony Brook University
Brown University
Wake Forest University
Washington University

CCSD Thanks Our Partners In Education

The Chappaqua Central School District is very fortunate to have strategic partners in education that provide for a variety of programs and projects that the District may otherwise not be able to pursue.

The **Chappaqua PTA and School PTAs** strive to enhance partnership among parents, the schools and the community, and to provide programs that supplement the curriculum and benefit children in each of our schools. They accomplish this by providing funding for school- and class-level programs and activities such as After School Enrichment (ASE), cultural arts, theater programs, visiting authors, Learning-to-Look programs and STEMfest to list just a few.

The **Chappaqua School Foundation** (CSF) was established in 1993 to fund innovative projects and programs for K-12 that fall outside the scope of the Chappaqua Central School District budget. These initiatives represent grants written by teachers, administrators and students that have a meaningful impact on teaching and learning. To date, CSF has raised \$4 million and funded over 350 grants and projects. Some of their most recent grants include equipment for Studio 7B, supporting the Sustainability Research Center at Greeley and enhancing diversity in elementary classroom libraries.

The **Horace Greeley Scholarship Fund** (HGSF) exists to make up “the difference” between the actual costs of college and all other financial resources available to students and their families (i.e. loans, scholarships, work-study, student savings and parent contributions). HGSF gives Horace Greeley High School students and alumni grants to support college expenses.

Greeley Sports Boosters (GSB) is the parent-support organization for all interscholastic sports in grades 7-12. Greeley Sports Boosters enriches the student-athlete experience through its capital gifts to the schools and athletics program, spirit events, social media coverage of all teams, recognition activities, team services, athletic trainer equipment and advocacy.

Friends of Greeley Theatre is a not-for-profit organization established to provide financial support for the Horace Greeley High School Theater Department. With community support, they are able to purchase equipment, donate set materials, subsidize enhancements and expand opportunities in drama, music and theater-related arts.

The **New Castle United for Youth** (NCUFY) is a community coalition which receives funding through a federal Drug Free Communities grant. NCUFY brings together all sectors of the New Castle community to promote positive and healthy choices by our youth including through youth and adult education about alcohol and other drugs. Working with our sector members, including the police, ambulance corps, schools and faith-based and other community organizations, NCUFY helps to sponsor positive events and activities and provides resources which encourage and empower youth to make drug free choices in our school district.



Roaring Brook students take center stage during a performance of the musical, “The Wizard of Oz”.

What's Happening In Chappaqua's Schools



SB 5th graders share their astronomy eStorybooks with 2nd and 3rd graders at RB and WO.



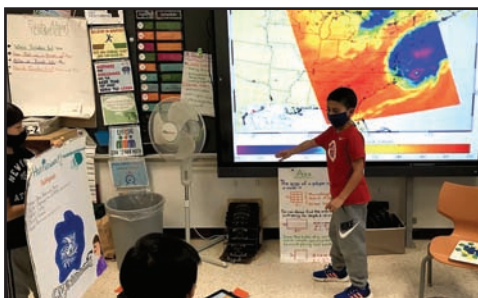
AP Art students at HG select works from their self-directed sustained investigation portfolio to submit for adjudication.



RB kindergarteners are strengthening their cooperative play skills during activity time!



WO 2nd graders hosted a Nonfiction Expert Fair. The planning, creating, revising and presenting were all beyond exciting and inspiring.



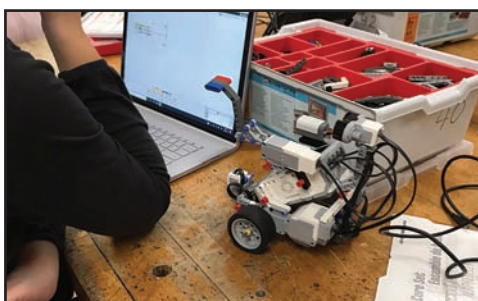
DG meteorologists present their research and teach their 4th grade classmates about extreme weather on Earth.



7th grade French students at BS write about their dream houses, then describe what their "maison" looks like en français while their partner recreates it on their end.



RB musicians are learning all about instrument care, rehearsal routines, tone production and notes and rhythm.



Engineers at BS design, build and program autonomous robots that could roam the halls, evade entanglements, and distinguish between humans and inanimate objects.



3rd grade mathematicians at DG demonstrate their knowledge of fractions while working collaboratively and creating a strong math mindset.



21 HG Science Research students took home 26 awards during this year's Westchester Science & Engineering Fair.



Social Studies students at SB conduct a fishbowl-style town meeting to debate who should be blamed for the Boston Massacre and the Boston Tea Party.



WO students know how to be kind online. They traveled around stations, engaged in discussions and generated "Digital Upstander" tips with their team members.

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 2021-2022 School Year	Budget Proposed for the 2022-2023 School Year	Contingency Budget for the 2022-2023 School Year*
Total Budgeted Amount, Not Including Separate Propositions	\$130,460,188	\$133,963,411	\$130,790,200
Increase/Decrease for the 2022-23 School Year		\$3,503,223	\$330,012
Percentage Increase/Decrease in Proposed Budget		2.69%	0.25%
Change in the Consumer Price Index		4.70%	
A. Proposed Tax Levy to Support the Total Budgeted Amount	\$113,934,076	\$117,107,287	
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)	\$113,934,076	\$117,107,287	\$113,934,076
F. Permissible Exclusions to the School Tax Levy Limit	\$5,769,105	\$6,500,106	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$108,164,971	\$110,607,181	
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)	\$108,164,971	\$110,607,181	
I. Difference: (G-H); (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions)**	\$0	\$0	
Administrative Component	\$11,350,036	\$12,309,734	\$12,049,934
Program Component	\$96,279,619	\$99,821,111	\$98,115,201
Capital Component	\$22,830,533	\$21,832,566	\$20,625,066

*Statement of assumptions made in projecting a contingency budget for the 2022-2023 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law: *The contingency budget would require \$3,173,211 in reductions from the proposed 2022-2023 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 2022-2023
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 2022-2023 by the qualified voters of the Chappaqua Central School District, Westchester County, New York, will be held on May 17, 2022.

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

		Rate	% Change
Town of New Castle	2021-2022 Actual	\$113.91	2.16%
	2022-2023 Estimated	\$115.93	1.78%
Town of Mount Pleasant	2021-2022 Actual	\$1,584.96	4.46%
	2022-2023 Estimated	\$1,715.07	8.21%

Aviso de Presupuesto del Chappaqua Central School District

Propuesto de Presupuesto General

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

	Presupuesto Adoptado para el Año Escolar 2021-2022	Presupuesto Propuesto para el Año Escolar 2022-2023	Presupuesto de Contingencia para el Año Escolar 2022-2023*
Importe Total del Presupuesto, Sin Incluir Proposiciones Separadas	\$130,460,188	\$133,963,411	\$130,790,200
Aumento/Disminución Para el Año Escolar 2022-23		\$3,503,223	\$330,012
Porcentaje de Aumento/Disminución en el Presupuesto Propuesto		2.69%	0.25%
Cambio en el Índice de Precios al Consumidor		4.70%	
A. Impuesto Propuesto Para Apoyar El Importe Total Presupuestado	\$113,934,076	\$117,107,287	
B. Impuesto Para Apoyar 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 en Curso	\$0	\$0	
E: Propuesto Total de Impuesto Fiscal Para el Año Escolar (A+B+C-D)	\$113,934,076	\$117,107,287	\$113,934,076
F: Total de Exclusiones Permisibles	\$5,769,105	\$6,500,106	
G: Límite del Impuesto a la Escuela, Excluyendo el Impuesto Por las Exclusiones Permitidas	\$108,164,971	\$110,607,181	
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)	\$108,164,971	\$110,607,181	
I. Diferencia: (G-H); (El Valor Negativo Requiere 60.0% de Aprobación del Votante - Vea la Nota Debajo de Proposiciones Separadas)**	\$0	\$0	
Componente Administrativo	\$11,350,036	\$12,309,734	\$12,049,934
Componente del Programa	\$96,279,619	\$99,821,111	\$98,115,201
Componente de Capital	\$22,830,533	\$21,832,566	\$20,625,066

* Proporcionar una declaración de las suposiciones hechas al proyectar un presupuesto de contingencia para el año escolar 2022-2023, en caso de que el presupuesto propuesto sea rechazado de conformidad con la Sección 203 de la Ley de Educación: *El presupuesto de contingencia requeriría \$3,173,211 en reducciones del presupuesto propuesto para 2022-2023. Se realizarían reducciones en todo el presupuesto comenzando con los gastos no contingentes. Las reducciones incluirían útiles escolares, ciertas compras de equipo, excursiones, atletismo, edificios y terrenos, y personal.*

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

Descripción	Cantidad
N/A	N/A

Exención STAR Estimados Basicos

Presupuesto Propuesto para el Año Escolar 2022-2023

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 2022-2023 por los votantes calificados del Distrito Escolar Central de Chappaqua, Condado de Westchester, Nueva York, se llevará a cabo el 17 de mayo de 2022.

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

		Tarifa	% Cambio
Pueblo de New Castle	2021-2022 Real	\$113.91	2.16%
	2022-2023 Estimado	\$115.93	1.78%
Pueblo de Mount Pleasant	2021-2022 Real	\$1,584.96	4.46%
	2022-2023 Estimado	\$1,715.07	8.21%

Chappaqua Schools

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

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

Board of Education

Hilary Grasso, *President*

Warren Messner, *Vice President*

Alyson Gardner

Cailee Hwang

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 17, 2022

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 \$133,963,411 set forth in the School District Budget for the School Year 2022-2023, and that the necessary tax be levied therefor.		RESOLVED: That there is hereby appropriated the sum of \$3,454,254 for the Chappaqua Central School District Public Library for the School Year 2022-2023, and that the necessary tax be levied therefor.	
To elect THREE members of the Board of Education. 2 for Terms of Three Years 1 for a Term beginning May 18, 2022 and ending June 30, 2023		To elect THREE Trustees of the School District Library. 1 for a Term of Five Years 1 for a Term beginning May 18, 2022 and ending June 30, 2025 1 for a Term beginning May 18, 2022 and ending June 30, 2024	
Warren Messner			
Ryan Kelsey			
Kristin Miles			
Dana Gorelik			
Hilary Grasso			
Jeffrey Mester			