



Hastings Happenings

SPRING 2024 SPECIAL BUDGET EDITION

A MESSAGE FROM THE BOARD OF EDUCATION

Dear Hastings Residents,

The Hastings-on-Hudson Board of Education is pleased to present the recommended budget for the 2024-25 school year. This budget reflects the collaborative work of our superintendent, our business official, the building principals, administrators, Board trustees, and, in a very real sense, village residents.

Our district's process this year was made more complex by the loss of pandemic-related Federal aid and a challenging fiscal background in New York State, which led to State-proposed changes in school aid. Like many New York districts, we proceeded to close a proposed funding gap even as the State budget remained overdue. That budget has since been resolved favorably, but our outlook is for reduced State Aid in coming years and our Board endorses the structure of this 2024-25 school budget as a way to keep our district on a sustainable path.

The good news is that our administrators have worked diligently and thoughtfully to construct a budget that does not cut any programming or opportunities for students, while remaining tax-cap compliant. This has been accomplished through judicious offers of early retirement incentives, appropriate accessing of our reserves, more precise deployment of staff, and through favorable aspects of enrollment distribution.

A second point of good news is that Hastings students continue to excel across all areas of academics, athletics, and the arts. Moreover, our student participation rates remain high across these sectors, indicating that the opportunities within the Hastings education reach both deep and wide, positively impacting all students.

As a further point of good news, this year we welcomed two important leaders, Principal Scott Wynne, Farragut Middle School, and Principal Andy Clayman, Hastings High School (effective July 1, 2024). Joined by Hillside Principal Amy Cazes, their record of instructional leadership and fostering growth in all students reflects Hastings' desire to actively seek and define the

BUDGET SUMMARY

| | |
|--------------------------------|--------------|
| 2024-25 Proposed | \$59,645,877 |
| 2023-24 Adopted | \$57,609,700 |
| Budget-to-Budget Increase..... | 3.53% |
| Proposed Tax Levy Change..... | 3.19% |

TUESDAY MAY 21, 2024

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

future progress of our schools. The proposed budget supports the fiscal infrastructure that will make that possible.

Please take time to review the enclosed information and details. The full budget is available on our website at www.hohschools.org. If you have further questions, Board trustees and the superintendent are always available. Our contact information can be found on the final page of this newsletter.

Voting for the budget will take place in the Cochran Gymnasium at Hastings High School on Tuesday, May 21, 2024, 7 a.m. to 9 p.m. If you would prefer to vote by absentee ballot, please contact our District Clerk, Melissa DeLaBarrera, at (914) 478-6402 or delabarreram@hohschools.org.

Sincerely,
Board of Education Trustees

VOTE — TUESDAY, MAY 21, 7 A.M. - 9 P.M. — COCHRAN GYMNASIUM, HASTINGS HIGH SCHOOL

A Hastings Learner is...

Bold • Collaborative • Empathetic • Empowered • Inquisitive • Inventive



The PTSA's Used Book Fair, a community-driven, decades-long tradition, took place at Hillside Elementary School earlier in the year. With the addition of Hastings spirit wear sales, the event raised more than \$10,000 for student programming.



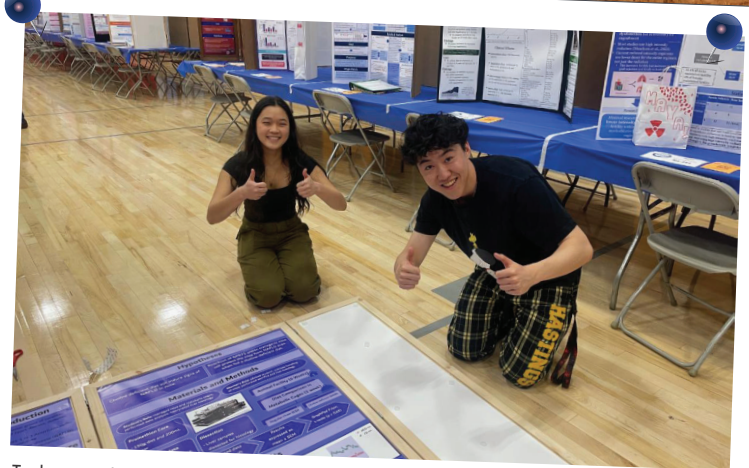
Farragut's fifth graders performed their musical *Mary Poppins, Jr.* in mid-March. On both evenings, there wasn't an empty seat to be had, as audiences admired the talented middle schoolers. Featuring song, dance, and visual effects, including a flying and disappearing kite, the cast lived up to their show's key closing lyric, "Anything can happen if you let it." Congratulations to Director Jonathan Riss, Production Coordinator Phyllis Udice, and all of Hastings' staff who made the production a joyous success. Be sure to visit hohschools.org to learn more about district-wide musical productions.



First graders at Hillside concluded a civics unit with their Annual Peace March. A tradition instituted years ago by team leader Maria Gunther and retired first grade teacher Leigh Galanis, the event honored the life of Reverend Dr. Martin Luther King, Jr. by spreading messages of peace and unity throughout the school.



Hastings High School hosted its Second Annual Valley Cup earlier this year. Organized by senior Benny Feldman, the Valley Cup generated major attention in the tri-state area, increasing participation in National Academic Quiz Bowl Tournaments (NAQT). Funds raised from the tournament benefitted Hastings' Academic Challenge Team, currently ranked 14th in the nation.



To showcase their authentic science research projects, high schoolers in Melissa Shandroff's classes meticulously designed posters and presented them to expert judges at the Regeneron Westchester Science and Engineering Fair (WESEF) in March. Twenty-two Hastings students won awards including Justin Baldassarre and Miles Hamilton, both ranking among the top 20 students of the 714 at the fair. Justin and Miles earned the opportunity to participate in the Regeneron International Science and Engineering Fair (ISEF) in Los Angeles in May, where they will compete against approximately 1,800 students from more than 75 countries. On average, \$4 million in awards are given annually at the Regeneron ISEF.



Learn more about the Portrait of a Hastings Learner (POHL) at hohschools.org.



In late March, the halls of Hastings High School were transformed into a bustling arena for the Annual Olympic Games. A tradition unlike any other, the "Olympics" brought students and staff together for friendly competition, comradery, and school spirit. Led by English Teacher Peter Scotch, Hillside's Physical Education Teacher Bob McCann, and their Advisor Steven Lopez, Student Union representatives spent months planning events that would appeal to students' varying interests. Basing the concept on camp games, students took the lead, making the day inclusive, engaging and fun for all.



For the first time ever, in recognition of World Language Week (February 17-23), and World Language Day (February 21), Farragut Middle School English as a New Language (ENL) Teacher Julienne Sullivan organized a series of activities to generate awareness about linguistic diversity and celebrate multilingual learners. The data collected generated authentic conversations around the benefits of multilingualism and showcased the school's rich linguistic culture. Due to its far-reaching impact, Sullivan plans to make World Language Week an annual tradition, with hopes of expanding to Hastings High School in the future.



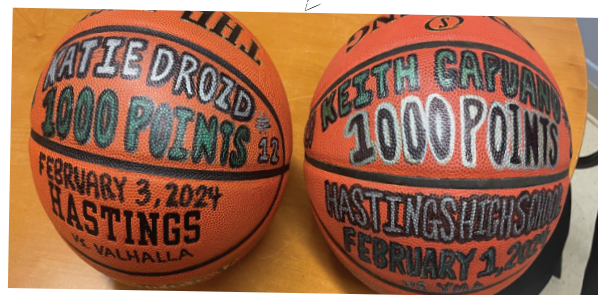
Using figurative language, plot diagrams, poetry and more, sixth graders in Mary Greene's and Larry Cerretani's English Language Arts classes created posters to visually represent the books they read. The project rounded out a book club unit about the vast spectrum of neurotypes and fostered inclusivity, intellectual curiosity and empathy among the students.



In February, second graders and their teachers invited families to school to celebrate Community of Love Day. In preparation for the festivities, students participated in an at-home project with their families. On pink and red paper hearts, they wrote what they loved most about living in Hastings. A collaborative collage on a mock Hastings waterfront bulletin board displayed each students' heart and note. During the celebration, families enjoyed perusing the bulletin board they helped create with their children.



As part of the New York State School Music Association (NYSSMA) Area-All-State Music Festival, nine Hastings High School musicians were featured in four ensembles in a series of concerts at New Rochelle High School. In addition, three Hastings High School musicians received individual accolades. Pictured here is Miles Levine, who won the Juilliard Pre-College Concerto Competition and performed the Bacewicz Cello Concerto No. 1 at Lincoln Center with the Juilliard Pre-College Orchestra in November.



In early February, Keith Capuano became the 11th player in Hastings Boys Basketball history to reach 1000 career points. Katie Drozd also reached her 1000 career points, becoming the 7th player in Hastings Girls Basketball history. Both Capuano and Drozd are now part of an elite group of players to reach this milestone. For more sports highlights, visit the Athletics Department page on the district's website.

CURRICULUM ADVANCEMENTS

In 2021, the Professional Learning Committee, led by Assistant Superintendent of Curriculum & Instruction Dr. Melissa Szymanski, launched a Curriculum Review Cycle with the purpose of ensuring ongoing commitment to the growth of all areas of the curriculum. Anchored by the Portrait of a Hastings Learner (POHL), the district's new strategic framework, the Curriculum Review Cycle provides a phased inquiry-based approach in all content areas across the K-12 system.

Below is a progress summary from a sample of curriculum areas.

Social Studies

With leadership from Chairperson Greg Smith, the Social Studies Department has been exploring current lessons and opportunities for authentic instruction.

At the elementary level, faculty members worked together to determine a primary resource for coherence across all grade levels. They also identified one Social Studies inquiry unit to teach students, culminating in performance assessment work to advance authentic learning.

At the middle and high school level, faculty members reviewed their lessons through the lens of authentic instruction. With the support of Leslie Accardo from Model Schools, they are also learning about AI and how to leverage it to enhance engagement and authenticity. Recently, the group conducted field research through a visit to the Katonah-Lewisboro school district to see AI integration in action. These learning opportunities will inform shifts to instructional practice.



Cultural Competence

Drawing from the Learning for Justice Framework, Diversity & Inclusion Coordinator Dr. Jenice Mateo-Toledo and a group of teachers conducted a review of the Courageous Conversations curriculum, providing recommendations for a shift from a Racial Literacy curriculum to a broader Cultural Competence curriculum. Cultural Competence is the ability to understand and respect values, attitudes, and beliefs that differ across cultures, and to consider and respond appropriately to these differences in planning and evaluating programs. They considered the extent to which key topic areas are being addressed in current lessons, such as race, ethnicity, religion, ability, class, immigration, gender, sexuality, bullying, bias, rights, and activism. Based on this review, the Courageous Conversations course is being revised and renamed to Exploring Equity (EE).

English Language Arts (ELA)

With leadership from Chairperson Sarah Walters, the English Department is partnering to advance the middle school ELA curriculum review process. The Hillside Literacy Committee recently presented their literacy program to the middle school English Department, which will serve as a springboard for ongoing cross-building discussions.

Mathematics

As the result of a robust elementary mathematics curriculum review process, a new elementary mathematics resource was implemented at Hillside Elementary School, with professional learning provided to the broader faculty. This new resource affords students the opportunity for a more constructivist approach to mathematics learning.

Special Education

Members of the Special Education Advisory Committee enjoyed a similarly strong inquiry journey, using the principles and practices of Improvement Science to identify priority goals to support student growth. A key focus has been to build faculty capacity with data to inform programming needs and differentiated instruction. Members of the Committee participated in professional learning facilitated by Anchala Sobrin, Regional Director of Mathematics, Data, & Grant Programming at PNW BOCES. Embedded coaching was provided in several classrooms to support implementation.

SCHOOL-BASED MENTAL HEALTH CLINIC ADVANCES LEVEL OF SUPPORT FOR STUDENTS

After a comprehensive assessment of student well-being, multiple strategic discussions, and a year-long New York State approval process, the district has established a school-based Mental Health Clinic to support children with social and emotional challenges.

Assistant Director of Special Education MariAngela Sanchez set the idea in motion, leveraging her background as a Supervisor of School Psychologists in New York City. After keenly observing the needs of students, Sanchez, along with Hastings' teaching and clinical staff, called for a more holistic approach to student mental health services. Forging a partnership with Andrus Health and Wellness Center, a private nonprofit serving six other school districts in Westchester County (Yonkers, Charter School of Educational Excellence, White Plains, Lakeland, Ossining, and Peekskill), Sanchez and her colleagues made their vision a reality.

Andrus, which uses preventative and restorative practices to manage the impact of childhood adversity and provide coping strategies for success, is one of the Support Satellite Clinics receiving full funding from New York State. This is part of Governor Hochul's \$1 billion plan to expand the continuum of



youth mental health care.

With the help of Adriana Miller, a licensed social worker from Andrus, Hastings is reaping the benefits of the Governor's plan. Miller, who started at Hastings in January, is working with the district's clinical and teaching staff to develop intervention plans for in-school counseling. She is on campus five days a week, splitting her time equally among the three schools.

According to Sanchez, the newly established Mental Health Clinic aims to significantly improve access to therapeutic support, especially for children facing barriers to care. Based on evolving needs, ongoing evaluations will be conducted on programs and services.

"I hope the school community recognizes the value of the school-based Mental Health Clinic," Sanchez said, "and the value in fostering ongoing partnerships to enhance the social-emotional well-being of all students".

Superintendent Dr. William McKersie emphasized the important leadership of Ms. Sanchez in securing the partnership with Andrus.

"It's a prime example of the district seeking special state funding to benefit our students," he said.

ALVIN AILEY AMERICAN DANCE THEATER COMES TO HASTINGS

Renowned Alvin Ailey American Dance Theater's Student Performance Group lit up Hastings High School's auditorium with a riveting performance for students and staff. The event, funded by the Race



Matters Committee, Farragut Middle School, and Hastings High School, with leadership from Diversity & Inclusion

Coordinator Dr. Jenice Mateo-Toledo, was the result of the collaborative effort of Hastings faculty members and community partners including Maxine Sherman, Former Principal Dancer of Alvin Ailey & Martha Graham Company, and Amanda Kupillas, parent and SEPTA leader.



COMMUNITY PARTNER SHOUT OUT

Every year, several community partners provide the district with financial and volunteer support to enhance the educational environment for students and provide them with authentic learning experiences. These school-affiliated groups include the:

- Hastings PTSA
- Hastings Education Foundation (HEF)
- Drama Boosters Club
- Hastings SEPTA
- Hastings Yellow Jacket Boosters
- Hastings Alliance for Music Programs

Thank you for your support and dedication to the growth and development of all Hastings students.

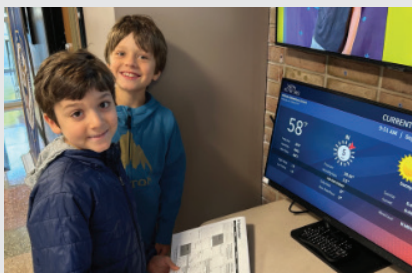
Honoring the Legacy of the Clarks, a Touchstone Moment for Hastings



The district and the village partnered in the fall to recognize the late Drs. Mamie and Kenneth Clark, long-time Hastings residents, renowned psychologists and Civil Rights activists. The Clarks' research was instrumental in U.S. Supreme Court's *Brown v. Board of Education* (1954), which declared segregation in public education unconstitutional. Hastings residents Eddie Crawford, Caitlin Chang, and Jennifer Ito, and Board President of the Hastings Historical Society Natalie Barry, joined with the district's Diversity & Inclusion Coordinator Dr. Jenice Mateo-Toledo and Social Studies Department Chairperson Greg Smith to design a multi-phase education program for families and students. The program included:

- An exhibit about the Clarks displayed in the high school lobby and at the Hastings Historical Society.
- A virtual session for families and students on *Brown v. Board of Education* organized by Dr. Melissa Szymanski.
- A visit from Minnijean Brown-Trickey, of the Little Rock Nine, to all three school buildings. Minnijean Brown-Trickey lived with the Clarks in Hastings in the late 1950s; and,
- An Unveiling Ceremony for the Clarks' Street Sign co-naming a portion of Mount Hope Blvd. as "Drs. Mamie and Kenneth Clark Way." The Clarks' daughter Kate Clark Harris, their granddaughter Natalie Thompson, Minnijean Brown-Trickey, and their families were featured at the Ceremony.

Hillside Weather Station Extends Science Programming



Hillside Elementary School officially became an Earth Networks weather station earlier in the year. The installation of the weather station, which is the result of a grant provided by HEF with leadership from STEAM teacher Robin Farrell, is located above the school's Learning Commons space and will allow students to regularly contribute weather data to the community. Information received from the weather station will be used for daily classroom weather reporting and directly connects to science standards and units of study, as well as to the authentic learning experiences central to the Portrait of a Hastings Learner (POHL).

Farragut Game Nights Provide an Avenue for Cognitive, Social and Emotional Growth



During March's Neurodiversity Week, the PTSA and SEPTA hosted two Game Nights: one for grades 5-6 and another for grades 7-8. Specially designed for students to connect and relax while engaging their minds, the game nights allowed middle schoolers to rotate through stations that featured a wide range of activities, from bingo, chess, and board games to ping pong, foosball, and Twister. There was even participation from Hastings faculty, high school students, and parents, who brought their energy by facilitating the games and giving the kids pointers.

HASTINGS EDUCATION: THE STUDENT PERSPECTIVE

For Hastings students, school symbolizes a myriad of memories and experiences that extend far beyond the classroom walls. More than just physical structures or centers of learning, the district's three school buildings serve as foundational pillars shaping young minds, identities, aspirations, and futures. In this article, we delve into the profound significance that a few Hastings students attach to their schools, and explore the multifaceted ways in which these institutions and those who lead them influence and shape their lives.

HASTINGS HIGH SCHOOL

Elianna Carvalho, 12th Grade

Hastings High School is a unique village of inspiring teachers, passionate students, and dedicated staff that blend together to make something remarkable. There is a famous cliché that says, "It takes a village," and for this and so much more, I am truly grateful. From our outstanding theater program to working with the Board of Education, I appreciate all the opportunities that HHS has given me. HHS has set me up to pursue a future full of adventure and academic inquiry while shaping me into the risk-taker, leader, and tenacious student that I am. But most importantly, it is the people at HHS who have encouraged me to be my most authentic self.



material in my classes, I've been able to see the real-world importance of what I'm learning. It's through HHS that I've found the subjects I love to study, the things I love to do, and the people I love to spend time with. I'll truly miss this place.

Stay tuned for more of Erik's sentiments in an upcoming *Hastings Happenings* e-newsletter.

FARRAGUT MIDDLE SCHOOL

Charles Baer, 8th Grade

My experience at FMS has been really great. I've enjoyed my teachers and classes. One highlight was a long-term project that we had to complete in sixth grade, where we learned about ancient civilizations. I really enjoyed that project. The Grecian Festival in seventh grade was another highlight. Also, playing a sport each season has been great. My modified experience was fun and then I transitioned to Junior Varsity tennis, soccer and basketball. I feel prepared for what high school will bring and was very lucky to have such good teachers throughout the years.



Erik Ghalib, 12th Grade

Hastings High School is at the root of almost everything I do. From student government events to musical rehearsals to cooking club meetings, I spend most of my time alongside friends and mentors I've met at HHS, working on some project or another that we're all interested in and excited about. HHS has shaped me into the person I am today. Teachers at Hastings

High School are genuinely passionate about what they're teaching, making their classes unique and engaging. In SUPA U.S. History we didn't just read the textbook, we went to the New York Historical Society to see a panel about constitutional law. In Environmental Science we didn't just listen to lectures, we went to the waterfront and took turbidity and salinity measurements from the Hudson River. Because I've engaged directly with the



Siri Lambert, 8th Grade

FMS not only means a lot to me academically, but also provides me with a sense of belonging. I have attended Hastings schools since kindergarten. I love the FMS community and appreciate every opportunity I've been given. From the awesome teachers and the field trips and activities, to the after-school clubs and sports, coming to school is something

I look forward to and have happy memories of. Here are a few highlights of my middle school years: the first day without

Continued on page 8

HASTINGS EDUCATION: THE STUDENT PERSPECTIVE

Continued from page 7

masks in fifth grade, the trip to the MET in sixth grade, the Grecian Festival in sixth grade, the production of Newsies in seventh grade, the eighth grade Student Leadership Bake Sale, One Acts, and winter and spring track. Thanks to FMS, I feel fully equipped to face High School head on, with a wealth of knowledge and a wonderful community of friendships, mentors, and peers.

HILLSIDE ELEMENTARY SCHOOL



Yionna Latona, 4th Grade

Hillside is such a calm community. Everyone is kind and respectful towards one another. I love it here.

Amelia Hyland, 4th Grade

The teachers at Hillside make you feel welcome, especially if you are new to the class or the grade. They give all of their students an equal amount of love and care. Honestly, everyone at Hillside makes you feel welcome.



Charlie Schwarz (right), 4th Grade

Charlie: There are a lot of opportunities to explore at Hillside. When I came here in second grade, I met so many nice people. I realized it's okay if you're just starting out.

Daniel Dodson (left), 4th Grade

Daniel: I agree. I remember when I was home-schooled in first grade. When I came here after that, everyone in the school was very nice to me. There are so many new things to try and new people to meet.

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 2024-2025 Annual Budget in the total amount of \$59,645,877 and to levy the necessary tax therefore?

ELECTION OF SCHOOL BOARD MEMBERS

The election of three Board of Education trustees will take place at the same time as the Budget Vote. Below are the Board of Education candidates:

- David Barone
- Alexander Dal Piaz
- Catherine DiMartino
- Doreen Bucher

BUDGET FAQ

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

The total budget increase for 2024-25 is \$2,036,000, which represents a 3.53% increase over the current year. This is a net growth amount, which means that some areas of the budget decreased based on student needs and others grew due to both internal and external factors. There were savings realized due to a retirement incentive that was negotiated with the employee unions, allowing for roles to be reassessed. Instead of immediately replacing each retiree with a new hire, consolidating positions enables the district to streamline responsibilities, eliminate redundancies and maximize the utility of existing staff.

A few major areas of growth in the 2024-25 budget are as follows:

- Mandatory contractual increases, based on collective bargaining agreements, accounted for approximately \$900,000 of the overall increase.
- Health insurance premiums are slated to rise by 11%, translating into a \$700,000 increase over the current cost.
- The addition of two special education teachers at Farragut Middle School, increased the budget by approximately \$300,000.

2 Is the district using reserves to lessen the overall tax levy impact?

Yes, the district is recommending the use of reserves to offset the 2024-25 budget. Reserves have been created and funded for specific liability purposes. The district recognizes the current financial pressures on taxpayers and is proposing an increase in the use of the reserves to lessen the impact on taxes while maintaining personnel and programs.

3 What is the NY State Tax Levy Cap?

The property tax cap in New York State limits the amount by which school districts can increase property tax levies

each year without a supermajority vote. This cap aims to control property tax increases while ensuring adequate funding for schools.

4 Is the Proposed Budget within the NY State Tax Levy Cap?

Yes, the district's proposed budget is within the allowable limit.

5 How does the assessed value of a home impact my taxes?

When the assessed valuation of a home increases, this means that the local government determined that the property is worth more than it was previously. As a result, if the tax rate remains constant, the property owner will likely see an increase in their property taxes. The district does not control the reassessment of individual property by the Town of Greenburgh. The only part of the increases to homeowners that the district controls is the recommended increase in the yearly tax levy. This year the increased proposal is 3.19%.

6 Are budget increases a regional trend?

Yes, significant budget increases are the trend, due to the Cost Performance Index (CPI), which has grown 4% from last year. The increase in CPI impacts various aspects of their budget, such as procurement of goods, services, and utilities. In addition, the national trend of higher health insurance and general insurance costs is consuming a larger portion of regional budgets.

7 What happens if the budget fails to pass?

If the budget does not pass, the board may present the budget again for a revote, 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 \$1.4 million dollars.

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

For more information, visit the Budget page on the district website.

8 How has the district responded to the questions asked by families and students about potential changes to the Music Program?

Questions were raised during the Budget Review about the impact of the proposed 0.4 FTE adjustment to the number of faculty in the Music Program. In response, we developed a dedicated FAQ for the Music Program, which is posted in the Budget Section on the district website, providing detailed information as to courses, ensembles and lessons offered this year and planned for next year, including enrollment levels and designated faculty. The conclusion is that all music programs and opportunities for students this year will be continued in the new school year. We will monitor the Music Program next year as to enrollment in each offering and optimal load for faculty.

BY THE NUMBERS

Hastings puts its money into instructional programs and direct student services. As of the 2021-22 school year, here's how we compare to other districts in the region:

- ★ **Hastings ranks 1st out of 48** in Instructional Spending as a percentage of total budget.
- ★ **Hastings ranks 4th out of 48** in Co-curricular and Interscholastic spending.
- ★ **Hastings is ranked 18th out of 52** Districts in total teachers salary.
- ★ **Hastings Per Pupil Spending** was \$33,943, which puts us below the median (\$34,411) and lowest in the Rivertowns.
- ★ **Hastings ranks 33rd out of 42** in Transportation Spending.
- ★ **Class sizes are favorable** compared to most districts in Westchester.

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:**
 - ▶ Sidewalk replacement.....\$80,000
 - ▶ Air conditioning upgrades at both Farragut & Hillside School...\$140,000
 - ▶ Bathroom Upgrade-handicap accessible\$55,000

TOTAL \$275,000

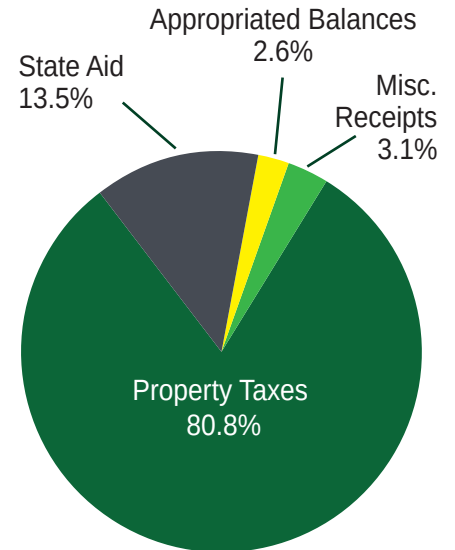
DEBT SERVICE

- ▶ 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.

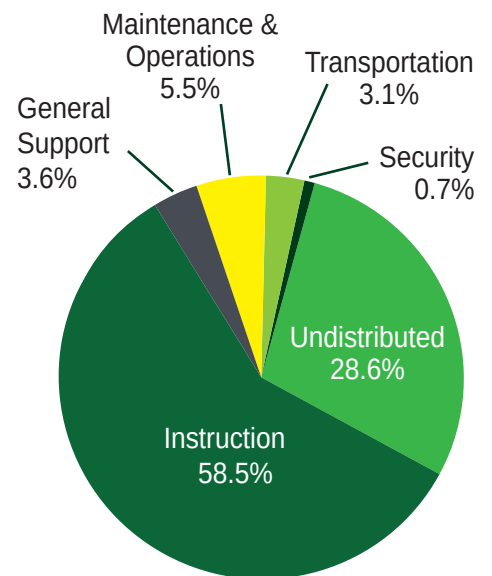
SPECIAL AID FUND

- ▶ Funds for the summer 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.

REVENUES



EXPENDITURES



PLEASE NOTE: The 28.6% of "Undistributed" expenditures accounts for employee retirement, social security, health insurance, and debt service.

BUDGET OVERVIEW

HASTINGS-ON-HUDSON UNION FREE SCHOOL DISTRICT PROPOSED 2024/25 BUDGET

| APPROPRIATIONS | ADOPTED BUDGET 2023/24 | PROPOSED BUDGET 2024/25 | BUDGET CHANGE |
|--------------------------|------------------------|-------------------------|--------------------|
| General Support | \$2,062,616 | \$2,135,833 | \$73,217 |
| Maintenance & Operations | \$3,123,495 | \$3,256,670 | \$133,175 |
| Security | \$370,000 | \$435,500 | \$65,500 |
| Instruction | \$33,905,179 | \$34,898,855 | \$993,676 |
| Pupil Transportation | \$1,802,975 | \$1,849,870 | \$46,895 |
| Undistributed | \$16,345,435 | \$17,069,149 | \$723,714 |
| TOTAL | \$57,609,700 | \$59,645,877 | \$2,036,177 |
| % BUDGET CHANGE | | | 3.53% |

| REVENUES | ADOPTED BUDGET 2023/24 | PROPOSED BUDGET 2024/25 | BUDGT CHANGE |
|----------------------------|------------------------|-------------------------|--------------------|
| State Aid | \$7,863,000 | \$8,078,000 | \$215,000 |
| Misc. Receipts | \$1,945,000 | \$1,862,500 | -\$82,500 |
| Appropriated Balance | \$354,843 | \$554,843 | \$200,000 |
| Retirement Reserve | \$650,000 | \$850,000 | \$200,000 |
| Reserve for Tax Certiorari | \$100,000 | \$115,000 | \$15,000 |
| Property Taxes | \$46,696,857 | \$48,185,534 | \$1,488,677 |
| Total Receipts | \$57,609,700 | \$59,645,877 | \$2,036,177 |
| % TAX LEVY CHANGE | | | 3.19% |
| Assessed Valuation | \$2,301,117,292 | \$2,458,720,991* | \$157,603,699 |
| Tax Rate | \$20.29 | \$19.60 | -\$0.69 |
| Tax Rate Change | | | -3.40% |

*Assessed valuation is subject to change.

SCHOOL DISTRICT BUDGET NOTICE

| Overall Budget Proposal | Budget Adopted for the 2023-24 School Year | Budget Proposed for the 2024-25 School Year | Contingency Budget for the 2024-25 School Year* |
|--|--|---|---|
| Total Budgeted Amount, Not Including Separate Propositions | \$57,609,700 | \$59,645,877 | \$58,157,200 |
| Increase/Decrease for the 2024-25 School Year | | \$2,036,177 | \$547,500 |
| Percentage Increase/Decrease in Proposed Budget | | 3.53% | 0.95% |
| Change in the Consumer Price Index | | 4.1% | |
| A. Proposed Levy to Support the Total Budgeted Amount | \$46,696,857 | \$48,185,534 | |
| 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) | \$46,696,857 | \$48,185,534 | \$46,696,857 |
| F. Total Permissible Exclusions | \$1,387,916 | \$1,437,709 | |
| G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions | \$45,850,672 | \$46,747,825 | |
| H. Total Proposed School Year Tax Levy, Excluding Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D) | \$45,308,941 | \$46,747,825 | |
| I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) ** | \$541,731 | \$0 | |
| Administrative Component | \$4,999,842 | \$5,251,156 | \$5,066,156 |
| Program Component | \$45,812,677 | \$47,221,859 | \$46,118,182 |
| Capital Component | \$6,797,181 | \$7,172,862 | \$6,972,862 |

* Provide a statement of assumptions made in projecting a contingency budget for the 2024-25 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 |
|-------------|--------|
| | |
| | |

| | Under the Budget Proposed for the 2024-25 School Year |
|---|---|
| Estimated Basic STAR Exemption Savings ¹ | \$1,628 |

The annual budget vote for the fiscal year 2024-25 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 21, 2024 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
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 Hastings-on-Hudson, NY 10706

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Superintendent of Schools

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

Maureen Caraballo,
Business Official

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VOTER INFORMATION

NYS STAR PROGRAM

Tuesday, May 21
7 a.m. to 9 p.m.
Cochran Gymnasium, HHS

Absentee/Early Voting Ballots

In order to vote, you must be:

- A citizen of the United States.
- 18 years old as of May 21, 2024.
- A resident of the District for 30 days prior to May 21, 2024.
- Previously registered or have voted in either a School or General Election in the last four (4) calendar years, or on April 24, 2024 or May 15, 2024, in the high school lobby.

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

Absentee/Early Voting ballots must be returned to the District Clerk no later than 5:00 p.m. on May 21, 2024.

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 \$98,700 for 2024 benefits, or \$107,300 or less for 2025. 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 2024-2025 Basic and Enhanced STAR exemptions should be about \$1,628 and \$3,973, respectively.

Si quiere una traduccion en espanol de este boletin, por favor llame al (914) 478-6402