

# DANSVILLE CENTRAL SCHOOLS

www.dansvillecsd.org

2017-2018 BUDGET NEWSLETTER



*Dansville Central School students will exemplify the drive, capability and compassion to achieve their full potential while contributing to our evolving local and global communities.*

**From District Superintendent Dr. Paul J. Alioto**

The School Budget Vote will be held on Tuesday, May 16 in the High School Gymnasium Foyer from 8:00am to 8:00pm. Enter at the Mustang.

You may want to avoid drop-off and pick-up times from 7:30-8:15am and 2:15-3:40pm.

Reserved parking will be available for voters.

You will be voting on the annual school district budget for the 2017-18 school year, the purchase of school buses and two Board of Education seats.

**Please note:**

**This year Dansville will be using scanned ballots.**



Dear Parents, Students and Community Members,

Thank you for supporting our school children. The District's financial outlook has improved in recent years. State aid has increased and we have reduced staffing to parallel decreases in student enrollment. The combined effect of fiscal restraint and increases in aid contribute to our financial stability.

Importantly, our students are thriving and opportunities abound for them to explore and achieve their full potential. We've added new clubs and activities where students show interest like in archery and robotics. We've maintained all other programs and courses driven by student enrollment. Student life is exceptional in our schools and kids are even reporting that the selections, variety and taste of our meals have improved!

Unwilling to rest upon laurels, the Board of Education recently adopted long range goals to help ensure a promising future for the school community and the Dansville area. These goals are to:

- Continue to develop two way communication throughout the entire school community.
- Maintain Dansville as a leader in technology and ensure its innovative and ethical use in teaching and learning.
- Cultivate collaboration between the District and community to nurture and sustain positive relationships.
- Focus on all aspects of student achievement and promote flexible, innovative and meaningful programs that challenge all students to reach their full potential.
- Improve student achievement by ensuring facilities and transportation that are healthy, safe and conducive to learning and working using future-proof facilities to provide the capacity to meet the demands of 21st century learners.

I'm proud of the work of our students, their teachers and school leaders and we plan for more good things to come in 2017-18!



**3rd Annual Wall of Pride  
Induction Ceremony**  
Saturday, October 21, 2017

**VOTE**

# 2017-2018 School Budget Proposal

	2016-17 BUDGET	2017-2018 PROPOSED	CONTINGENCY 2017-2018
Total Budgeted Amount	\$33,561,467	\$34,020,648	\$33,814,676
Increase (decrease) for the 2017-2018 school year	\$1,239,941	\$459,181	\$253,209
Percentage increase (decrease) in each proposed budget	3.84%	1.37%	.75%
Change in the consumer price index		1.26%	
Total Proposed School Year Tax Levy	\$8,086,299	\$8,196,392	\$7,990,420

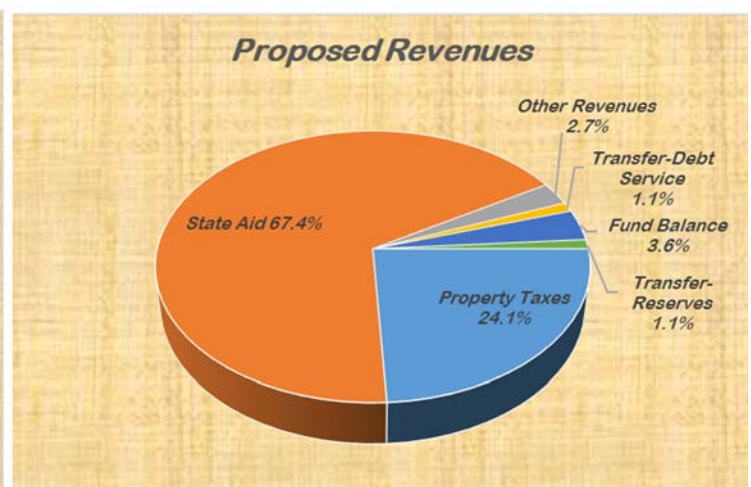
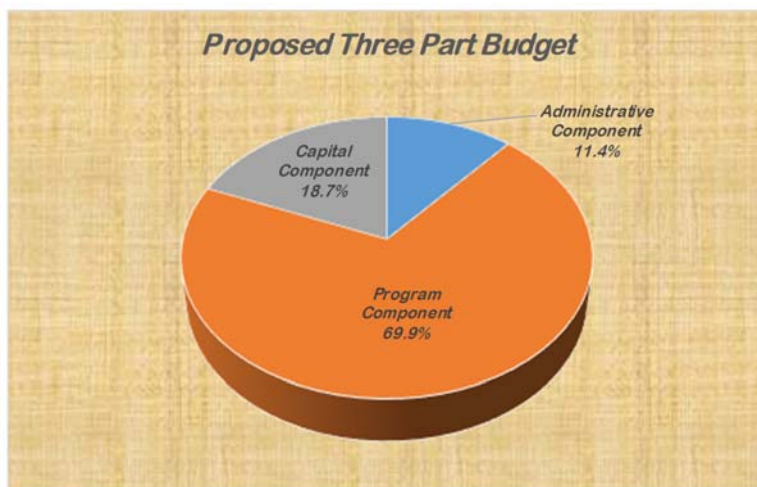
Total permissible exclusions			
A. Proposed school year tax levy, <b>not including</b> levy for permissible exclusions	\$8,086,299	\$8,196,392	\$7,990,420
B. School tax levy limit, <b>not including</b> levy for permissible exclusions	\$8,086,299	\$8,196,392	\$7,990,392
Difference: A-B (Positive value requires 60% voter approval)	\$0	\$0	0%

Administrative component	\$3,616,091	\$3,868,657	\$3,662,685
Program component	\$23,479,220	\$23,773,163	\$23,773,163
Capital component	\$6,466,156	\$6,378,828	\$6,378,828

Should the proposed budget be defeated pursuant to Section 2023 of the Education Law, the District has removed all salary increase for individuals not included in a collective bargaining agreement, all equipment that is not instructionally necessary or for health and safety to arrive at the contingent budget.

The annual budget vote for the fiscal year 2017-2018 by the qualified voters of the Dansville Central School District, Livingston County, NY will be held on Tuesday, May 16, 2017 between the hours of 8:00am and 8:00pm in the High School Gymnasium Foyer.

Description of Expenses	2016-2017	2017-2018	\$ Difference	% Difference
Administrative	\$3,616,091	\$3,868,657	\$252,566	7.0%
Program	\$23,479,220	\$23,773,163	\$293,943	1.3%
Capital	\$6,466,156	\$6,378,828	(\$87,328)	(1.4%)
Total	\$33,561,467	\$34,020,648	\$459,181	1.36%



# Revenue 2017-2018

Description of Revenue	2016-17	2017-18	\$ Difference	% Difference
Property Taxes	\$8,086,299	\$8,196,392	\$110,093	1.36%
Foundation Aid	\$14,126,103	\$14,629,337	\$503,234	3.56%
BOCES Aid	1,504,512	\$1,679,065	\$174,553	11.6%
Transportation Aid	1,610,045	\$1,713,610	\$103,565	6.43%
Building Aid	\$4,462,303	\$4,187,945	(\$274,358)	(6.15%)
Other State Aid (Excess Cost, Textbook & Software, Hardware & Technology)	\$863,308	\$705,402	(\$157,906)	(18.29%)
Other Revenue	\$813,350	\$913,350	\$100,000	12.29%
Interfund Transfer—Debt Service	\$380,000	\$380,000	\$0	\$0
Fund Balance (Appropriated)	\$1,335,547	\$1,235,547	(\$100,000)	(7.49%)
Unemployment Reserve	\$50,000	\$50,000	\$0	0%
Employee Benefits Accrued Liability	\$30,000	\$30,000	\$0	0%
Retirement Contribution Reserve	\$300,000	\$300,000	\$0	0%
Total	\$33,561,467	\$34,020,648	\$459,181	1.37%

2016-17  
BUDGET

2017-18  
PROPOSED

## Proposed Program Budget

Teaching	\$6,595,706	\$6,438,262
Students with Disabilities	\$4,635,637	\$4,882,226
Other Instructional Programs	\$2,468,699	\$2,490,501
Co-Curricular Activities	\$521,233	\$563,375
Transportation	\$1,628,407	\$1,683,575
Benefits	\$7,629,538	\$7,715,224
TOTAL PROGRAM BUDGET	\$23,479,220	\$23,773,163

*Our Program Budget includes all expenses associated with providing an education to the children and young people of our community. Examples of program expenses include classroom instruction, field trips special education services for disabled children, textbooks, computer technology, bus driver training, bus maintenance, building safety inspections, art, music and athletics.*

2016-17  
BUDGET

2017-18  
PROPOSED

## Proposed Capital Budget

Operation of Plant & Maintenance	\$1,676,523	\$1,842,390
Total Benefits	\$417,888	\$420,519
Total Debt Service	\$4,371,745	\$4,115,919
TOTAL CAPITAL	\$6,466,156	\$6,378,828

*The Capital Budget includes all expenses required to maintain a safe facility. Bond payments are also part of this category. Examples of capital expenses include fire prevention, maintenance, custodial salaries and benefits, fuel, power and water.*

2016-2017  
BUDGET

2017-2018  
PROPOSED

## Proposed Administrative Budget

Board of Education	\$27,300	\$27,325
Central Administration	\$212,744	\$224,247
Finance	\$403,670	\$417,597
Legal/Personnel/Public Information	\$122,284	\$127,868
Total Special Items	\$593,314	\$616,481
Total Curriculum, Supervision & PD	\$1,086,148	\$1,159,561
Total Central Printing & Mailing	629,859	699,397
Total Benefits	\$540,772	\$596,181
TOTAL ADMINISTRATIVE	\$3,616,091	\$3,868,657

*The Administrative Budget includes all expenses for managing and organizing the affairs of our school system. Examples of administrative expenses include administrator and clerical salaries, attorney and payroll service fees, professional development activities, copying costs and benefits.*

**TOTAL BUDGET** **\$33,561,467** **\$34,020,648**

# 2017-2018 Property Tax Report Card

	Budget Adopted for 2016-17 (current) School Year	Budger Proposed for 2017-18 (next) School Year	Percent Change
Total Budgeted Amount, Not Including Separate Propositions	\$33,561,467	\$34,020,648	1.37%
A. Proposed Tax Levy to Support the Total Budgeted Amount <sup>1</sup>	\$8,086,299	\$8,196,392	
B. Tax Levy to Support Library Debt, if Applicable	NA	NA	
C. Tax Levy for Non-Excludable Propositions, if Applicable <sup>2</sup>	NA	NA	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy, if Applicable	NA	NA	
E. Total Proposed School Year Tax Levy (A + B + C + D)	\$8,086,299	\$8,196,392	1.36%
F. Permissible Exclusions to the School Tax Levy Limit	NA	NA	
G. School Tax Levy Limit, Excluding Levy for Permissible Exclusions <sup>3</sup>	\$8,086,299	\$8,196,505	
H. Total Proposed Tax Levy for School Purposes, Excluding Permissible Exclusions and Levy for Library Debt, Plus Prior Year Tax Cap Reserve (E—B—F + D)	\$8,086,299	\$8,196,505	
I. Difference: (G—H); (negative value requires 60.0% voter approval) <sup>2</sup>	\$0	\$113	
Public School Enrollment PK-12	1,557	1493	(4.1%)
Consumer Price Index	.12%	1.26%	

<sup>1</sup> Include any prior year reserve for excess tax levy, including interest.

<sup>2</sup> 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.

<sup>3</sup> For 2017-2018, includes any carryover from 2016-2017 and excludes any tax levy for library debt or prior year reserve for excess tax levy, including interest.

Fund Balance	Actual 2016-17	Estimated 2017-18
Adjusted Restricted Fund Balance	\$4,928,628	\$4,928,628
Assigned Appropriated Fund Balance	\$1,335,547	\$1,235,547
Adjusted Unrestricted Fund Balance	\$1,292,000	\$1,342,000
Adjusted Unrestricted Fund Balance as a Percent of the Total Budget	4.0%	4.0%

Estimated Increase in Taxes*						
	Enhanced STAR		Basic STAR		No STAR	
Assessment	Annual	Monthly	Annual	Monthly	Annual	Monthly
\$50,000	\$0.00	\$0.00	\$4.60	\$0.38	\$11.50	\$0.96
\$100,000	\$1.00	\$0.08	\$16.10	\$0.34	\$23.00	\$1.92

\*Assumed prior year assessments

Tax Rate/Thousand of Assessed Value	
2016-17	\$16.93
2017-18 (Estimated)	\$17.16
<b>Estimated Average Basic STAR Exemption Savings</b>	<b>\$519.00</b>



# “The Leader In Me”

Dansville Central Schools are implementing “The Leader In Me” to help deliver on our school mission of our students exemplifying the drive, capability and compassion to achieve their full potential while contributing to our evolving local and global communities.

**Habit 1: Be proactive. Take action and take responsibility.** This is the basis of all further habits and a cornerstone of success. You will influence your life more than anyone else. You have the opportunity to use your free will and hard work to change yourself and your circumstances. You are only a victim if you allow yourself to be; if you are reactive rather than proactive. The emphasis of this habit is to do whatever is in your power to improve your situation. You are the creator, the actor and the doer in your life; get started and "just do it". Since, in a situation, the thing that you can influence and change the most is your response to it - choose your response to any situation and you will find yourself in control. No one can "make" you angry if you decide you don't want to get angry. Don't let life set you up to be in a bad situation. Have confidence in yourself and believe that you can succeed at anything in life.

**Habit 2: Begin with the end in mind. Visualize where you want to go.** Before you start something sit down and **plan it out**. A little planning will usually save you a lot of actual work later. Use your creative forces to create images and plans in your head first, then carry out your plan. The plan is called the first creation; the second creation is formed when you carry out the plan, and its success depends on a well thought out first creation

**Habit 3: Put first things first. Set priorities.** Decide which of your roles and goals are most important, then determine what steps will best achieve those goals. Basically it means doing life with your values in hand. It means defining your idea of success in life from the image you would like to leave in the roles that you assume like (spouse, grandparent, voter, activist, student, employee, manager). The idea is to have these clearly defined and on a piece of paper.

**Habit 4: Think win-win.** Many people grow up with a competitive mindset ("I win, you lose"), a beaten-down mindset ("I give up, do what you want to me"), or a mix of these and other mindsets. Each of these has its place. However, for your most valuable family and business interactions, the most mature and effective goal is usually to seek situations which benefit everyone involved.

**Habit 5: Seek first to understand, then to be understood.** To influence and help others, you must first actively listen to them and understand their situation and concerns. For example, imagine a doctor who gives a prescription over the telephone without knowing all the necessary information about the patient and their condition. This could be a serious or even fatal error if the patient takes the wrong medicine. In the same way, when giving someone advice we should be quite careful to understand their circumstances well. Even excellent advice can be useless and wasted if it does not apply to the situation of the person receiving it

**Habit 6: Synergize.** This habit deals with **teamwork** and opening yourself emotionally to work with other people. Optimistic, emotionally-charged individuals who are living out the previous habits can work together in amazing ways and see new paths none of them would have found alone. To synergize means to value differences or disagreements within a group. Instead of looking at the difference negatively, one can view this as beneficial and seek to understand why the difference exists. In coming to understand the difference or disagreement, and thinking with a win/win attitude, a "third alternative" may appear.

**The Seventh Habit - Renewal.** Take time to **rejuvenate yourself** and help prepare yourself to work better in the future. This often means relaxing, enjoying nature and meditating or reading great literature, listening to classical music, and spending time with high-quality relationships. The purpose of this habit is to regularly exercise the four components which many believe make up the human being: body, mind, heart and spirit.

## The 7 HABITS Of Highly Effective People

- 1 Be Proactive
- 2 Begin With The End In Mind
- 3 Put First Things First
- 4 Think Win-Win
- 5 Seek First To Understand,  
Then To Be Understood
- 6 Synergize
- 7 Sharpen The Saw

# Dansville CSD—Fiscal Accountability Summary, NYSED

Commissioner's Regulations require that certain expenditure ratios for general-education and special-education students be reported and compared with ratios for similar districts and all public schools. The required ratios for this district are reported below. The numbers used to compare the statistics on this page were collected on the State Aid Form A, the State Aid Form F, the School District Annual Financial Report (ST-3), and from the Student Information Repository System (SIRS). These data are from the 2015-2016 school year.

THIS SCHOOL DISTRICT	GENERAL EDUCATION	SPECIAL EDUCATION
Instructional Expenditures	\$13,702,307	\$7,043,480
Pupils	1507	235
Expenditures Per Pupil	\$9,092	\$29,972

SIMILAR DISTRICT GROUP	GENERAL EDUCATION	SPECIAL EDUCATION
Instructional Expenditures	\$1,561,573,974	\$641,246,480
Pupils	149,618	23,680
Expenditures Per Pupil	\$10,437	\$27,080

ALL SCHOOL DISTRICTS	GENERAL EDUCATION	SPECIAL EDUCATION
Instructional Expenditures	\$31,780,970,752	\$13,848,179,596
Pupils	2,659,777	451,571
Expenditures Per Pupil	\$11,949	\$30,667

Instructional expenditures for general education are K-12 expenditures for classroom instruction (excluding special education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of students with disabilities in a general-education setting. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for general education is K-12 average daily membership plus K-2 pupils for whom the district pays tuition to another school district. This number represents all pupils, including those classified as having disabilities and those not classified, excluding only students with disabilities placed out of district. Pupils resident in the district but attending a charter school are included. For districts in which a county jail is located, this number includes incarcerated youth to whom the district must provide an education program.

Instructional expenditures for special education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures. District expenditures, such as transportation, debt service and district-wide administration are not included.

The pupil count for special education is a count of K-12 students with disabilities for the 2014-2015 school year plus students for whom the district receives tuition from another district plus students for whom the district pays tuition to another district. Students attending the State schools at Rome and Batavia, private placements and out-of-state placements are included.

Instructional expenditures per pupil is the simple arithmetic ratio of instruction expenditures to pupils. The total cost of instruction for students with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit student not classified as having disabilities.

## Total Expenditures Per Pupil

This School District	\$19,951
Similar District Group	\$22,078
NY State	\$22,556

Total expenditures per pupil is the simple arithmetic ratio of total expenditures to pupils. Total expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the instructional expenditure values for general education and special education. As such, the sum of general education and special education instructional expenditures does not equal the total expenditures.

# Information About Students with Disabilities (2015-2016)

Commissioner’s Regulations require reporting students with disabilities by the percent of time they are in general education classrooms and the classification rate of students with disabilities. These data are to be compared with percentages for similar districts and all public schools. The required percentages for this district are reported below.

STUDENT PLACEMENT (Percent of Time Inside Regular Classroom)	This School District		Similar District Group (High Need/Resource Capacity Rural)	NY State
	Number of Students	Percent of Students	Percent of Students	Percent of Students
80% or more	95	41.5%	57.1%	58.2%
40%-79%	51	22.3%	19.6%	11.7%
Less than 40%	63	27.5%	20.6%	19.9%
Separate Settings	20	8.7%	2.1%	5.3%
Other Settings	0	0.0%	0.6%	5.1%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on BEDS Day, which is the first Wednesday of the reporting year. The percentages represent the amount of time students with disabilities are in general-education classrooms, regardless of the amount and cost of special-education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

## School-age Students with Disabilities Classification Rate

THIS SCHOOL DISTRICT	SIMILAR DISTRICT GROUP	NY STATE
16%	15%	14.7%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school district, including students who are parentally placed in nonpublic schools located in the school district. The numerator includes all school-age students for whom a district has Committee on Special Education (CSE) responsibility to ensure the provision of special-education services. The denominator includes all school-age students who reside in the district. In the case of parentally placed students in non-public schools, it includes the number of students who attend the nonpublic schools located in the school district. Source data are drawn from the SIRS and from the Basic Education Data System (BEDS).

# The 7 Habits of Healthy Kids



## STAR Eligibility

The eligibility criteria are the same for both the STAR credit and the STAR property tax exemption. You can't receive both the credit and the exemption.

Eligible types of property include houses, condominiums, cooperative apartments, manufactured homes, and farm houses mixed-use properties, including apartment buildings (but only the owner-occupied portion).

Eligible Homeowners	Basic STAR	Enhanced STAR
Residency	You must own your home and it must be your primary residence.*	
Age	No age restriction	65 or older  For jointly owned property, only one spouse or sibling must be at least 65 by December 31 of the year when the exemption will begin.
Income**	<a href="#">\$500,000 or less</a>  The income limit applies to the combined incomes of only the owners and owners' spouses who reside at the property.	For 2016 benefits, \$84,550 or less.  For 2017, \$86,000 or less.  The income limit applies to all owners, and any owner's spouse who resides at the property.

### Determining Your Primary Residence

Some factors that help determine whether a property is your primary residence include voting, vehicle registrations, and length of time spent each year on the property. The Tax Department may also request proof of residency.

### Income Eligibility

Eligibility in 2017 is based on income information from the 2015 tax year. Income means federal "adjusted gross income" minus the "taxable amount" of total distributions from individual retirement accounts or individual retirement annuities (IRA's).

### Special Eligibility Rules

**Surviving spouses.** You can retain an existing Enhanced STAR benefit if you're at least 62 years old as of December 31 in the year the benefit will continue. Otherwise, you may receive the Basic STAR benefit.

**Nursing home residents.** If you own your home, you're eligible for Basic or Enhanced STAR, as long as no one other than the co-owner or spouse resides there.

**Trusts.** If you're a trust beneficiary who conveyed your home to trustees but continues to live in the home, you get the STAR benefit. For example, a senior creates a trust and conveys her home to her children as trustees. If she remains in the home as the beneficiary of the trust, she is considered the homeowner and gets the STAR benefit.

**Life estates.** Under a life estate, one party has a "life tenancy" (ownership for the rest of his or her life) and another party will become the owner after the life tenant dies. For exemption purposes, the life tenant is deemed to own the property; so STAR eligibility is based on the life tenant's qualifications.



# School Board Candidates



## **Brian Applin**

### **Community Service:**

Dansville School Board Member since 2008  
Dansville Youth Basketball coach  
Dansville Little League manager

### **What skills will you bring with you as a BOE member?**

I am a three- term board member who brings experience to the table, which is needed in these difficult times for schools. I feel that good decision making is a combination of facts and emotions, taking into consideration information from all sources. I am willing to listen to all sides and I am receptive to any and all information in order to make educated decisions.

### **What are the greatest challenges facing the District?**

The greatest challenge for the district is finding creative ways to offset increasing fixed expenditures with uncertain revenues. The school needs to maintain programs for our students as well as a high quality of those programs. Experience, open mindedness, and the drive to succeed can help the District move forward.

### **What is your Occupation?**

23 year member of the Livingston County Sheriff's Office, currently holding the position of Captain overseeing the Criminal Investigations Division.

### **Family?**

Wife Phyllis, daughters Kirstyn and Katelyn who are both graduates of Dansville and son Bryce who is a seventh grader at Dansville High School.



## **Matthew Crane**

### **Community Service:**

Six years Dansville School Board  
Six years Genesee Valley BOCES School Board, representing Dansville and Wayland-Cohocton Districts  
Master Dansville Mason's Phoenix Lodge 115  
Facilitated Youth Assistance Program (YAP), between Groveland Correctional Facility and the Genesee Valley BOCES.  
Dansville Athletic Committee member  
Business Owner Dansville Community  
Lifetime resident and graduate of Dansville Central

### **What skills will you bring with you as a BOE member?**

As a two term board member with both Dansville and BOCES, I am bringing a perspective of not only the Dansville School District, but also the knowledge of what other districts in our region are facing. The BOCES partnership covers 22 school districts. Many of these schools have the same issues and problems as Dansville. It enables me to bring others ideas and connections to our district. I have also always been approachable to community members with concerns or issues within the district. I'll ensure that my children and all kids in Dansville get the best education possible.

### **What are the greatest challenges facing the District?**

As a rural school district we face many issues with financing, programs and state mandates. We are also seeing a drop in population in the Dansville area. Furthermore, there is still unequal state aid for rural school districts upstate compared to downstate school systems. It has become the responsibility of our community to decide what type of school district Dansville will have. Getting the public to understand the importance of a thriving school system and its impact on the community as a whole can be challenging. However, I feel and have seen how supportive our residents have been.

### **What is your occupation?**

NYS Department of Corrections (31 years), Guidance and Parole Counselor.  
Owner "Crane's Antiques" Dansville

### **Family?**

Son Conlan, sisters, my friends and neighbors.

## Proposition 2 : In Depth

**Proposition 2** asks the voters to approve the purchase 3 propane powered 66-passenger of school buses for transporting students.

Propane powered buses have proven to be very cost efficient and reliable and will increase the number of propane powered buses from 1 to 4.

The reviews have been very positive and these vehicles climb hills with more power than similar gas or diesel powered engines. The propane fuel is currently less expensive and emits less carbon into the atmosphere than gasoline and diesel powered school buses.



## Celebrating Outstanding Members of our School Community

### DANSVILLE CENTRAL SCHOOL DISTRICT WALL OF PRIDE

The Foundation for Dansville Education proudly announces the Third Annual Wall of Pride Induction Ceremony. The Wall of Pride is housed in the Dansville High School and serves to honor and celebrate the outstanding members of the Dansville-school community.

The third annual induction ceremony will be on **Saturday, October 21, 2017**. The Selection Committee is currently seeking nominations for the third annual Wall of Pride Induction Ceremony. Nomination forms will be accepted until May 31, 2017 and should be submitted to the District Office at 284 Main Street.





DANVILLE CENTRAL SCHOOLS  
284 MAIN STREET  
DANVILLE, NY 14437

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## DCS DISTRICT RESIDENT



### Dansville Central School District 2017-2018 Proposed Budget and Propositions

Please note: This year Dansville will  
be using scanned ballots.

#### 2017-2018 PROPOSED BUDGET

##### **PROPOSITION #1: Proposed Budget**

**RESOLVED**, that the Board of Education of the Dansville Central School District is hereby authorized to expend a sum of \$34,020, 648 for the school budget for the 2017-2018 school year and to levy the necessary tax on the taxable property of the school district on May 17, 2016.

##### **PROPOSITION #2: Purchase School Buses**

**RESOLVED**, that the Board of Education of the Dansville Central School District is hereby authorized to undertake the acquisition of 3 school buses, at an estimated maximum aggregate cost of \$360,000, less trade-in value, if any, and to appropriate and expend from the existing bus purchase reserve fund \$36,000 for such costs, and that the balance of such costs, or so much thereof as may be necessary, shall be raised by the levy of a tax to be collected in annual installments, and, in anticipation of such tax, debt obligations of the school district as may be necessary not to exceed \$324,000 shall be issued, or the school district may enter into an installment purchase contract if the Board of Education

##### **CANDIDATES FOR TWO 3-YEAR TERMS :**

Brian Applin, Matt Crane

Visit us on the web at:

[www.dansvillecsd.org](http://www.dansvillecsd.org)

Visit us on Facebook at

[Facebook.com/dansvilleCSD](https://www.facebook.com/dansvilleCSD)



**TUESDAY,  
MAY 16, 2017  
8:00am—8:00pm  
Dansville  
High School  
Gymnasium Foyer**

Dansville Central School District  
284 Main Street, Dansville, NY 14437 - (585) 335-4000 - [www.dansvillecsd.org](http://www.dansvillecsd.org)