



Welcome

Healthy, Safe and Engaged

Intellectually Challenged & Academically Accomplished

Socially and Emotionally Supported

Intellectually Challenged & Academically Accomplished



Cullenderland

CENTRAL SCHOOL DISTRICT



A Time for Transformation: A Continuum of Change

January 17, 2012



Community Conversation II

A Time for Transformation: A Continuum of Change



Agenda

Welcome & Opening Presentation

- *Marie Wiles, Superintendent of Schools*
- *Neil Sanders, Assistant Superintendent for Business*

Focus Group Activity

- Facilitated Small Group Discussions

Reporting Out of Focus Groups

Closing Remarks

- *Colleen O'Connell, Board of Education President*
- *Marie Wiles, Superintendent of Schools*

Adjournment





What are we all about?

Our Mission

To inspire all students to be active life-long learners, able to achieve their highest potential in a demanding and ever-changing global environment



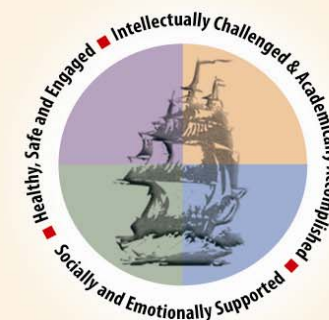


How do we do this?

Our Vision

We will provide for all a safe and welcoming environment, where students, parents and staff are joined in the pursuit of academic excellence and personal growth. We shall provide a rich and rigorous education for all learners so that, upon graduation, they are poised, capable and ready to meet the developments, challenges and opportunities of the future.





Our District Goals

- Embrace *innovative approaches to instruction* that strategically focus on *student needs* and maximize the potential of *technology* and *interconnectivity*;
- Develop and enhance opportunities for *high quality interactive communication* within and throughout the district;
- Develop and support *leadership* focused on *transforming* the district to thrive in a challenging educational, fiscal and political climate;
- Strategically *deploy resources* to meet student needs in the most *cost-effective* manner possible.





Economic Outlook and Real Property Tax Levy Limit “Property Tax Cap”





Economic Outlook

- Slow and prolonged economic recovery
- Federal, state, and local budget deficits
- Legacy costs – Medicare, pensions
- Continuing high unemployment
- Depressed housing market
- Increased cost for food, fuel, health care
- Lower wage and income growth



Projected NYS Budget Deficits



State Fiscal Year	Projected Deficit
2011-12	\$350 million
2012-13	\$3.25 billion
2013-14	\$3.27 billion
2014-15	\$4.80 billion

Source: NYS Department of the Budget





School District Impacts

- Reduced state funding to schools
- Lack of meaningful mandate relief
- Shifting tax burden to local taxpayers
- Potential redistribution of school aid among school districts
- Reduction of staffing and programs
- Growth “Caps” or ceilings
- Preserving and managing fiscal resources



“Caps” or Ceilings



	Basis Used to Determine Cap
STAR Exemption Savings	2% of prior year savings
State Aid Growth	NYS Personal Income Growth
Foundation Aid Increase	Legislatively frozen at 2008-09 level
Property Tax Levy Growth	Prescribed formula incorporating the Consumer Price Index (CPI)

Notable Exception:

Gap Elimination Adjustment (GEA)

(Now a permanent part of state law)





PROPERTY TAX LEVY LIMIT

“Property Tax Cap”



Chapter 97 of the Laws of 2011



- Tax Levy Limit begins with the 2012-13 school year
- In effect through at least the 2016-17 school year. Thereafter, it remains in effect only so long as rent control laws are in place
- Current contingency budget requirements and restrictions in place



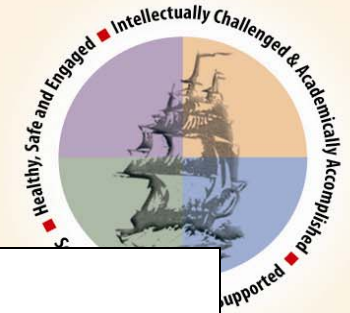


Common Myths

- Year-to-year increases in homeowner tax bills cannot exceed 2 percent
- Year-to-year school tax rate increases cannot exceed 2 percent
- Year-to-year increases in the tax levy cannot exceed 2 percent
- Property tax increases are subject to a “cap”



Guilderland Central School District Projected and Final Tax Levy Data



			Town of Guilderland			
			Projected		Actual	
Year	Budget Amount	Local Levy	Levy % Increase	Tax Increase	Levy % Increase	Tax Increase
2011-12	\$88,961,475	\$62,000,467	3.48%	3.48%	3.90%	3.23%
2010-11	\$87,447,715	\$59,674,225	3.58%	3.59%	4.22%	3.59%
2009-10	\$85,320,425	\$57,257,618	0.58%	0.58%	0.58%	-0.18%
2008-09	\$83,823,160	\$56,926,208	1.76%	1.43%	1.76%	1.16%
2007-08	\$82,117,000	\$55,943,804	3.13%	2.48%	2.44%	1.20%
2006-07	\$78,974,545	\$54,610,113	4.75%	4.18%	4.46%	3.13%

Note: The average annual tax rate increase for the past 6 years in the Town of Guilderland:

Projected: 2.62%

Actual: 2.02%



Tax Levy Limit Formula



$$\begin{aligned} & \text{Prior year tax levy} \\ & \times \\ & \text{Tax base growth factor (if any)} \\ & + \\ & \text{Payments in lieu of taxes (PILOTs) receivable during prior year} \\ & - \\ & \text{Taxes levied for exemptions during prior year (not ERS \& TRS)} \\ & \equiv \\ & \text{Adjusted Prior Year Tax Levy} \\ & \times \\ & \text{-Allowable levy growth factor (lesser of 2\% or CPI)} \\ & + \\ & \text{Payments in lieu of taxes (PILOTs) receivable in the coming year} \\ & + \\ & \text{Available carryover (if any)} \\ & \equiv \\ & \text{"Tax Levy Limit"} \\ & + \\ & \text{Coming School Year Exemptions} \\ & \equiv \\ & \text{Maximum Allowable Tax Levy} \\ & \text{(requiring simple majority approval of more than 50\% of voters)} \end{aligned}$$

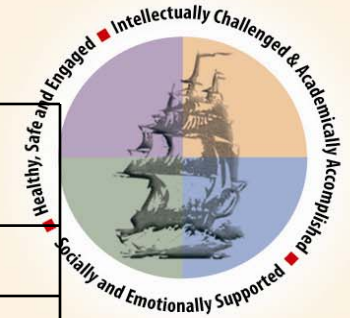


2012-13 G.C.S.D. Tax Levy Limit Calculation



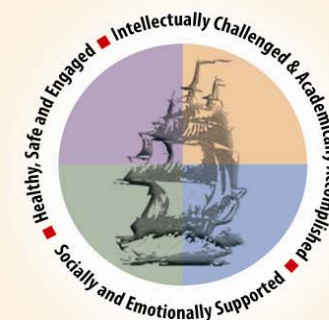
Prior Year Tax Levy		\$62,000,467
Tax Base Growth Factor	x	1.0020
Subtotal Prior Year Tax Levy		\$62,124,468
Payments in Lieu of Taxes (PILOTS)	+	n/a
Taxes Levied for Exemptions During Prior Year: Capital Expenditures Net of State Aid	-	\$2,867,959
Adjusted Prior Year Tax Levy	=	\$59,256,509
Allowable Levy Growth Factor (Lesser: CPI or 2%)	x	1.02
Subtotal Growth Adjusted Tax Levy		\$60,441,639
Payments in Lieu of Taxes (PILOTS)	-	n/a
Available Carryover	+	n/a
Tax Levy Limit	=	\$60,441,639
Taxes Levied for Exemptions During Coming Year:		
Capital Expenditures Net of State Aid	+	\$2,888,920
Pension Cost Exemptions > 2%	+	\$242,500
Maximum Allowable Tax Levy Amount	=	\$63,573,059
Maximum Allowable Tax Levy Percentage Increase		2.54%

Rollover Budget Projection



	Budget 2011-12	Projection 2012-13	Change
Expenses			
Salaries	\$46,680,232	\$47,753,786	\$1,073,554
Benefits	\$20,244,450	\$22,574,368	\$2,329,918
Equipment/Supplies/Textbooks	\$2,567,245	\$2,599,758	\$32,513
Contracted/BOCES Services	\$11,192,170	\$11,527,933	\$335,763
Debt Service/Transfers	\$8,277,378	\$8,273,161	(\$4,217)
Total	\$88,961,475	\$92,729,006	\$3, 767,531
Revenues			
State Aid	\$22,195,733	\$21,072,201	(\$1,123,532)
Local Sources	\$2,015,275	\$2,015,275	-0-
Appropriated Reserves/Fund Balance	\$2,750,000	\$2,750,000	-0-
Total	\$26,961,008	\$25,837,476	(\$1,123,532)
Property Tax Levy	\$62,000,467	\$66,891,530	\$4,891,063





Tax Levy Scenarios

2011-12	Tax Levy	\$62,000,467
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2012-13	*2.54% (+\$1,572,592)	\$63,573,059
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(*Threshold Limit)

Reductions Needed for 50% Approval
\$3,318,471

2012-13	Contingent Budget	\$62,000,467
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Required Contingency Reductions	\$4,891,063
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Note: Estimated reductions based on rollover budget projection.

Past Spending Reductions



2010-11 School Year

- Reduction of 56 FTE* staffing positions
- Elimination of foreign language program in grades K - 3
- Elimination of a majority of freshman sports
- Reductions in equipment and supplies, BOCES services

2011-12 School Year

- Reduction of 39.75 FTE* staffing positions
- Increased class size K-12
- Reductions in GHS English/Social Studies integrated sections
- Reduction in elementary enrichment to 1 day/week
- Elimination of foreign language program in grades 4 – 5
- Elimination of funding for field trips; partial funding of freshman sports and stipend for club advisors
- Late bus runs reduced to three days per week

*FTE = Fulltime Equivalent



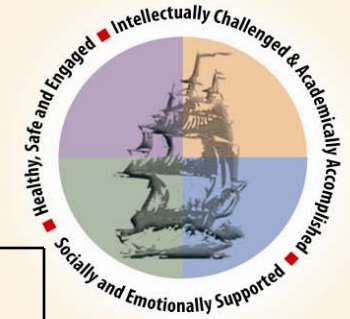
What options does the Board of Education have?



- **Option 1**: Propose a budget requiring a tax levy that is at or below the tax levy threshold prescribed by law.
 - ✓ Requires a simple majority (50% + 1 voter approval)
- **Option 2**: Propose a budget requiring a tax levy that is above the tax levy threshold prescribed by the law.
 - ✓ Requires a “super majority” (60% voter approval)
 - ✓ Requires a statement on ballot indicating the required tax levy before exemptions exceeds the Tax Levy Limit.



Budget Vote Approval



Year	Yes	No	Voters
2011-12	55.5%	44.5%	3709
2010-11	55.0%	45.0%	3967
2009-10	58.4%	41.6%	3417
2008-09	65.4%	34.6%	3185
2007-08	63.9%	36.1%	3146
2006-07	55.6%	44.4%	3413



What happens if the budget is **NOT** approved by the public?



If the proposed budget is **NOT** approved by the required margin, the district may:

- Resubmit the original budget or submit a revised budget to the voters on the third Tuesday in June; or
- Adopt a contingency budget that **levies a tax no greater than that of the prior year (0% increase in tax levy).**

If the resubmitted/revised budget proposal is **NOT** approved by the required margin:

- The BOE must adopt a contingency budget with a tax levy **no greater than that of the prior year (0% increase in the tax levy)**

Note: Under a contingency budget, it is currently estimated that **\$4.9 million** in reductions would need to occur.

Key Points to Remember



- Budget vote process for 2012-13 remains essentially unchanged
- School districts can put forth any amount of tax levy increase (not limited to 2% increase or cap)
- Sole purpose of Tax Levy Limit Calculation is to determine the percentage of votes required to pass the budget
 - 50% voter approval for tax levy less than limit
 - 60% voter approval for tax levy greater than limit

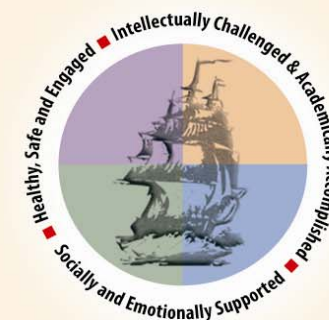




Key Points to Remember

- Tax Levy Limit subject to adjustments and exclusions
- Contingency budget results in zero increase over previous year's tax levy amount minus non-contingent expenditures and administrative cap amount (if applicable)
- Tax Levy Limit Formula in effect through at least 2016-17





Why do we need to transform ourselves?

- The status quo is not sustainable over the longer term, given the resources available
- What our students need to know and be able to do in order to be successful has changed
- Even if resources were unlimited, we'd still need to transform our schools if we want to prepare our students well for their futures





What if we do nothing?

- We will still need to close a significant revenue gap (\$3.3M) for 2012-2013, and similar gaps in subsequent years
- Larger class sizes, fewer programs, diminished services
- Fewer adults to meet the needs of students
- Preserve the “shape” of GCSD, but starve the “structure”





Taking Action

- In order to address the immediate challenge of 2012-2013 *AND* to consider how the Guilderland Central School District will fulfill our mission in the future, we are engaging in:
 - Data-driven budgeting
 - A review of the use of time, K-12
 - A review of our leadership structure
 - An exploration of an enhanced use of technology





Data-driven budgeting

- Not starting with what we have and looking at what we can cut, but looking at student needs and building up
- Requires a close look at student needs expressed in a variety of data available to us
 - IEPs
 - Student achievement on state and local benchmark assessments
 - Trend data regarding #s of occurrences, crises, etc.





Staffing Areas Studied

- Reading and math support
- Occupational and physical therapy
- Social Work, Psychologists
- Teaching Assistants
- ESL instruction/support
- Instrumental lessons

Based on documented student needs in these areas and the implementation of entrance and exit criteria there may be changes (+/-) in FTEs from building to building





Use of Time

- Optimizing existing time to meet student needs in the immediate and long term
- Research* suggests that high performing schools use time in creative, flexible ways to match the needs of students and the lesson
 - Vary how students are grouped
 - Vary length of instructional periods
 - Use time and resources outside of the school day

* Karen Hawley Miles, *Transform or Decline? Using Tough Times to Create Higher Performing Schools*, Kappan, October 2011.



Use of Time Study at G.C.S.D.



- Recent study on the use of time began in July 2011
- During the fall, leadership teams at FMS and GHS worked with building cabinets to define goals around the use of time and explored a number of options
- Presented selected options, with pros and cons, to Board of Education on 12/13/2011
- Proposed models had to be at least cost-neutral



Elementary Level Study



- Principals worked within the existing elementary school schedule
- Explored deployment of special area teachers to maximize contact time with students
- Considered ways to expand the amount of common instructional time available for grade level teachers
- Considered ways to expand amount of common planning time
- Considered ways to maximize access to students to provide support services



Farnsworth Middle School Study



- Considered an eight (rather than nine) period day in which teachers would meet with five different groups of students each day
- In the current nine period day, teachers meet with four different groups each day; once every four days they meet for a second time, in “tutorial” with a group for review, reteaching, and enrichment



Benefits of an eight period day?



- Reduces class size from 27-29 to 23-25
- Increases instructional time in each period by five minutes, from 40 to 45 minutes
- “Blocked” courses increase from 80 to 90 minutes; additional time creates an opportunity for review, re-teaching and enrichment during class time
- Maximizes teacher instructional time



Drawbacks to eight period day?



- Eliminates “tutorial”, but the opportunity for extra help is still available after school
- Will require a different approach to access students for academic intervention services, such as pulling out or pushing in during lengthened instructional blocks
- Will require a different approach to assure that students needing multiple interventions can participate in performing arts
- Reduces non-mandated grade 6 programming in health and technology from 10 to 5 weeks



Guilderland High School Study



- Considered the elimination of “advisory” to create an 8th instructional block in the two day cycle; all other aspects of the schedule remain the same
- Advisory is an 85 minute period every other day in which no teachers or students have a scheduled class. It was originally designed to provide a time for students to meet with teachers for extra help. Currently, it is estimated that 85% of students use advisory as a time to complete homework
- Some co-curricular groups meet during advisory; would meet in the future during other available times such as activity period



Some Advantages



- Creates an opportunity for students to take an 8th course or elective
- Results in more balanced class sizes across sections
- Creates opportunities during each period (or half period) of the day for students assigned to study halls to visit learning centers for extra help, go to the library, guidance office and/or receive other support services (AIS, reading, social work)
- Creates flexibility in an otherwise rigid schedule, that will lessen the need to increase class size and/or reduce programs in the future

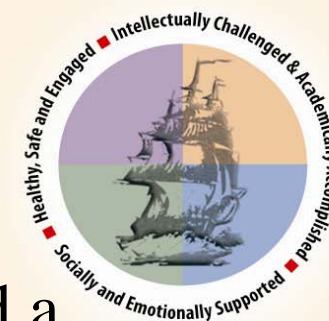


Some disadvantages



- Students may not be able to see their own teachers in “learning centers” for help during the day
- Some performing music groups may need to be scheduled after school
- Advisory is popular among many students and staff; it is difficult to accept change





Leadership Structure

- Recent report to the Board of Education included a review of research that confirms that leadership at the building and district level matters when it comes to student achievement
 - Identifies 21 specific responsibilities linked to student achievement;
- There is no research-based “right” number of administrators, but rather that in leadership “form follows function”
 - The form of the leadership team is determined by what that team must do, and do well.

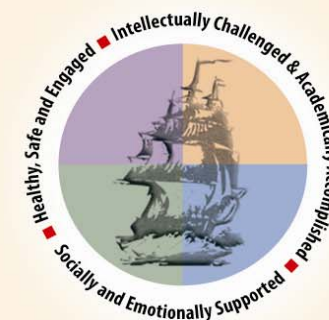


Key Points of Report

Guilderland Central School District

- Can point to overall excellent results in student achievement
- Has talented and committed individuals on leadership team
- Operates using a hybrid “site-based” approach to leadership (some K-12, some building only assignments)
- Has lowest ratio of students to administrators in Suburban Council





Key Points, cont.

- District has reduced the overall number of administrative positions as enrollment has declined
- Projected declines in enrollment and continued financial constraints suggest that the district will need to continue to reduce the number of positions
- The identification of positions and the timing of the reductions is a function of the district's needs in areas such as:
 - Instructional leadership (common core, new assessments, use of data)
 - Teacher Evaluation (new Annual Professional Performance Review law and regulations)
 - Other



Short-term recommendations



- Eliminate assistant director for health, PE & interscholastic athletics
- Reassign duties of elementary special education administrator (retiring) to a non-administratively certified individual
- Re-focus duties of Coordinator for Elementary Programs and Professional Development
 - Response to Intervention
 - Support for classroom teachers in literacy instruction



Investment in the Future: Technology Infrastructure



- Create opportunity to access the resources, academic and professional knowledge that are beyond the walls of our school buildings
- Recognize that in spite of economic challenges we cannot afford to let our infrastructure become antiquated; catching up later will be even more expensive
- Enhances opportunities for our students to “learn from a distance”





Areas of exploration

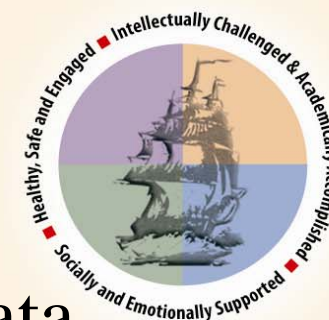
- Video conferencing
- Wireless access
- Transition to “cloud-based” computing
- Learning from a Distance
 - Credit recovery (Novanet)
 - Virtual Field Trips
 - Social Networking
 - Traditional Distance Learning courses offered through BOCES and others





QUESTIONS TO CONSIDER





For Discussion:

- Is the community ready to accept a more data-driven approach to the budget?
- Do you think the community is ready to accept changes to the way we use time? Our leadership structure?
- Is our community willing to invest in technology, even when resources are limited?
- Why do you think G.C.S.D. has struggled to pass budgets with at least 60% support?





Thank you for coming!

Please be sure to attend our next
Community Conversations on
February 7, 2012

