

THE SUPERINTENDENT'S  
2012-13 BUDGET CONCEPT PAPER

PRESENTED TO THE  
BOARD OF EDUCATION

FEBRUARY 17, 2012

DR. LAVAL S. WILSON  
SUPERINTENDENT  
POUGHKEEPSIE CITY SCHOOL DISTRICT



# POUGHKEEPSIE CITY SCHOOL DISTRICT

11 College Avenue, Poughkeepsie, New York 12603 | Telephone 845-451-4900 | Fax 845-451-4955

Laval S. Wilson, Ph.D.  
Superintendent of Schools

José L. Carrión  
Assistant Superintendent  
for Curriculum and Instruction


Hasna Muhammad, Ed.D.  
Assistant Superintendent  
for Human Resources

Lynne Pampel, Ed.D.  
Assistant Superintendent  
for Pupil Personnel Services

Kevin M. Sheldon  
Assistant Superintendent  
for Business

## MEMORANDUM

TO: Ms. Sakima A. G. Brown, Board President &  
Members of the Poughkeepsie Board of Education

FROM: Dr. Laval S. Wilson   
Superintendent of Schools

DATE: February 17, 2012

SUBJECT: The Superintendent's 2012-13 Budget Concept Paper

## INTRODUCTION

As we start 2012, school district officials in urban communities across New York are facing another bleak revenue year. The financial difficulties, which continue to affect our State, are having a significant impact upon the State Aid Revenue for New York school districts.

During Governor Cuomo's State of the State Address in Albany on January 5, 2012, he proposed a Commission to study education in New York State and to make comprehensive recommendations for improvements.

Governor Cuomo also said New York State schools are failing. He pointed out that "We spend more money on education than any state in the nation, and we are No. 38 in terms of our graduation rate."<sup>1</sup> The Governor indicated that "the purpose of public education is to help children grow, not to grow the public education bureaucracy."<sup>2</sup>

<sup>1</sup> 2012-13 Executive Budget & Reform Plan, January 17, 2012.

<sup>2</sup> State of the State Presentation, January 5, 2012.

Chart 1  
A Summary of the District's Estimated State-Aid for the 2012-13 School Year  
State Aid Assumption as of 1-17-12

State - Aid Comparison in Detail					Budget Comparison	
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
Current 2011-12 Budget	Estimate as of 1-17-12 2011-12 State-Aid	Executive Budget 2012-13 State-Aid			Revenues:	2011-12 2012-13
Foundation	47,526,090	47,526,090	47,526,090	-	State-Aid	50,388,825 51,923,618 (1)
Transportation	1,999,878	2,038,082	2,276,666	238,584	All Other	2,501,980 1,605,000
High Cost	686,903	1,054,847	1,023,082	(31,765)	Taxes	25,241,500 25,892,000 (2)
Private Excess	1,436,110	1,085,909	1,240,622	154,713	Fund Balance	3,331,695 2,250,000 (3)
					Subtotal	81,464,000 81,670,618 (4)
Textbook, Library, Software	392,388	395,244	389,708	(5,536)	Shortfall	0 2,832,463
Hardware	74,190	74,190	74,589	399	Total	81,464,000 84,503,081
BOCES	1,094,582	1,247,059	998,855	(248,104)		
Bldg Aid	2,428,237	2,367,994	2,694,624	326,630	Expenditures:	2011-12 2012-13
						81,464,000 81,464,000 (5)
FMAP Reduction	0				Salary Increases	484,762 (8)
ARRA Jobs Grant					Health Ins Increase 8%	929,565
Gap Elimination Adjustment	(5,249,553)	(5,249,553)	(4,300,718)	(7)	TRS Rate Increase	294,704
	50,388,825	50,539,862	51,923,618	434,921	ERS Rate Increase	144,144
					Schl Construction Debt Service	1,185,906 (9)
Dollar Diff			1,534,793		Total	81,464,000 84,503,081
Percentage Diff		58,981.00	3.05%			
Univ Pre-K Grant	796,411	790,178	796,411			
State Aid Including Pre K	51,185,236	51,330,040	52,720,029	Est Total Allocation as of 1-17-12	Percent Increase	3.73% (6)
11-12 Est State Aid	51,330,040.00					

Footnotes:

- (1) Estimated General Fund State-aid as of 1-17-12 Governor's Proposal.
- (2) Assumes a 2.58% tax increase.
- (3) Reduces use of Fund Balance used in 2011-12, which will need to be reviewed prior to acceptance.
- (4) Current estimated revenue as of 1-17-12 without details from the Governor's proposal.
- (5) Comments on the 2012-13 Expenditure plan:
  - a) This work is not complete, anticipate these numbers to change.
  - b) Taxes may also change depending on final expenditure plan and Board, Community, and Administrative discussions.
- (6) Budget to Budget Increase based on these assumptions would be 3.43%.
- (7) This note identifies the State's Gap Elimination Adjustment [\$-4,300,718] and the removal of the Federal Stimulus Support.
- (8) Estimated salary increases will need to be adjusted as budget development continues.
- (9) School Construction Debt Service makes up the bulk of this Increase and is required to be accounted for in the General Fund in order to match the Increased Building Aid.

The Governor gave his State budget message on Tuesday, January 17th. It was televised, and I had the opportunity to view it. Poughkeepsie's budget figures became available several hours after Governor Cuomo's presentation. In his proposal, Poughkeepsie is scheduled to receive a slight increase in State Aid for the 2012-13 school year, in comparison to our 2011-12 school year State Aid.

During the 2011-12 school year, the District is scheduled to receive \$50,432,836.00. Mr. Cuomo's \$51,923,618.00 proposed allocation for 2012-13, is a \$1,534,793.00 increase. The increase in Aid, however, came from various categorical revenue items, such as transportation and building aid. The Foundation Aid for 2012-13 is the same as for 2011-12, \$47,576,090.00. This was a zero increase.

The District had developed some preliminary State revenue proposals several months ago. Our estimates were lower than the Governor's proposal. I am pleased that the District did not receive fewer State Aid dollars.

Chart 1 depicts the anticipated revenue and expected expenses for the 2011-12 and the 2012-13 school years. This chart shows our 2012-13 State and local revenue, and expected 2011-12 expenditure increases in some key categories.

Let me point out that the District's anticipated total revenue for 2012-13 is expected to be \$81,670,618.00. In comparison, our expected expenditures, to continue programming and staffing at current levels, are estimated to be \$84,503,081.00. This creates a \$2,832,463.00 budget gap.

The District will no longer receive the Federal pass through American Recovery & Reinvestment Act (ARRA) revenue of about \$1,400,000.00. This was a 2010-11 and 2011-12 only revenue. Also, local health costs are expected to increase by 8%, or \$929,565.00. Both TRS (\$294,704.00) and ERS (\$144,144.00) retirement rates are expected to climb as well. Finally, the District is obligated to expend about \$500,000.00 on previously negotiated employee contracts, the cost of Debt services are expected to rise by \$1,140,000.00, and the District has a number of miscellaneous expenses (\$100,000.00).

When all of these expected expenses are totaled, and compared to our anticipated revenue, it means PCSD currently has a major 2012-13 budget gap. Resolving such a huge gap is indeed a disheartening task for our school district. Our programs and services require the support and skills of staff. Public education is "people intensive." Public education in an urban environment, such as Poughkeepsie, is even more staff intensive than most of our Dutchess County colleagues. When State and Federal revenue is decreased, PCSD staff and programs must also be reduced. The Board of Education and I have very few options!!

THE SUPERINTENDENT'S 2012-13 EDUCATION GOALS,  
SCHOOL YEAR BUDGET, & PLANNED EXPENDITURES

The Poughkeepsie City School District offers a quality instructional program to its students and community. Our goal is to provide for the various educational needs of high achieving students, average achieving students, and those who are academically needy.

As Members of my Senior Staff, Principals, and Directors have reviewed our educational offerings in our High School, Middle School, and elementary school programs, we have concluded that we would very much like to recommend a continuation of all of the services that we have provided during the current 2011-12 school year. Over the last six years, PCSD has been able to maintain a high level of programs and services for its young people across all grade levels. We realize, however, that the preservation of some key programs and services will not be possible, unless the fiscal problems of the State substantially improve.

In planning for the 2012-13 school year, the initial goal of the Superintendent would normally be to offer the following major programs and services:

- Continue the same staffing levels of teachers, support staff, and administrators in all of our elementary schools, Middle School, High School, and homebound tutoring services presently funded in the 2011-12 budget.
- Continue the same level of funding books, supplies, materials, and technology that is in the 2011-12 school year budgets of our schools.
- Continue the Ninth Grade Academy at the High School for a sixth year.
- Continue the four Career Academies at the High School, started during the 2009-10 school year.
- Continue the District's 2011-12 staffing pattern for Guidance Counselors and Social Workers.

- Enhance instruction through technology in each elementary school, the Middle School, and at the High School.
- Continue to replace lost and damaged Open Court English Language Arts Textbooks for our elementary schools, however, the New York State Common Core Standards (new) will require some alignment of Open Court with the Common Core.
- Continue to replace lost and damaged Houghton Mifflin/Harcourt Brace Mathematics Textbooks for our elementary schools, however, the New York State Common Core Standards (new) will require some alignment of Houghton Mifflin/Harcourt with the Common Core.
- Continue the current school district security program. The District began its own security initiative during the 2006-07 school year, and security staff provides services to our High School, Middle School, and elementary schools.
- Implement a summer remediation program at the elementary, Middle School, and High School levels for students in need of academic help in reading, mathematics, and writing, and to increase their passing rates on State examinations.
- Provide funds to continue the expansion of the library collections for our elementary schools, the Middle School, and High School media centers.
- Continue the same level of Central Office support staff.
- Continue the current reduced levels of extra curricular and sports offerings at our Middle School and High School. These programs and services to students were substantially reduced during the 2011-12 school year.

In conclusion, my staff and I desire to recommend in the Superintendent's 2012-13 Budget Concept Paper a continuation of the K-12 instructional programs and services, and District support services, currently included in the District's 2011-12 budget. Again, Poughkeepsie has a good instructional program. Some aspects of the program are in need of improvement, but our students really do receive fine support and benefit from a strong program.

## SUPPORT FOR THE CURRENT MAJOR INITIATIVES OF THE DISTRICT

It had been my goal to plan and budget, for the 2012-13 school year, a continuation of the major instructional initiatives the Board of Education and Superintendent have supported for the last several years. The basic elements of Reading First, and other instructional practices, are being implemented in all kindergarten through third grade classes. In addition, our Principals, and District-wide Reading and Math Coaches are helping our 4<sup>th</sup> and 5<sup>th</sup> grade staff to utilize the same types of instructional practices in their classrooms. Educational excellence does not occur in just one or two years. Progress toward excellence requires sustained financial support and philosophical support from the leadership of the District, and our Principals. Support for the educational reforms underway has been substantial.

One of the goals of the Board of Education continues to be to graduate more students from the Poughkeepsie High School. PCSD has philosophically and financially supported using the Small Learning Communities program initiative as the best solution to graduating more High School students.

### Smaller Learning Communities at the Poughkeepsie High School & Middle School

For the 2003 High School cohort, the graduation rate was 50%. This group graduated in June of 2007. For the 2004 cohort, the graduation rate was also 50%. The 2005 and 2006 cohorts, however, began to show some improvement, and the percent graduating moved upward to 57% and 59% respectively. The SED official 2007 cohort graduation rate will not be released until about April of 2012.

Educational research has shown that dividing secondary schools into smaller units is the most appropriate way to improve secondary schools. Poughkeepsie's Small Learning Communities initiatives have included a Ninth Grade Academy and four Career Academies at the High School, as well as grade-level teaming at the Middle School.

The research of Kathleen Cotton, Michael Klonsky, Mary Anne Raywid, TedSizer, and numerous others clearly points out that smaller schools are better in virtually every way you can imagine. They reduce student feelings of alienation, improve attendance, enhance achievement, and improve graduation rates.

The problems of the traditional high school were extensively described in the report of the National Association of Secondary Schools, titled "Breaking Ranks." More recently, professional journals, the Education Resources Information Center (ERIC), Manpower Demonstration Research Corporation (MDRC), and numerous other research organizations have published a large body of knowledge about the positive influences of small learning community programs on teaching and learning.

The Ninth Grade Academy was started during the 2007-08 school year, and is now in its fifth year. Four teams of English, Math, Science, and Social Studies teachers provide instruction to four teams of students. About 335 students rotate, each day, to these teachers for their basic subjects.

In addition, four Career Academies have been established to assist students to gain some expertise in career themes. The four Academies are Math, Science and Applied Technology (MAST), Academy of Design and Music (ADAM), Business and Government, and Health and Human Services. These Academies began in September of 2009.

Sixth, 7<sup>th</sup>, and 8<sup>th</sup> grade teachers are also grouped into teams in our Middle School. One Literacy Coach and one Math Coach facilitate discussions about the academic progress of students during the common planning time of our Middle School staff.

Finally, SED notified PCSD on December 9, 2010, that because its graduation rate was below 60%, it had been designated, for the 2011-12 school year, to be a Persistently Low Achieving School. To assist the District to increase its graduation rate, the District was awarded, by the State Education Department, a \$1,999,000.00 grant. The District is utilizing this grant to implement a number of the components of the Transformation Model. This Model is one of the four Obama Administration's Race To The Top improvement models. The 2012-13 school year, will be the second year of this three-year grant.

This grant supports the improvement initiatives already underway, at the Poughkeepsie High School, and provides professional development opportunities, a longer school day, weekend tutoring programs, and credit recovery opportunities for students who have failed some of their classes.

My Senior Staff and I believe that the High School is making progress with its total instructional program, and a higher percentage of students enrolled at PHS are graduating. Some additional reform strategies, however, will be implemented as a part of next year's program.

## Elementary School English Language Arts and Mathematics Textbooks

Five years ago, a variety of English Language Arts/Reading and Mathematics textbooks were in use in our elementary schools. In fact, it was common place to find multiple ELA and Math textbooks in use in the same schools.

In order to bring continuity to the elementary instructional program, District-wide ELA and Mathematics screening and selection Committees were established. These Committees recommended that the District purchase the Open Court ELA/Reading Series and the Houghton Mifflin/Harcourt Brace Mathematics series.

In September of 2007 all six of the District's elementary schools began to utilize the Open Court ELA series. Currently, we have five elementary schools utilizing a single text, clearly providing continuity in instruction, across all grade levels, in our elementary schools.

Similarly, the purchase of the Houghton Mifflin/Harcourt Brace Mathematics series has provided continuity to the mathematics program across the District.

The District plans to continue to purchase replacement textbooks in reading and math for all of the five elementary schools. In addition, the State Education Department is requiring all Districts to begin the process of implementing the Common Core Standards. This new curricula thrust in the State will require all school districts to make modifications in their local curricula to match the Common Core requirements. PCSO will be making modifications in our English Language Arts and Mathematics curricula to be in compliance with the new State Standards.

## America's Choice at the Elementary Schools

About ten years ago, Reading First was utilized in all of our District's elementary schools. This was a primary grades instructional improvement program that utilized the best educational practices, found in educational research, for kindergarten, first, second, and third grades.

Reading First is very similar to the America's Choice (A.C.) Whole School Reform Initiative. A.C. also utilizes the best instructional practices that have been discovered through educational research. This nationally recognized instructional model was developed by the Center for Education and the Economy. It has guided the instructional program of more than six hundred schools across the country.

Students who are in need of extra help in Reading and Mathematics receive a double period of instruction in these subjects.

Other components of this program are that elementary school students are required to read 25 or more books a year, to write daily summaries of their readings in their individual notebooks, and the participation of academically needy students in after-school and summer academic tutoring programs. In addition, a Literacy Coach and a Math Coach are assigned to support teachers and provide resource assistance to students.

An America's Choice Consultant also provides professional development assistance to teachers and the administrative staff about the delivery of instruction in classrooms, classroom management, instructional planning, the articulation of local objectives with SED standards, and the targeting of help for educationally needy students.

During the upcoming 2012-13 school year, the America's Choice Whole School Reform Model will be utilized in our elementary schools. The major elements of this program, as described earlier in this section, will be implemented in each of our schools. America's Choice will articulate well with the "best practice" ideas that have previously been utilized in our elementary buildings as a part of the Reading First Program. Whereas Reading First was just a primary program, America's Choice will be utilized from Kindergarten through fifth grades. America's Choice will be funded through Title I funds, and will not place a burden on the 2012-13 General Fund.

The America's Choice Program is well known to many Poughkeepsie educators. It has been utilized for six years at our Middle School, and five years at the High School.

### Summary Comments

Again, I say, students who attend the Poughkeepsie City School District receive a quality instructional program. About 77% of our budget is utilized to support instructional staff, non-instructional staff, and administrative staff. All of these District staff members are vital to the goal of enhancing our total instructional program.

For the 2012-13 school year, it is my plan to budget for the elementary schools a continuation of the replacement of Open Court textbooks, so that there can be continuity in instruction, in Reading and Language Arts, in all of our elementary schools.

Similarly, I plan to budget a continuation of the replacement of Houghton Mifflin/Harcourt Brace Mathematics textbooks for our elementary schools.

The America's Choice Program will now be incorporated into the Reading and Language Arts educational thrust in each of our elementary schools.

At the High School level, I plan to budget for the continuation of the Ninth Grade Academy/Small Learning Communities Program. In addition, the District is planning to continue the four Career Academies that were fully implemented during the 2009-10 school year. In addition, the School District is reapplying to the State Education Department for grant funding to continue the support of the implementation of the Transformation Model at the Poughkeepsie High School. If the District is not successful in receiving SED funding, General Funds will need to be budgeted to support this High School initiative.

The Board of Education and I believe that these program initiatives and budget plans will best serve the students, staff, and community during the next school year.

Finally, the School District has not finalized salary negotiations with our employee bargaining groups. Negotiations are currently under way with the Poughkeepsie Public School Teachers Association (PPSTA) and the Poughkeepsie Public School Administrators' Association (PPSAA). This means that the impact of potential salary increases, for the 2012-13 school year, can only be estimated at this time.

Also, negotiations will soon be underway with the Association of Poughkeepsie Public School Paraprofessionals, and the Civil Service Employees Association (CSEA).

Again, let me point out that approximately 77% of our budget is tied to staff salaries and benefits. About 23% of our budget is earmarked for books, supplies, materials, computers, utilities, gas, oil, and contracted services. Normal inflationary costs for these components of our 2012-13 budget have also been taken into consideration as I finalize the Superintendent's Budget Concept Paper.

## A REDUCTION IN STATE FUNDING AND ITS NEGATIVE IMPACT ON THE 2012-13 PROGRAMS AND SERVICES OF THE DISTRICT

In recent years, there has been a certain amount of uncertainty associated with the State of New York funding city school districts, such as Poughkeepsie. Frequently, the Governor's budget proposal is the lowest, and the Senate and the Assembly add some funding to the budgets of city districts. Based on the continuing financial struggles of the State, city districts will probably not receive additional 2012-13 revenue.

Again, Chart 1 is a description of Poughkeepsie's anticipated revenue in comparison to our expected expenditures for next year. Our \$2,832,463.00 budget gap is real. This is a sizable budget gap between anticipated revenue and expected expenditures.

The District will not be able to bridge this gap by just reducing expenditures in supplies and materials, field trips, and conferences. The only way to have a balanced 2012-13 budget will be to obtain substantially more State revenue, and/or significantly cut programs and services.

Receiving additional State revenue does not seem realistic, based on the current news from Albany.

Clearly, the School District will need to focus on reducing many of our current costs, and becoming more efficient so that we can balance our planned expenditures with our anticipated revenue.

## COMMUNITY INPUT ABOUT THE PROGRAMS & SERVICES TO BE FUNDED IN THE 2012-13 BUDGET

After the extensive budget debates which took place during the development of the 2010-11 budget, the Board suggested I create a community Budget Review Committee (BRC) to assist in last year's budget development process. The purpose of the Committee was to provide broad-based stakeholder suggestions and recommendations to the Superintendent and the Board about the programs and services to be funded in the 2011-12 budget.

Last year, the 31 person BRC was composed of a broad-based group of parents, community representatives, staff, and high school students. The BRC met four times and advised me and the Board before the Board adopted the budget.

Once again, we have established a diverse BRC to assist in the development of the 2012-13 budget. The Board of Education and I feel strongly that the input of the community is most critical when such severe cuts will be considered to balance our budget. I look forward to hearing more budget recommendations from the members of this group.

In addition, the Presidents of the various school parent organizations meet with me four or five times a year. They have already met with me twice during the 2011-12 school year, and the members have shared their views with me about 2012-13 spending recommendations.

The District also held a Budget Forum on January 31st. After the public was given a presentation about our revenue picture, the participants were divided into two discussion groups. Recommendations were then formulated and made to my Assistant Superintendents and me about possible 2012-13 budget reductions.

The preliminary Chart 1 was distributed and discussed in the January sessions with the PTA Presidents, and Budget Forum participants. The BRC met for the first time on February 7th, and also reviewed the materials. The next meeting of the BRC will be on March 6th.

I received additional input about expenditures to be considered in the 2012-13 budget from our Principals. The insights from the site administrators were quite helpful.

#### DISTRICT PROGRAM AND SERVICE REDUCTION RECOMMENDATIONS OF THE SUPERINTENDENT

Although it had been my goal to recommend a continuation of most of the current school year's programs and services in the 2012-13 school year budget, I cannot do so based on the District's financial plight.

Unless substantially more revenue becomes available, I must recommend to the Board of Education a reduced educational program for our High School, Middle School, and elementary schools for next year.

Since the 2012-13 school year budget, will be the third in a row that will require significant program reductions in order for the District to have a balanced budget, these new cuts will be considered "Destructive." All of the "Difficult and Disruptive cuts" have already been made.

I have no choice but to describe the proposed 2012-13 reductions as Destructive to PCSD. We now face decisions which will have very negative implications for our educational programs and staffing, if the proposed reductions have to be enacted to balance the 2012-13 budget.

### Destructive Budget Reductions

Clearly, because of budget reductions, the District has been required to scale back many programs and services over the past two years. The proposed Destructive budget reductions will, I believe, significantly change the way the District delivers educational services to many of our young people.

These types of budget cuts will be destructive to the basic fabric of our instructional program

Implementing Destructive reductions means major reductions in our elementary program, instructional support, nursing services, library services, special education program, administrative help, and reduced assistance for academically needy students.

The savings from implementing the necessary Destructive recommendations are outlined below. I am going to provide the Board of Education with my recommendations to balance the 2012-13 budget. After these options have been discussed by the Board Members and the community, and adequate feedback has been received, I will make a final 2012-13 budget recommendation to the Board.

### SUPERINTENDENT'S DESTRUCTIVE 2012-13 SCHOOL YEAR BUDGET RECOMMENDATIONS

PROGRAM REDUCTIONS	COST SAVINGS	COMMENTS
1. Close the Columbus Elementary School. Create an Early Learning Center. All Kindergarten and Universal Pre-School students will be bussed to Columbus. Grade 1- 5 students from Columbus will be assigned to the four other elementary schools.	\$1,000,000.00	The Circle of Courage building was considered as the location for the ELC, but it does not have a playground.
2. Elimination of Assistant to Principal	\$ 70,000.00	Although administrative help has been provided for the last several years to Morse and Krieger, this assistance will no longer be available.

3. Salary of Assistant Principal of SLC	\$ 101,794.00	This position is and will be budgeted in the Small Learning Communities Grant.
4. One half salary of PHS Teacher	\$ 40,000.00	This salary is for the teacher who is involved in the 3012-c SED evaluation process, funded through the SIG grant.
5. Elimination of 1 Tech Position	\$ 65,000.00	This position is budgeted in the 2011-12 budget, but has not been filled.
6. Elimination of 1 PPS Special Education Teacher	\$ 122,000.00	A vacancy will exist in June, because of a resignation, and the position will not be filled.
7. Elimination of 3 TA's	\$ 150,000.00	This leaves 35 TA's in the District.
8. Elimination of 3 Secondary Teachers	\$ 240,000.00	Because of budget reductions, the District will need to reduce secondary teachers - - middle school and high school.
9. Elimination of 1 Clerical Position	\$ 40,000.00	Currently, this position is paid for in the General Fund.
10. DEHIC Health Insurance Estimate has been reduced from 8% to 4%. This 4% estimated reduction equals \$464,782.00.	\$ 464,782.00	Based on the latest information provided by the Chairperson of the DEHIC committee, the District has lowered its cost estimates.
11. Zero salary increase for all staff for the 2012-13 school year.	\$ 484,000.00	Because of major reductions for the third year in a row, I do not recommend salary increases for staff.
12. Use of District Reserves	\$ 54,887.00	Although Reserves continue to drop, I believe the District Reserves can fund the gap in revenue.
GRAND TOTAL	\$2,832,463.00	Dollar figures as of 02/17/12

The total savings from enacting Destructive budget reductions are expected to be \$2,832,463.00.

The District's 2012-13 budget is now balanced, if all of my recommendations are approved. If the Board of Education decides to reject some of my budget recommendations, we will have to reach agreement on appropriate budget substitutions to keep the budget in balance.

### BUDGET CONCEPT PAPER SUMMARY

In this Budget Concept Paper I have provided the Board of Education, staff, students, and the community my best thinking about how to balance the 2012-13 budget. School districts across New York State are facing tough fiscal times. Our District is heavily dependent on State revenue. About two thirds of our revenue comes from Albany.

In summary, by utilizing the savings from my recommended Destructive program and service reductions, agreeing to the proposed local tax levy increase, converting Columbus into an Early Learning Center, and supporting the recommended appropriation of funds from our Reserves, the District has a balanced 2012-13 budget.

### THE CLOSING OF COLUMBUS AS AN ELEMENTARY SCHOOL AND USING THE BUILDING FOR AN EARLY LEARNING CENTER

Currently, the District provides the opportunity for four year old children to receive an initial half-day educational program in five Community Centers. These students are bussed to each of the Centers. The District contracts with these Community Centers for the staff, as well as the associated instructional program.

In all five of our District Elementary Schools, the school system offers Kindergarten eligible students a half-day instructional program. The District believes that this type of instructional program is beneficial for the participating students prior to their entry into first grade, even though State law does not require Kindergarten programs in New York State.

As a part of my budget savings recommendations for the 2012-13 school year, I believe the District can improve the instructional program for four and five year old students in the City of Poughkeepsie, and at the same time save money. I am recommending the creation of an Early Learning Center.

The Early Learning Center that I am recommending will provide coordinated, articulated, and research-based instructional practices for all of our eligible students in one location. Currently, the program that the four year olds receive in the Community Centers is based on the individual instructional ideas of the staff of each of the Centers.

It is my belief, and the belief of the Division of Curriculum and Instruction, that an early learning center approach to instruction will better prepare the four and five year olds in Poughkeepsie for first grade.

Similar to the current Community Centers program and the District's own Kindergarten program, the Early Learning Center educational activities will only be a half-day. All participating Early Learning Center students, however, will be bussed to the Columbus School.

Since all of the 2012-13 Poughkeepsie Kindergarten students, will no longer be housed in any of the four remaining elementary schools, classroom space will be available in these four schools. This additional space will be utilized to house the 2012-13 Columbus first grade, second grade, third grade, fourth grade, and fifth grade students. That population is expected to total 203. In addition, there will be more than adequate staff available to accommodate the Columbus students who will be assigned to the four elementary schools. In fact, the consolidation will generate a surplus of staff.

Columbus has adequate playground space for four year olds and five year olds, as well as parking for staff. The current lunchroom space is small, but I will be recommending the expansion of eating space for the youngsters who will be involved in the Early Learning Center program.

Finally, Morse Elementary School will no longer be a Magnet School. It will become a neighborhood school, and students who attend Morse will be required to walk to the school.

By eliminating Morse as a Magnet School, and establishing Columbus as an Early Learning Center, the District will be required to undertake some redistricting of some of the students in its remaining four elementary schools.

#### SITE ADMINISTRATORS REDUCTIONS NOT RECOMMENDED IN SUPERINTENDENT'S 2012-13 CONCEPT PAPER

As a part of my budget deliberations, I did indeed consider reducing the number of our building level and central office administrative staff. I have not made this type of reduction recommendation for the 2012-13 school year because of the major reductions made last year.

In addition, the State Board of Regents and the State Education Department have established new teacher and administrator evaluation requirements. State statute 3012c requires the performance of all teachers and site administrators to be assessed by using new evaluation tools. The new

evaluation process has been negotiated with the Poughkeepsie Public School Teachers' Association and the Poughkeepsie Public School Administrators' Association.

The District recently reached agreements with both of these Associations on how the new assessment processes will be implemented. During the current school year, all tenured teachers at our Poughkeepsie High School will need to be evaluated once, using the new instrument, and non-tenured teachers will need to be evaluated twice. These assessments will need to be undertaken by the Principal and Assistant Principals.

Each evaluation will require a pre-observation conference, an observation, a post-observation conference, the scoring of the assessment, and the typing of the evaluation notes. These various evaluation steps will take about 3 ½ to 4 hours for each teacher. Next year, all teachers and site administrators in PCSD will be required to be assessed using the new evaluation procedures. This means that the site administrators at the High School and the Middle School will be needed even more, than in previous years, just to undertake teacher evaluations.

Besides the secondary Principals and Assistant Principals, the Central Office Directors will be required to assist in the evaluation of teachers and the evaluation of principals. Implementation of the new 3012c statute is very labor intensive and time consuming. The District has had, during the 2011-12 school year, a great deal of professional training about how to assess staff members. In addition, we have had some simulation sessions using one of the new models.

I provide this explanation, because questions about how many administrators will be recommended for reduction comes up whenever staff, programs, and severe reductions are being considered in our District.

#### MINIMAL EXTRA-CURRICULA & SPORTS REDUCTIONS RECOMMENDED IN SUPERINTENDENT'S 2012-13 CONCEPT PAPER

During the budget development process for finalizing the 2011-12 budget, I recommended to the Board of Education that approximately \$200,000.00 be removed from the extra-curricula and sports budgets of our Middle School and High School programs. As we started the current school year, it became clear that the District needed to find some additional sources of revenue to support some of these instructional services. Fifty thousand dollars was placed back into the extra-curricula and sports program for the 2011-12 school year.

Based on the District's experiences in trying to provide equity in programs for both boys and girls, as well as offering scaled back programs, the 2012-13 extra-curricula and sports budgets will be funded at a level to support the actual programs being run in 2011-12. No major program reductions have been recommended.

During the current school year, the District no longer provides Middle School Modified Football, Modified Boys Soccer, Modified Girls Soccer, Modified Volleyball, Modified Boys Basketball, Modified Girls Basketball, Modified Boys Baseball, Modified Girls Softball, Modified Boys Track, Modified Girls Track, and High School Freshman Boys Basketball, as well as Varsity Boys Tennis.

### FINAL COMMENTS

A city school district such as Poughkeepsie receives about two thirds of its annual budget from State revenue appropriations. The other one third is provided through local taxes, and miscellaneous sources. Based on the total anticipated 2012-13 revenue of \$81,670,618.00, and anticipated expenses of \$84,503,081.00, the District started the 2012-13 budget development process with a \$2,832,463.00 budget gap. Clearly, the District will not be able to balance next year's budget by just cutting back on supplies, materials, equipment, and conferences.

As I explained earlier in this Paper, the District has also established a broad-based Budget Review Committee to provide suggestions and recommendations about expenditures in the 2012-13 budget. This group has already met and will probably meet at least two more times before the final budget is adopted by the Board.

In addition, the Presidents of the various school parent organizations meet with me four or five times a year. They have already met to discuss the 2012-13 revenue picture, and will be sharing their views about specific spending recommendations in the near future.

Additional input I received about expenditures to be considered in the 2012-13 budget was from a Committee of Principals. They have a great deal of first-hand knowledge about the effectiveness of our programs and services and the impact cuts will have on our students.

Finally, the District had a Budget Forum on January 31<sup>st</sup> to generate public input. After the public was given a presentation about our revenue picture, the participants were divided into two discussion groups. Recommendations were then formulated and made to my Assistant Superintendents and me about 2012-13 budget reductions.

As the Assistant Superintendents and I continue to review the planned expenditures in the current year's budget, and the proposed expenditures for the 2012-13 budget, we are receiving input from members of the community and staff of the District. More recommendations will be made to us during the next three to four weeks.

After some preliminary input from the community, a special committee of Principals, and a lot of input from my Senior Staff, it is clear to me that only substantial personnel reductions and program reductions, along with some appropriations from our Reserves, will provide enough funding to balance the District's 2012-13 Budget. This is based on the best financial information available to PCSD at this time. In addition, a modest local tax increase is recommended.

In an urban city school district such as Poughkeepsie, our young people need as many services and programs that we can offer. It pains me to make such drastic program reductions to the Members of the Board.

K-12 education is labor intensive. Educating students requires highly trained staff, who can teach a variety of subjects at the elementary level, and specialized subjects in the secondary schools. This is the nature of public education. Our staff educate, day-after-day, a wide socio-economic population of students. From my 36 years of experience as a Superintendent, I believe our Poughkeepsie staff members do a very good job of teaching and servicing our young people all across the District.

This Budget Concept Paper is about how to balance the District's 2012-13 budget. Again, the only way to balance next year's budget, I believe, is to substantially reduce programs, consolidate services, and reduce staff, no matter how unpleasant these decisions are.

**ADDITIONAL 2012-13 BUDGET REDUCTION OPTION**  
**RECOMMENDATIONS OF THE SUPERINTENDENT**

ITEM	COST	COMMENTS
1. One Middle School Counselor	\$ 105,000.00	Salary and Benefits
2. One Clerical	\$ 65,000.00	Salary and Benefits
3. Reduction of Nine Paraprofessionals	\$ 450,000.00	Salary and Benefits
4. Elimination of the Position of Director of Pre-School Special Ed	\$ 90,000.00	Salary and Benefits
5. Elimination of One Custodian	\$ 60,000.00	Salary and Benefits
6. One Business Department Staff	\$ 50,000.00	Restructuring of Business Department and merging of responsibilities
7. Two Music Teachers	\$ 180,000.00	Eliminate Elementary Instrumental Music for all grades except fifth grade
GRAND TOTAL	\$1,000,000.00	


These additional options total about \$1,000,000.00. If the Board of Education decides it does not desire to create an Early Learning Center, and to close Columbus School, this cost savings will equal the amount of money that is gained by closing Columbus School.

# APPENDICES

## APPENDIX I

Enrollment Data to Support the Recommendation  
for Creating an Early Learning Center at the  
Columbus School.

# Memorandum

Memo to: Dr. Laval Wilson  
Memo from: George M. Castiglione   
Date: February 17, 2012  
Subject: 2012-2013 Enrollment Distribution

As per your request, I have looked at the capacities of the Morse, Warring, Clinton, and Krieger schools for the 2012-2013 school year, in consideration of starting an Early Learning Center in the Columbus School Building. In accordance with our discussion, I made three assumptions to formulate the focus of this review. First, I assumed that the Columbus School would house all students in Pre- Kindergarten and Kindergarten from the entire district. The second assumption was that the Morse Magnet School would lose the magnet designation and become a neighborhood school. The third assumption was that the district would be divided up into four neighborhoods in accordance with the attached map.

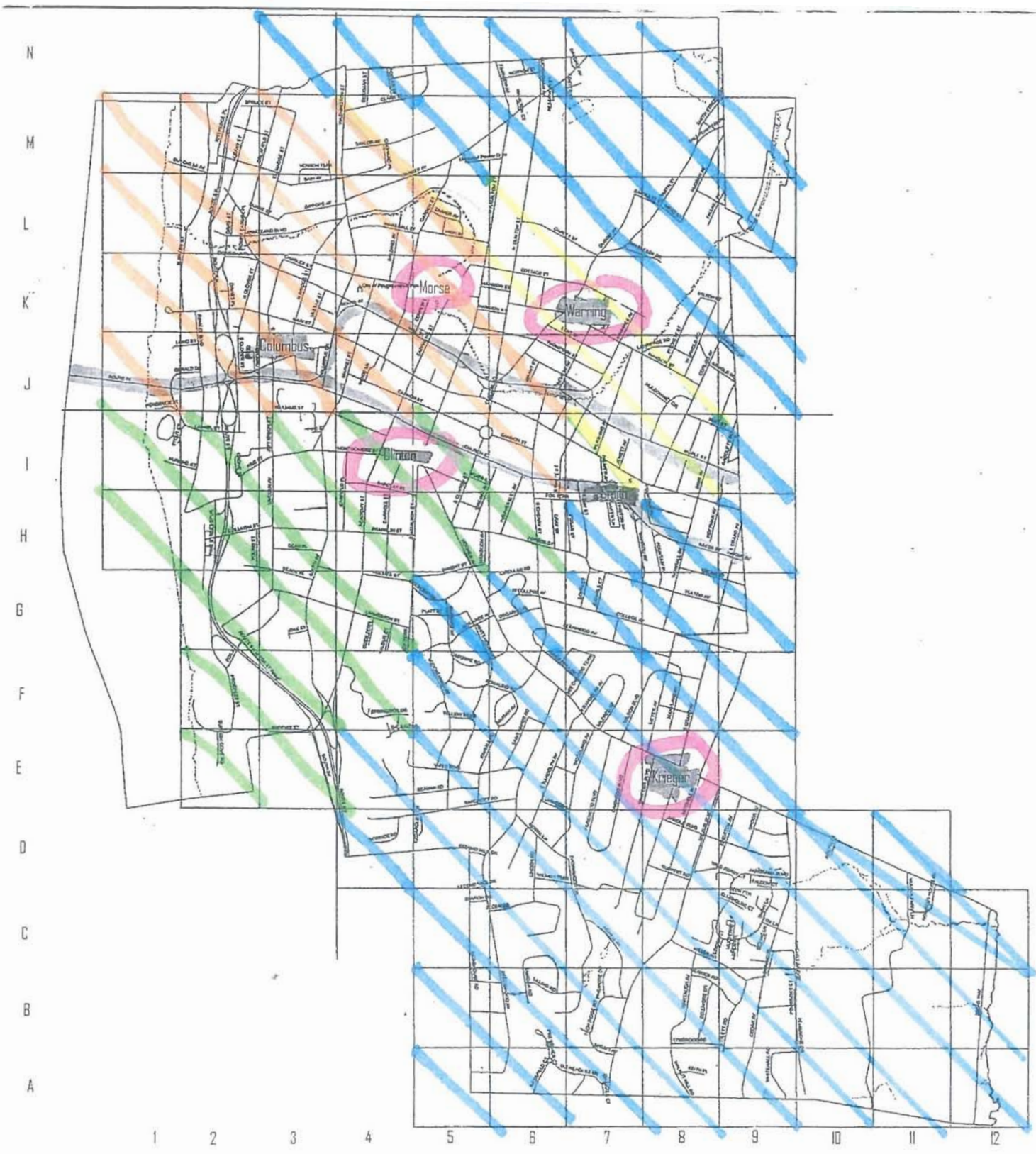
The spreadsheet entitled General Education Enrollment Projections 2012-2013 shows the projected enrollment at each grade level for each building using the above assumptions. It appears that the capacity of the four remaining elementary schools will be sufficient to house the projected population. It should be noted, however that this will require some minor changes in the number of sections in each building.

For comparison purposes, I have also attached to this memo the current building population, a breakdown of the General Education population by grade, and the General Education space available in each building by grade. This is calculated using the number of sections times the class size limits established by the teacher contract.

GC

Cc: J. Carrion

Attachments



[illegible]

2/14/12 7:30:02

## ENROLLMENT SUMMARY

## PCSD SCHOOLS

GRD	CLI	COL	KRI	MOR	PHS	PMS	SMI	WAR	UST	SUM	OOD	TOTAL
PR											143	143
PK											65	65
KA	45	18	47	53				22			18	185
KP	22	19	49	44				42				176
K				7				1			3	11
EI												
P1												
01	63	38	106	103				76			11	397
02	59	38	97	107				77			8	386
03	69	49	106	94				62			8	388
04	65	48	107	76				60			3	359
05	62	54	96	103				48			4	367
06						320					6	326
07						330					2	332
08						306					4	310
09					324						6	330
10					292						7	299
11					287						7	294
12					263						3	266
UE											18	18
US					4	1					18	23
**											2	2

\*\*INVALID CLASS

TOTS	385	264	608	587	1170	957	0	388	0	0	415	4,774
------	-----	-----	-----	-----	------	-----	---	-----	---	---	-----	-------

## SPECIAL EDUCATION

S1	10	1	12	12	1	3		7			46	RELATED SRV
S2			1								1	CONSULT TCH SRV
S3	3		4	3	26	23					59	RESOURCE RM SRV
S4			1	1				1			3	RELATE&CONS TCH
S5	6	3		4	5	10		3			31	RELATED&RES SRV
S6												CONSULT&RES SRV
S7												RELATE&CONS RES
S8												UNUSED
S9	17	1	20	20	86	47		26			106	323 SPEC CLASS PGM
**		21	20	55	103	77		35			112	423 *OTH SPED CODE
TOT	36	26	58	95	221	160		72			218	886

ETH	CLI	COL	KRI	MOR	PHS	PMS	SMI	WAR	UST	SUM	OOD	TOTAL
AFR												
AM	215	133	287	304	754	594		226			179	2,692 AFRICAN AMER
HAW												
PAC	2	4	5	6	11	9		2			4	43 HAWAI/PAC ISL
CAU	30	24	118	44	177	117		35			68	613 CAUCASIAN
HSP	120	99	167	211	225	225		107			140	1,294 HISPANIC
ALK												
IND				2		2		1				5 ALASKAN/AM IND
ASN		2	4	1	2	2		5			4	20 ASIAN
OTH	18	2	27	19	1	8		12			20	107 OTHER/MULTIPLE
T S	385	264	608	587	1170	957	0	388	0	0	415	4,774

## General Education Enrollment 2011-2012

Clinton	G Sec	Int Sec	Gen Ed Capacity	Enrolled	Gen Ed Cls Size	Gen Stud/ Integ Cl	Seats Open
KA	2	0	50	45	22.50	0	5
KP	1	0	25	22	22.00	0	3
1	3	0	84	63	21.00	0	21
2	3	0	84	60	20.00	0	24
3	3	0	84	69	23.00	0	15
4	3	0	84	61	20.33	0	23
5	2	0	56	55	27.50	0	1
Columbus							
KA	1	0	25	18	18.00	0	7
KP	1	0	25	19	19.00	0	6
1	2	0	56	38	19.00	0	18
2	2	0	56	37	18.50	0	19
3	2	0	56	50	25.00	0	6
4	1	1	48	41	21.00	20	7
5	1	1	48	43	23.00	20	5
Krieger							
KA	2	0	50	47	23.50	0	3
KP	2	0	50	49	24.50	0	1
1	4	0	112	106	26.50	0	6
2	4	0	112	97	24.25	0	15
3	4	0	112	102	25.50	0	10
4	3	1	104	92	24.00	20	12
5	2	1	76	75	27.50	20	1
Morse							
KA	1	1	43	41	23.00	18	2
KP	2	0	50	44	22.00	0	6
1	3	1	102	91	24.33	18	11
2	3	1	102	90	24.00	18	12
3	3	1	104	83	21.00	20	21
4	2	1	76	65	22.50	20	11
5	3	1	104	99	26.33	20	5
Warring							
KA	1	0	25	22	22.00	0	3
KP	1	1	43	37	19.00	18	6
1	2	1	74	59	20.50	18	15
2	2	1	74	61	21.50	18	13
3	1	1	48	42	22.00	20	6
4	3	0	84	60	20.00	0	24
5	2	0	56	49	24.50	0	7
2/14/2012							

## APPENDIX II

Financial Savings as a Result of Establishing  
an Early Learning Center.

02/17/2012 Eliminate Morse as a Magnet School and Redistrict

<u>Close Columbus</u>	<u>Funding</u>	<u>Reduction</u>
1. Reduce Principal	(1) General	\$148,000
2. Reduce Teachers	(8) General	\$720,000
	(2) 1 <sup>st</sup> grade	
	(2) 2 <sup>nd</sup> grade	
	(1) 3 <sup>rd</sup> grade	
	(1) Resource Room (.5 Columbus .5 Elementary)	
	(1) SLP (.5 Columbus .5 Elementary)	
	(1) Music (.6 Columbus .4 Elementary)	
3. Reduce Security	(1) General	\$49,000
	(Maintain Greeter in Columbus)	
4. Reduce Transportation	General	\$83,000
	(Morse no longer magnet does not require transportation)	
Total General Fund Reductions		\$1,000,000

<u>Early Intervention Program</u>	<u>Funding</u>	<u>Costs</u>
5. UPK Director	(.5) UPK Grant	\$50,000
6. Kindergarten Teachers	(8) General Fund	0
	(375 students, 23 per class)	
7. UPK Teachers	(4) UPK Grant	\$360,000
	(128 students, 16 per class)	
8. Teacher Assistants	(5) General Fund	0
Total UPK Grant Costs		\$410,000

Total UPK Dollars = \$796,000

10% UPK to CBO = \$79,000

UPK Transportation = \$300,000 All kindergarten students transported with UPK costs

Total UPK Grant dollars for salaries = \$417,000

Teacher salaries based on \$90,000

Unused UPK dollars \$7,000

	Columbus Current Assignment	Columbus Projected Status
1	Kindergarten	ELC
2	1 <sup>st</sup> grade	Reduced in Force/Hired UPK
3	1 <sup>st</sup> grade	Reduced in Force/Hired UPK
4	2 <sup>nd</sup> grade	Reduced in Force/Hired UPK
5	2 <sup>nd</sup> grade	Reduced in Force/Hired UPK
6	3 <sup>rd</sup> grade	Reduced in Force (1)
7	3 <sup>rd</sup> grade	New Class Warring Grade 3
8	4 <sup>th</sup> grade general education	New Class Morse Grade 4
9	4 <sup>th</sup> grade general education	New Class Clinton Integrated Grade 4
10	4 <sup>th</sup> grade special education	Special Education/General Education
11	5 <sup>th</sup> grade general education	New Grade 5 Kreiger
12	5 <sup>th</sup> grade general education	New Class Clinton Integrated Grade 5
13	5 <sup>th</sup> grade special education	Special Education/General Education
14	Speech Teacher (.6)	Reduced in Force (1)
15	Music (.6)	Reduced in Force (1)
16	Resource Room (.5) Columbus	Reduced in Force (1)

8 Reductions (4 Rehired through UPK)

Position	Present Assignment	Projected Assignment 2012-2013
Principal	Columbus	<i>Reduce in Force</i> /Transfer Warring
Teacher Kdg	Kreiger	Early Learning Center Kdg.
Teacher Kdg	Clinton	Early Learning Center Kdg.
Teacher (2) Kdg/RR	Morse	Early Learning Center Kdg. Gen Ed + PPS
Teacher (2) Kdg/RR	Warring	Early Learning Center Kdg. Gen Ed
		<i>Reduce in Force (.5) RR</i>
Teacher Kdg	Warring	Early Learning Center Kdg.
Teacher Kdg	Morse	Early Learning Center Kdg.
Teacher Kdg	Kreiger	Early Learning Center Kdg.
Teacher 1 Kdg	Columbus	Early Learning Center Kdg.
Teacher 2 (1 <sup>st</sup> )	Columbus	<i>Reduced in Force</i> /ELC-UPK grant
Teacher 3 (1 <sup>st</sup> )	Columbus	<i>Reduced in Force</i> /ELC-UPK grant
Teacher 4 (2 <sup>nd</sup> )	Columbus	<i>Reduced in Force</i> /ELC-UPK grant
Teacher 5 (2 <sup>nd</sup> )	Columbus	<i>Reduced in Force</i> /ELC-UPK grant
Teacher 6 (3 <sup>rd</sup> )	Columbus	<i>Reduced in Force</i>
Teacher 7 (3 <sup>rd</sup> )	Columbus	<i>New Grade 3<sup>rd</sup> Warring</i>
Teacher 8 (4 <sup>th</sup> )	Columbus	New Grade 4 <sup>th</sup> Morse
Teacher 9 + 10 (4 <sup>th</sup> )	Columbus	Integrated 4 <sup>th</sup> Clinton
Teacher 11 (5 <sup>th</sup> )	Columbus	New Grade 5 <sup>th</sup> Krieger
Teacher 12 + 13 (5 <sup>th</sup> )	Columbus	New Grade 5 <sup>th</sup> Clinton
Clerical	Columbus	Early Learning Center
Greeter	Columbus	Early Learning Center
Security	Columbus	<i>Reduced in Force</i>
Nurse	Columbus	Early Learning Center
Custodian 1 + 2	Columbus	Early Learning Center
Kitchen 1, 2 +3	Columbus	Early Learning Center
Social Worker (.5)	Columbus	Early Learning Center -(.5)
Psychologist 1	Columbus	Early Learning Center (.5) PMS (.5)
Librarian (.6)	Columbus	Elementary Program
Speech Pathologist (.6)	Columbus	<i>Reduce in Force (1 FTE)</i>
ESL (1)	Columbus	ELC (.5) District (.5)
PE (.8)	Columbus	ELC (.5) District (.5)
Art (.25)	Columbus	Elementary Program
Music (.6)	Columbus	<i>Reduce in Force (1 FTE)</i>
Reading 1	Columbus	Elementary Program
Teacher Assistants (5)	Columbus	Early Learning Center
Lunch Aide	Columbus	Early Learning Center
Recess Monitor	Columbus	Early Learning Center

Total Kindergarten = 375 students (.5) sessions = 23 per class

Total UPK = 128 students (.5) sessions = 16 per class