

Questions submitted at the first community forum held on January 7, 2013:

What is the income received from the pool? What is the net expense to the district?

The District runs a Community Aquatics Program which generates approximately \$90,000 in revenue each year. The net expense to operate the Natatorium when taking into account this revenue is \$235,000.

Please explain the cost of 8 vs 9 per days as it may represent \$3,000,000 to the budget 1.5 million at each level.

The estimated savings from an 8 period day are a result of offering fewer instructional periods.

What is fire marshal limit for HSE?

Based on calculated square footage and capacity formulas provided by New York State, the maximum student capacity of High School East is 2,638. The combined enrollment for one high school serving grades 10 through 12 would be approximately 2,480.

Has there been any thought to closing Fran Greenspan bldg.?

If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. The cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. Therefore any potential savings in utilities and other similar expenses is offset by the items noted above. This is a direct result of what the District learned from previous experience with

closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

If you decide to close chestnut hill, why wouldn't you redistrict the entire HHH district instead of just CH community?

We will consider redistricting all elementary students, should the decision be made to close an elementary school.

If you plan to close schools how many children will be in each elementary class? There are already 20-25 students.

The average class size will be 22.5

Why not close central office and relocate any administration to CW?

If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. Closing the Fran Greenspan Administration Center would require the redistribution of over 100 employees who are currently assigned to that building. Currently, the Fran Greenspan Administration Center contains the offices of the Superintendent, Assistant Superintendents, Human Resources, Special Education, Curriculum, Payroll, Accounting, Technology Infrastructure, Board Room, District Clerk, Facilities, Central Mailroom, Central Registration, School Lunch and Reach/CYA. All of these functions could not fit into Candlewood, as you propose. In addition, the cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. Therefore any potential savings in utilities and other similar expenses is offset by the items noted above. This is a direct result of what the District learned from previous experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

Move Manasquan and sell property. Its prime real estate. Move offices elsewhere. Reduce pensions and salaries.

The District did consider closing the Fran Greenspan Administration Center, but identified that it would add a significant expense to the budget, rather than taking away an expense, which is why it was not added as a viable option for the community's consideration. If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. The District would not consider placing these employees at an office park since that, too, would add an incremental leasing expense for the District. The cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. Therefore any potential savings in utilities and other similar expenses is offset by the items noted above. This is a direct result of what the District learned from previous experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

Regarding selling the property, the District is not interested in selling any of its buildings at this time since that is a permanent solution to a specific year's budget challenge. Once a property is sold, there is no way to recapture it for future needs of the District.

Regarding reducing pensions, the State sets the employer contribution rate for pensions. No matter whether a teacher works at Half Hollow Hills or at any other district in the State, the employer (district) is paying the exact same percent of salary into the retirement system. The employer contribution rates for the pension system are set at the State level across the board...they are not district specific. And, further, school districts have no ability to contribute more or less than what the State-established percentage requires. If we don't contribute what is required, the State has the authority to take any underpayments directly from the District's State Aid.

Combining middle schools and high schools - how would that effect the two sport teams we currently have? Is it possible to have two separate schools in one school for starters?

Although no decisions have been made, attempts would be made to offer a similar level of opportunity for students in the event of a building closure.

How would high school west be repurposed as a middle school? Would it replace Candlewood? How does that save costs? How much?

If High School West were to close and be repurposed as a middle school, the cost savings of closing a high school would remain. There would be no cost savings associated with closing a middle school as, according to the stated scenario, two middle schools would still exist in the district.

Why don't we see the 2012 financials on the website?

The District's audited June 30, 2012 financials can be found on the District's website here: <http://www.hhh.k12.ny.us/page.cfm?p=977051>

Prior to the 2% tax cap, what were our school taxes generally increasing by?

The historical tax levy increases have been as follows: 2006-07: 4.91%; 2007-08: 3.65%, 2008-09: 2.84%; 2009-10: 1.66%, 2010-11: 3.08%; 2011-12: 4.94%; and 2012-13: 2.33%.

What does "piercing the cap" mean in actual \$ per household?

Piercing the cap refers to the increase in the total property tax levy. The tax levy is one of the District's revenue sources to fund the budget. The amount that an individual homeowner's taxes increase is dependent on a different metric called a tax rate. The nuances between a tax levy and tax rate are significant. The District establishes the total property tax levy for the District. The tax rate which is applied to a home's assessed value, and which is a key figure in setting an individual homeowner's school tax bill, is established each Fall after the District's May budget vote. The tax rate is calculated based on each town's total assessed values, the State assigned equalization rate by town, and the split of these figures between towns. Further, the tax rate is different for residents in the Town of Babylon versus the Town of Huntington. Because the District does not establish assessed values (determined by each Town's assessor) or equalization rates (established by the State), we are unable to project the actual cost per homeowner; all the District is able to determine is the total property tax levy. In the unlikely scenario that the proportion of assessed values between the Town of Babylon and the Town of Huntington remains constant, and that the total assessed values in each of the towns remains flat, and that the equalization rates, then the rate of increase of the property tax levy would equal the rate of increase in property taxes. Therefore, if the Board of

Education decided to pierce the cap and propose a property tax levy increase of 4% - in the aforementioned unlikely scenario that the assessed value proportions and amounts remained constant and the equalization rates remained flat, then it could be estimated that the increase to a homeowner's school portion of their tax bill would increase an equal percentage.

There is a huge amount of misinformation regarding teacher pensions. Could the district put something on the website or other public site to clarify if pensions are negotiated with each contract or if they are solely determined at the State level and there is nothing that a local school district can do with the pensions at contract time. Or if they are determined in some other way. Also a statement that once a teacher starts work in a district, there is no way to change her pension calculation without new legislation being passed in Albany.

The State sets the employer contribution rate for pensions. So, specifically for teachers since you mentioned them, no matter whether that teacher works here or at any other district in the State, the employer (district) is paying the exact same percent of salary into the retirement system. The employer contribution rates for the pension system are set at the State level across the board...they are not district specific. And, further, we as school districts have no ability to contribute more or less than what the State-established percentage requires.

I'm not sure which legislation you are specifically referring to, but assuming you are referring to the passage of a new pension "tier" – that cannot be changed either. When someone begins working, he/she enters the retirement system at a specific tier; most employees working today are in tier four. Even though the State introduced some new tiers, an employee is "grandfathered" into the tier they started in...so that cannot be changed mid-stream. Further, any changes to the "rules" regarding the tier are only applicable to the new tiers, not the existing ones.

Can we do anything to help soften state mandates?

By design, mandates are burdens which are placed on a school district from State or Federal organizations. While the District can fight for mandate relief, which is done on a regular basis, unless those State or Federal organizations make changes at their level, there is nothing we can do locally to soften state mandates.

How is it feasible to eliminate after-school busing when there is a large quantity of single-parent/busy parent families in the district who have no way of getting home after an extracurricular activity. I ask this as an alumnus of HSEZ and a current Brandeis Univ. student, accepted on the basis of my extracurricular achievement.

You are correct that the elimination of after school busing would present its own set of challenges for parents. But, since the purpose of the survey was to present all options which are on the table, it was important for residents to weigh-in on their level of support for this particular option. The District often fields questions from residents who complain that the after school buses have low utilization. That is why this question was added to the survey.

Have you done a study on comparing service savings on busing?

If you are referring to the potential to save money by contracting out busing, the District currently does split its busing between District-owned and maintained buses driven by District employees and busing provided by an external contractor. Because we have both options, we are able to balance the District's transportation needs in a manner that makes the most sense for the District.

What is the transportation cost to switch to 1/2 day K? (to transport students home?)

In a half-day kindergarten scenario, the District would be able to utilize drivers who are not scheduled for another bus run because of the timing in which they would be needed. So, the District would utilize existing drivers for this "mid-day" bus run

What is the true capacity of HSE? How many students was it designed for?

Based on calculated square footage and capacity formulas provided by New York State, the maximum student capacity of High School East is 2,638. The combined enrollment for one high school serving grades 10 through 12 would be approximately 2,480.

Can you please provide us with the max. capacity for every school in our district?

The maximum student capacity is calculated using a formula provided by New York State and is based on the square footage and intended use of each facility.

The maximum student capacity for the eleven schools, as well as the Fran Greenspan Administration Center (FGAC) are as follows:

- High School East 2,638
- High School West 1,628
- Candlewood 1,766
- West Hollow 2,013
- Chestnut Hill 1,030
- Forest Park 888

- Otsego 868
- Paumanok 893
- Signal Hill 826
- Sunquam 853
- Vanderbilt 884
- FGAC 668

2011 budget states that the district assets are not enough to cover unfunded liabilities - please explain.

Additional clarification is needed on your question before we can properly answer it. But, we believe what you mean is why does the June 30, 2012 External Financial Audit report indicate that the District's assets are not enough to cover unfunded liabilities. If this is actually your intended question, then you are referring to the disclosure required under Government Accounting Standards Board Statement No. 45 (GASB45). GASB45 establishes standards for the measurement, recognition, and display of other post-employment benefit expenses and related liabilities (assets), note disclosures, and, if applicable, required supplementary information in the financial reports of state and local governmental employers. Currently there is no provision in the law to permit the District to fund other postemployment benefits by any means other than the "pay as you go" method. But, the District is required, in accordance with parameters of GASB45, to report the value of these post-employment benefits. Therefore, the value of these other post-employment benefits appears on the District's financials as an unfunded liability.

Is there a real difference in test scores between West Hollow and Candlewood? Is this a perception problem?

Test scores and student achievement, although not a factor in considering any facility option, are similar between both district middle schools. Any difference in standardized test scores is minimal and variable depending on the year.

How will this affect the integrated/blended classes for special education students? In elementary will it continue for the 6th graders if they stay in their buildings?

The frequency and duration of special education services are determined by the committee on special education.

Building expansions were done in 2003,2004, 2005 - in 2012-2013 school year enrollment is lower. Were demographer reports inaccurate in projecting today's enrollment?

The decision made by the Board of Education to increase the capacity of existing buildings in previous years was based on actual need at the time. The demographers report was an accurate representation of enrollment trends.

If the district did not add so many classrooms to each school several years ago, would the schools now not be underused? If your data was wrong then what makes it correct now?

The decision made by the Board of Education to increase the capacity of existing buildings in previous years was based on actual need at the time. The demographers report was an accurate representation of enrollment trends.

Why would you expand elementary and middle school about 10 years ago when you could of forecast low enrollment?

The decision made by the Board of Education to increase the capacity of existing buildings in previous years was based on actual need at the time. The demographers report was an accurate representation of enrollment trends.

If 3 million dollars could be saved by changing middle and high school days to 8 periods, this would be equitable in affecting all children (at a minimal expense) so why isn't it a major consideration? It would not target only 1 neighborhood or school, but this option of an 8 period day is something that myself and most parents experienced. I went to college with AP credits and led a successful college career. Isn't it most important to minimally impact our children and do it in a fair, equitable manner?

All options, including 8 period days at the middle school and high school levels are being explored.

If Candlewood closes and children attend WH, where will the former CW students go to HS? East or West?

In the event of a middle school closure, no re-districting would be required at the high school level and students would attend their regularly scheduled building.

If schools close, what does this mean for class size? How many children will be in each class?

Contractually, the maximum class size at the secondary level is 28 students.

It is estimated that most required courses would have class sizes between 25 and 28 students.

You mention Candlewood closing with HS West becoming a middle school - what about West Hollow? What becomes of this school?

If High School West were to be repurposed to serve as a middle school, West Hollow would remain a middle school as well. Based on current enrollment and facility constraints, two middle schools would be required if students in 9th grade were no longer housed in a high school.

What has been done to fight Albany to get more funding?

The District has engaged in many meetings and lobbying efforts with elected officials throughout the last two years.

How is the district projecting future enrollment? How does the district know about pre-school aged children living in the community?

Decisions regarding the opening and closing of facilities will be made by the Board of Education based on current or projected needs, including enrollment. Projections concerning enrollment are based on a demographers report completed by Lloyd Bishop Associates that was last updated in 2010.

How do you take into account the cyclic nature of enrollment? Enrollment will go up again and then what?

Decisions regarding the opening and closing of facilities will be made by the Board of Education based on current or projected needs, including enrollment.

How about selling the property we own at the end of Wilmington Drive?

The District is not interested at all in selling any of its property in the event such property is needed for future enrollment growth or other programmatic or instructional needs.

If enrollment is being reduced why not eliminate APs and combine jobs at the Central Office level (Ex: Athletic Director and Director of Physical Education, Health Education and Family and Consumer Sciences)?

Since the 2009 -2010 school year administrator costs have decreased in terms of the number of administrators, the percentage of the overall budget and actual expense. Total administrator salary expense has decreased by \$382,221. With the introduction of the State imposed requirements for annual professional performance reviews of teachers and the introduction of entirely new curricula in many areas as a result of the new core curriculum mandated by the State, this is a

very difficult time for any district---particularly one of this size---to reduce building administrative staff. As stated above, we have re-negotiated our agreement with the District's administrators' union, resulting in anticipated savings to the District of approximately \$1.2 million over the period 2012 through 2014. In 2011 – 2012 the Coordinator of Family and Consumer Sciences position was eliminated and consolidated with the Director of Physical Education & Health Education Position. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

If HS is going to be 10-11-12 and middle school is 7,8,9 if it is physically possible, has any thought been given to making HS West a Middle School? Therefore MS students who are advanced and can take advanced or AP classes can get to the HS very easy since the buildings are only 1-1 1/2 miles apart?

Due to current enrollment and facility constraints, it would not be possible to repurpose High School West to serve as the sole middle school in the district at this time.

With 1 high school, what will class size be?

Contractually, the maximum class size at the secondary level is 28 students. It is estimated that most required courses would have class sizes between 25 and 28 students.

Can High School East comfortably house 2500 students?

Based on calculated square footage and capacity formulas provided by New York State, the maximum student capacity of High School East is 2,638.

Why do we have 3 assistant principals in middle school?

Currently there are two assistant principals at Candlewood Middle School serving 1,040 students; and three assistant principals at West Hollow Middle School serving 1,422 students. In April 2010, the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified and extended. The 2011 – 2012 salary increase of 3.5% was changed to 0%, saving approximately \$250,000; and salary increase of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were negotiated. In January 2012 the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified. The salary increases of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were changed to 0% increases. In addition, there was a freeze on any individuals eligible for increment raises. This agreement saved the District approximately \$1.2 million

over the two year period, and did not extend the contract. The agreement included a job security provision; however it did not require the District to fill vacant positions, and allowed for the elimination of administrative positions in the event of a school closing. In 2012 – 2013 one elementary assistant principal position was eliminated. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

Why not close more than one elementary school?

Closing two buildings for the 2013/14 school year would require a complete redistricting and building enrollment for the remaining five schools is estimated to be approximately 670.

Why not equitably redistrict all elementary students instead of breaking up an entire neighborhood? It would be fine to close a school but not to break up a neighborhood hurting children and decreasing property values. We need to redistrict.

Redistricting all elementary students is an option that will be explored should the decision be made to close an elementary school.

Why are you not closing Vanderbilt, which has the least enrollment?

Many more variables beyond enrollment need to be considered when closing a facility.

In 2000 – 2001 there were 4 superintendents and 2 administrators, 4 directors. We now have 5 superintendents, 9 directors and 4 coordinators what position can we eliminate?

In 2000 – 2001 the district employed six central office administrators. Presently, there are five central office administrators. Presently the district employs five central office administrators. In 2000 – 2001 the District employed seven curriculum directors and supervisors and two teachers on special assignment working in central office on instructional technology. Presently there nine curriculum directors /coordinators responsible for curriculum development and teacher supervision. While the District is committed to reducing the budget and saving taxpayers' dollars where we can prudently do so, our chief mission is, and will continue to be, the education of our students. And the safety and security of our students and staff is, and will continue to be, of the utmost importance. Moreover, with the introduction of the State imposed requirements for annual professional performance reviews of teachers and the introduction of entirely new curricula in many areas as a result of the new core curriculum mandated by the State, this is a very difficult time for any district---particularly one of this size---to

reduce building administrative staff. Positions have been reduced in recent years and the District will continue to analyze all positions.

If we can move over 1000 children to a school, we should be able to move 107 employees to a school - centralize administration.

The District is considering the option of moving students from one school to another because instructional spaces exist in the other (receiving) building(s) in the exact form which is required (i.e. classroom spaces). The difference with moving over 100 employees from one centralized location to multiple locations through multiple District buildings is that the spaces which would be receiving these employees are not set up for office space; they are instructional spaces. Currently, the Fran Greenspan Administration Center contains the offices of the Superintendent, Assistant Superintendents, Human Resources, Special Education, Curriculum, Payroll, Accounting, Technology Infrastructure, Board Room, District Clerk, Facilities, Central Mailroom, Central Registration, School Lunch and Reach/CYA. All of these functions could not fit into any one school because no individual school, as they are currently configured, has enough open space for this type of relocation. Therefore, Fran Greenspan Administration Center employees would need to relocate to multiple buildings throughout the District. And, every space which is newly occupied would need to be reconfigured to support the needs of the newly relocated office (i.e. payroll, human resources, accounting, facilities, etc.). This type of widespread renovation/reconfiguration would cost a significant amount of money. Plus, when enrollment trends shift, causing the need for more instructional space in a building, this will not be possible because any available space would have been reconfigured for the relocated Fran Greenspan Administration Center employees. Further, because the Fran Greenspan Administration Center serves as the central hub for the District's technology infrastructure, closing this building would require a very costly replication of this infrastructure.

The handout shows potential savings by closing various schools. Has there been any attempt to find out what revenue can be raised by leasing out these potential empty buildings to outside entities?

All possible sources of revenue, including the leasing of any available facilities, will be explored.

Debt service = \$____? Not answered. Borrowing costs are not tied to reserve funds. They are tied to assessed value of PTY owned by District. Why is a school bond offering not being discussed?

Total debt service for the District for 2012-13 is \$8,785,546. Were the Board of Education to ask residents to consider a new capital project and vote on a referendum, the expenses associated with the principal and interest of that borrowing to fund the project would be reflected in the District's general operating budget. Increasing the District's general operating budget beyond that which is necessary is not something the Board is interested in at this point.

If the high school is changed to an 8 period day, what happens to foreign language, art, music, band, AP electives and lab sciences? (ie: 8 per with a mandatory lunch allows only eng, math, ss, lab science, gym and foreign lang - music or art) What about Research? AP Human Geo, AP Stat? AP computer Science?

In an 8 period day, students would have a reduced ability to take elective courses, including AP courses in some cases. The option to mandate lunch would be a separate consideration.

We need more detail on each of the line items. How can we say yes or no on the survey w/o detailed info? Ie: 9-8 per day in HS what does that mean? What's eliminated?

In an 8 period day, students would have a reduced ability to take elective courses, including AP courses in some cases.

How have you determined what the enrollment will be in 2013-2014, 2014-2015 and 2015-2016?

Projections concerning enrollment are based on a demographers report completed by Lloyd Bishop Associates that was last updated in 2010. Enrollment projections at the secondary level for the above stated years are based on actual enrollment at the elementary level.

Why is summer school already cut or currently planned to be eliminated? Is helping our districts most vulnerable learners less important than a few school clubs?

The current summer school program is 3 hours per day for 16 days. The absentee rate for this program is 6 times the average daily absentee rate during the school year.

We worry about our kids health habits, proper nutrition, smart life choices, and the fastest growth sector is in health care. How can we get rid of an entire important curriculum such as health?

The elementary health curriculum will continue to be offered to students by their classroom teacher.

If we go to the 8 per. Day in HS, what modifications or eliminations to programs would occur?

In an 8 period day, students would have a reduced ability to take elective courses, including AP courses in some cases.

How much did it cost to hire the consultant for the survey?

The District contracted with BOCES to hire K12 Insight to conduct the survey and analyze the results. The survey cost the District approximately \$10,000.

How do you prevent people from filling out the survey multiple times?

The district's primary purpose for administering the survey is to allow as many district residents to lend their voice to critical budgetary issues that would affect the school district's budget and district taxes. The district had two available methods of making the online survey available to district residents:

1. Via unique URL links to e-mail addresses. This method provides excellent survey validity and high integrity of the data because it only allows one response per link after which the link is made inactive. As a result, unique URL links cannot be forwarded to other e-mail addresses by a respondent and will not allow repeat responses, eliminating the chance of ballot box stuffing. However, this method only works with unique e-mail addresses and so is limited to the number of resident e-mail addresses the district has in its database.

2. To ensure that the survey wasn't an exclusive opportunity for only those with e-mail addresses in the district's database, we utilized an additional method of responding to the survey - a public link. This public link is posted on the homepage of the school district's website and is available to anyone who would like to respond. Unfortunately, the more accessible a survey is, the higher the risk for ballot box stuffing, non-resident responses etc. To mitigate these risks, the survey company will perform an IP analysis on the responses which typically highlights any suspicious repeat responses, out-of-area responses, etc that may indicate ballot box stuffing. Although an IP analysis is not completely foolproof, it is a reasonably accurate way of maintaining survey validity.

Both methods of distributing the survey were used in conjunction with each other to further minimize the drawbacks associated with each method. We appreciate your concern and we will do our best to ensure that the final results are as valid and informative as possible.

With decreased enrollment, why not close 2 elementary schools. In addition to CH we can close VB and keep middle school 6-8. Then we will have 5 full elementary schools. Since you will be redistricting elem. anyway. I heard someone say that the Superintendent claims we would no longer have "community" schools Signal Hill and Paumanok are just as close to the VB community as VB. This does not take away opportunities from students the way closing a HS does or for that matter a middle school with a decreasing enrollment.

At this time, if the closing of two elementary schools were to occur, the enrollment would be high at approximately 670.

Why not close the 2 middle schools and use HSW as a middle school? What is the cost for 1 year to educate any one child?

The enrollment of a combined middle school serving grades 6 through 8 would be approximately 2,288. This exceeds the maximum capacity of High School West.

My question is why are the teachers telling the kids the schools are changing? Is this a threat tactic?

Please contact your school principal if you have heard this from your child so that the specifics can be investigated.

What is the 1-3 year plan?

The Board of Education, along with the Superintendent and Central Office Administration continuously work on developing plans, both short and long-term, to be fiscally responsible and maintaining the standard of excellence our district is known for. Both State and Federal mandates are constantly changing and require us to make adjustments to our plans accordingly. We are reviewing enrollment trends and considering all possible options as we plan for the future.

Why can't we stream line the amount of coordinators & directors at the co level - ie: 2 ela coordinators?

All administrative positions are being reviewed by the Board of Education.

Where did the district obtain the data used for projected enrollment numbers? Was an outside firm obtained? If so, who? Or was it done in house?

Projections concerning enrollment are based on a demographers report completed by Lloyd Bishop Associates that was last updated in 2010.

What is the projected class size in all the scenarios of a building closure?

In the event of the closure of an elementary school, the estimated average class size would be 22.5. In the event of the closure of a secondary school, class sizes in required courses would likely be between 25 and 28 students. Contractually, the maximum class size at the secondary level is 28 students.

What happens in the future when the district begins to grow in enrollment vs. contracting now? (Look at Plainview district that now needed to build upon existing buildings at large construction costs)

Decisions regarding the opening and closing of facilities will be made by the Board of Education based on current or projected needs, including enrollment.

How did you determine the future enrollment?

Projections concerning enrollment are based on a demographers report completed by Lloyd Bishop Associates that was last updated in 2010

Who is our largest single vendor?

The District's largest single vendor is the New York State Health Insurance Program – Empire.

Does the survey limit the number of times someone can enter their opinions?

The district's primary purpose for administering the survey is to allow as many district residents to lend their voice to critical budgetary issues that would affect the school district's budget and district taxes. The district had two available methods of making the online survey available to district residents:

1. Via unique URL links to e-mail addresses. This method provides excellent survey validity and high integrity of the data because it only allows one response per link after which the link is made inactive. As a result, unique URL links cannot be forwarded to other e-mail addresses by a respondent and will not allow repeat responses, eliminating the chance of ballot box stuffing. However, this method only works with unique e-mail addresses and so is limited to the number of resident e-mail addresses the district has in its database.
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the higher the risk for ballot box stuffing, non-resident responses etc. To mitigate these risks, the survey company will perform an IP analysis on the responses which typically highlights any suspicious repeat responses, out-of-area responses, etc that may indicate ballot box stuffing. Although an IP analysis is not completely foolproof, it is a reasonably accurate way of maintaining survey validity.

Both methods of distributing the survey were used in conjunction with each other to further minimize the drawbacks associated with each method. We appreciate your concern and we will do our best to ensure that the final results are as valid and informative as possible.

Why not close central office, sell off property or lease and move offices to other buildings? Don't sell, lease space and generate revenue!

Your question has multiple components, so each will be responded to separately. Regarding closing central office and moving offices to other buildings: If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. Closing the Fran Greenspan Administration Center would require the redistribution of over 100 employees who are currently assigned to that building. Currently, the Fran Greenspan Administration Center contains the offices of the Superintendent, Assistant Superintendents, Human Resources, Special Education, Curriculum, Payroll, Accounting, Technology Infrastructure, Board Room, District Clerk, Facilities, Central Mailroom, Central Registration, School Lunch and Reach/CYA. All of these functions could not fit into any one building. In addition, the cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. Therefore any potential savings in utilities and other similar expenses is offset by the items noted above. This is a direct result of what the District learned from previous experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

Regarding selling off property: The District has no interest in selling any of its property because that is a permanent solution to a specific year's budget challenge. Once a property is sold, there is no way to recapture it for future needs of the District.

Regarding leasing property: The District has already entered into conversations with multiple outside organizations about leasing District property should a decision be made to close a building. None of the organizations has indicated any solid interest in leasing one of the District's properties. As a result, none of the District's projections includes revenue from a lease arrangement.

[Please remind all district educators not to use the classrooms as a political forum.](#)

We expect that district educators do not use the classrooms as a political forum. Discussions of any school closure incite fear in children.

Children follow the example set for them by the adults in their lives. Conversations with children regarding school closure need to be guided by developmentally appropriate methods of communication.

[You must notify all residents of HHH of web link - you are legally responsible to do this - not the people of the community,](#)

A mailing went out to all residents in the district in December notifying them of the public meeting, the survey and the web link to access the survey.

[What other line items such as school photographers and publicists are on your books?](#)

The adopted budget for Half Hollow Hills Central School District contains all line items and is available for review in any of our schools or district office.

[Will results of the survey actually influence the final decision?](#)

Yes. The Board of Education has made a decision to proactively reach out to residents to educate and engage them in the budgetary challenges which the District is once again facing. In addition to public meetings, the main vehicle which the District is using to solicit feedback from the community is by way of the survey. While the survey is not an official "vote", the results of the survey will help guide the Board of Education's decisions moving forward.

[How much approximately per family does the 8.5% tax levy cost?](#)

The District establishes the total property tax levy for the District. This figure is different than a tax rate. The tax rate which is applied to a home's

assessed value, and which is a key figure in setting an individual homeowner's school tax bill, is established each Fall after the District's May budget vote. The tax rate is calculated based on each town's total assessed values, the State assigned equalization rate by town, and the split of these figures between towns. Further, the tax rate is different for residents in the Town of Babylon versus the Town of Huntington. Because the District does not establish assessed values (determined by each Town's assessor) or equalization rates (established by the State), we are unable to project the actual cost per homeowner; all the District is able to determine is the total property tax levy. In the unlikely scenario that the proportion of assessed values between the Town of Babylon and the Town of Huntington remains constant, and that the total assessed values in each of the towns remains flat, and that the equalization rates, then the rate of increase of the property tax levy would equal the rate of increase in property taxes.

Are you going to itemize the expected cost savings for each option? I.e.: The closing of ____ school will be a reduction of ____ teachers' salaries, ____ clerical salaries ____ increase in leasing revenue, etc.

In projecting the savings from each of the scenarios presented, the District costed out specific savings based on reductions of specific personnel. Should the Board of Education make a decision to close a building, details of that specific option's expected cost savings will be shared. It is important to note that under no scenario does the District include revenues from leasing since there is no guarantee that a tenant would exist for any of our closed buildings.

There is a huge amount of misinformation regarding teacher pensions. Could the district put something on the website or other public site to clarify if pensions are negotiated with each contract or if they are solely determined at the State level and there is nothing that a local school district can do with the pensions at contract time. Or if they are determined in some other way. Also a statement that once a teacher starts work in a district, there is no way to change her pension calculation without new legislation being passed in Albany.

The State sets the employer contribution rate for pensions.

So, specifically for teachers since you mentioned them, no matter whether that teacher works here or at any other district in the State, the employer (district) is paying the exact same percent of salary into the retirement system. The employer contribution rates for the pension system are set at the State level across the board...they are not district specific. And, further, we as school districts have no ability to contribute more or less than what the State-established percentage requires. I'm not sure which legislation you

are specifically referring to, but assuming you are referring to the passage of a new pension “tier” – that cannot be changed either. When someone begins working, he/she enters the retirement system at a specific tier; most employees working today are in tier four. Even though the State introduced some new tiers, an employee is “grandfathered” into the tier they started in...so that cannot be changed mid-stream. Further, any changes to the “rules” regarding the tier are only applicable to the new tiers, not the existing ones.

Can we do anything to help soften state mandates?

By design, mandates are burdens which are placed on a school district from State or Federal organizations. While the District can fight for mandate relief, which it does on a regular basis, unless those State or Federal organizations make changes at their level, there is nothing we can do locally to soften state mandates.

How many teachers will lose jobs in each scenario of a building closing?

At the present time, due to declining enrollment we anticipate between 15 and 20 teachers will be excessed. The closing of a school building will not directly impact the number of classroom teachers. The number of classroom teachers is determined by the number of students in a particular grade or program.

Would the district/board be willing to consider other options than the ones presented?

Absolutely. Please utilize the survey to provide options, ideas, comments.

Why not apply the \$9.5 million deficiency across all line items including the 80% salaries by teachers? We all have to make adjustments.

Pursuant to NYS Law (The Taylor Law), the Board of Education and the teachers negotiated the terms and conditions of employment for district teachers for the period July 1, 2008 through June 30, 2014. This is a legally binding contract, and neither party can simply ignore or re-write its terms unilaterally.

Are the teachers getting raises? As 80% of the budget, what are we doing to cut that line item?

The Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Teachers' Association Inc. is in effect from July 1, 2008 through June 30, 2014. The teacher salary schedule will be increased by 3% effective July 1, 2013; those teachers who are eligible to advance to a new salary step will also receive the value of that step movement (also called "increment"). The cost of the increment for the entire teacher unit is 2.34% of the teachers' unit payroll. The total cost of the 3% salary schedule increase and the increment for 2013-14 is \$4,318,903. It should be noted that in April 2010, the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Teachers' Association Inc. was modified, such that the teachers gave up the 3.5% salary schedule increase which would otherwise have become effective July 1, 2011, and instead the salary schedule remained unchanged: the salary schedule "increase" was 0%. In exchange, the collective bargaining agreement was extended by two years (i.e., through June 30, 2014), with 3% salary schedule increases for each of the two additional years. In addition, in an effort to reduce the cost of the teachers' unit payroll, the District has offered a retirement incentive to encourage the retirement of higher priced teachers.

[At the last budget approval over 60% in May, what was the % of approval?](#)

Last year's budget was approved by almost 69% of the residents who came out to vote.

[Have you ever thought about outsourcing the food and facility services?](#)

Please keep in mind that the food services program is a fully self-sustaining program whereby all expenses are fully funded by the Federal and State reimbursements the program receives as well as the money generated from food and beverage sales. In addition, the food services budget is separate and distinct from the District's general fund operating budget. Regarding facility services, the District is not interested in outsourcing the District's custodial, maintenance and grounds services due to the desire to continue to maintain the quality facilities we currently have and ensure full control of the quality of work they perform.

[What are the district reserves and rules for using it?](#)

Reserves are accounts which are available to school districts as set forth in State Education Law and General Municipal Law. Reserves are created to satisfy legal restrictions, plan for future expenditures or relate to resources not available for general use or appropriation. Reserve funds are established through Board action or voter approval and a separate identity must be maintained for each reserve. Earnings on the invested resources become part

of the respective reserve funds; however, separate bank accounts are not necessary for each reserve fund.

The District has six specifically designated reserves. The District's 2012-13 budget utilized \$4.25 million in reserves as a way to offset the tax levy increase. This leaves \$19,446,199 as the total balance in the reserve account, as follows: Workers' Compensation Reserve: \$1,500,392; Unemployment Insurance Reserve: \$89,838; Employee Benefit Accrued Liability Reserve: \$9,609,799; Property Loss Reserve: \$18,019; Liability Reserve: \$18,019; and Retirement Contribution Reserve: \$7,393,915. A listing of the reserve funds which New York State school districts are permitted to have, and the general guidelines for each can be found here: http://sap.questar.org/publications/Reserve_Funds_Chart.pdf

Can we make some cuts and raise the levy a smaller amount?

Yes. As identified in the budget survey reference guide which was mailed home to every resident, the anticipated budget gap will require program reductions, increased use of District reserves, piercing the cap, or a combination of these actions.

What is the CAP% for 2013-2014?

The Property Tax Levy Cap formula includes many steps. Since we are still so early in the process, information is not yet available for multiple components of the formula. If we made some estimates and projections, though, the formula would result in an approximate 2.8% property tax levy increase from the current year.

Isn't the school district and BOE legally responsible to notify all residents of web link?

There is no legal responsibility to notify all residents of the web link for the survey. Even still, the Board of Education made a decision to mail an information packet to every household regarding the meeting and established the survey as a way to engage the community in the difficult decisions which need to be made.

How are you going to make sure that each member of the community only does survey once?

The district's primary purpose for administering the survey is to allow as many district residents to lend their voice to critical budgetary issues that would affect the school district's budget and district taxes. The district had

two available methods of making the online survey available to district residents:

1. Via unique URL links to e-mail addresses. This method provides excellent survey validity and high integrity of the data because it only allows one response per link after which the link is made inactive. As a result, unique URL links cannot be forwarded to other e-mail addresses by a respondent and will not allow repeat responses, eliminating the chance of ballot box stuffing. However, this method only works with unique e-mail addresses and so is limited to the number of resident e-mail addresses the district has in its database.

2. To ensure that the survey wasn't an exclusive opportunity for only those with e-mail addresses in the district's database, we utilized an additional method of responding to the survey - a public link. This public link is posted on the homepage of the school district's website and is available to anyone who would like to respond. Unfortunately, the more accessible a survey is, the higher the risk for ballot box stuffing, non-resident responses etc. To mitigate these risks, the survey company will perform an IP analysis on the responses which typically highlights any suspicious repeat responses, out-of-area responses, etc that may indicate ballot box stuffing. Although an IP analysis is not completely foolproof, it is a reasonably accurate way of maintaining survey validity.

Both methods of distributing the survey were used in conjunction with each other to further minimize the drawbacks associated with each method. We appreciate your concern and we will do our best to ensure that the final results are as valid and informative as possible.

Are you considering implementing more than 1 of these possible scenarios? What if Chestnut Hill and Candlewood were both closed? How would this affect Chestnut Hill students? Would Chestnut Hill still be the elementary school of choice if Candlewood closed?

All scenarios are being considered, including the combination of multiple scenarios.

If a middle school were closed, all students in grades 7 and 8 would attend the same building.

Why not close Vanderbilt elementary school. This is not in Residential area!

Closing two buildings for the 2013/14 school year would require a complete redistricting, and building enrollment for the remaining five schools is estimated to be approximately 670.

Do you think it is good for children to split their elementary school up into 5 other schools so we can equalize the size of the schools? We are not pizza - we are neighborhoods and kids. Shouldn't we be putting children first?

Closing any school is a difficult decision to make. Redistricting all elementary students is an option that will be explored should the decision be made to close an elementary school.

How do you expect the community to back any decision if you are not considering closing Manasquan first, which would not effect our children directly?

The District did consider closing the Fran Greenspan Administration Center, but identified that it would add a significant expense to the budget, rather than taking away an expense, which is why it was not added as a viable option for the community's consideration. If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. The cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. Therefore any potential savings in utilities and other similar expenses is offset by the items noted above. This is a direct result of what the District learned from previous experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

Why are we not closing Manasquan Admin. Ctr office? The staff can be relocated into Candlewood.

If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. Closing the Fran Greenspan Administration Center would require the redistribution of over 100 employees who are currently assigned to that building. Currently, the Fran Greenspan Administration Center contains the offices of the Superintendent,

Assistant Superintendents, Human Resources, Special Education, Curriculum, Payroll, Accounting, Technology Infrastructure, Board Room, District Clerk, Facilities, Central Mailroom, Central Registration, School Lunch and Reach/CYA. All of these functions could not fit into Candlewood, as you propose. In addition, the cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost well over \$1 million.

If the surrounding district of Elwood is closed we look to absorb those students. That will affect us too. How can we protect our District size enrollment and school closing to balance out.

You mention this is happening to all healthy districts. Why am I not hearing this from friends in Cold Spring Harbor, Harbor Fields, Syosset, Jericho etc.

The school district of Elwood, as well as any receiving school district would have to vote to agree to a merger with any school district.

How much weight will the survey have in the final decision? When does this decision have to be made by? It seems likely by the case presented the decision has already been made by closing Chestnut Hill.

The survey will guide the budget development process. A budget will be adopted on April 22, 2013.

If 6th grade moves back to the elementary level, will 6th grade go back to a single teacher model? Will there be languages in 6th grade?

No decisions have been made with regards to potential 6th grade academic programs should they remain in the elementary buildings.

Solution Suggestion: Total shortfall in budget divided by all Extra Curricular activities equals parental cost per activity - Step 2 - parental cost per activity divided by the participants in the activity equals cost per participant to be paid by parent.

The district seeks to ensure equitable opportunities for all students. Requiring students or families to pay for extra-curricular activities would limit these opportunities.

What happens to 9th grade programming if moved to middle school? How will faculty be utilized for science and math for 9th graders and other subjects when now in the HS?

Faculty will be distributed according to the needs of the academic programs. Every attempt would be made to maintain the current level of academic opportunities.

Why is opening up administrators and teachers contracts not part of option in survey especially when teacher pension, insurance and salaries are 80% of the cost increases? And, closing schools etc. will not solve the problem long-term.

In fact, the District has exercised this option in the past with both its teachers' unit opening the agreement in April 2010 and its administrators' unit opening the agreement in June 2010 and January 2012. Specifically, in April 2010, the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified and extended. The 3.5% salary schedule increase which would have become effective July 1, 2011 was changed to 0%, and the term of the agreement was extended by two years, with 3% salary schedule increases in each of the two years. These modifications resulted in savings of approximately \$250,000 for the District. In January 2012, the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified. The salary increases of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were changed to 0% increases. In addition, there was a freeze on any individuals eligible for increment raises. This agreement saved the District approximately \$1.2 million over the two year period, and did not extend the contract. The agreement included a job security provision; however, it did not require the District to fill administrator positions vacated through resignation or retirement, and allowed for the elimination of administrative positions in the event of a school closing.

What effects will these changes have on the property values?

The School District does not regulate or establish property values and therefore cannot predict what impact any of the proposed changes may have on property values.

What is the estimated fund balance going to be at the end of the year?

The District has six specifically designated reserves. The District's 2012-13 budget utilized \$4.25 million in reserves as a way to offset the tax levy increase. This leaves \$19,446,199 as the total balance in the reserve account. In addition to this \$4.25 million, an additional \$5.25 million in appropriated fund balance has been utilized to offset the tax levy increase. Therefore, a total of \$9.5 million has been utilized from the District's total fund balance to offset the tax levy increase.

Is the District's Rainy Day Fund invested?

Yes. The District's investment policy dictates the different options the District has to invest

Given closings of schools, will administration positions that are directly affected be cut by that percentage?

Yes, the administrative positions of the closed school will be eliminated. The savings calculated for school closings includes reductions in administrators assigned to the school.

You said you can rent Chestnut Hill - to who? It is in a neighborhood. Vanderbilt is on Deer Park Avenue - isn't that more rentable?

Chestnut Hill is conducive to leasing based upon the location on the service road of the Long Island Expressway. Vanderbilt is also conducive to leasing.

Why were the numbers Mrs. Rettaliata showed tonight based on Chestnut Hill's enrollment different from the first community meeting letter?

The enrollment numbers shared during Monday evening's presentation reflected the general education student population and did not include students in special education classes. Enrollment numbers are maintained on a weekly basis and change according to the numbers of students who are new entrants as well as students who have moved out of district.

Wouldn't it be a better idea if you were to close an elementary school, to redistrict all the elementary schools so that neighborhoods would stay together?

The redistricting of all elementary schools will be considered should we decide to close an elementary school.

If Chestnut Hill becomes the most viable option, why can't all elementary school children be redistricted instead of just Chestnut Hill Students? This will keep surrounding communities together instead of segregated.

Redistricting all students will be associated with additional cost to taxpayers as well as an increase in the number of students who will need to change schools. We understand and appreciate the suggestion. This is a consideration that the Board of Education will review.

Why can't CH be closed and still go to West Hollow and HSE? This has less impact to kids currently enrolled in Chestnut Hill.

If Chestnut Hill should close and the students still go to West Hollow and High School East, there would be less impact to the students currently enrolled in Chestnut Hill.

However, the imbalance in the number of students who go to Candlewood and High School West will continue to create inefficiencies in providing services and programs to students, as there will be a significant difference in enrollment at these two schools.

Are you amenable to an independent audit?

Absolutely! The District undergoes many audits throughout the year conducted by external professional accounting and auditing firms. The first type of audit – the internal audit – is a process, procedural and internal controls audit performed throughout the year. The second type of audit – the internal claims audit – is a comprehensive weekly review of all claims (payments) which the District is scheduled to issue before any money is released. The third audit – the external audit – is a full comprehensive audit of the District's financials. Each of these audits is required and conducted by a different external, independent accounting or auditing firm. In addition, the State Comptroller and Federal Government conduct school district audits.

How much money is in the reserves?

The District has six specifically designated reserves. The District's 2012-13 budget utilized \$4.25 million in reserves as a way to offset the tax levy increase. This leaves \$19,446,199 as the total balance in the reserve account. In summary, reserves are accounts which are available to school districts as set forth in State Education Law and General Municipal Law. Reserves are created to satisfy legal restrictions, plan for future expenditures or relate to resources not available for general use or appropriation. Reserve funds are established through Board action or voter approval and a separate identity must be maintained for each reserve. Earnings on the invested resources become part of the respective reserve funds; however, separate bank accounts are not necessary for each reserve fund.

What about the Fran Greenspan Administrative Center? Where are these costs (in dollars)? Why can't that building be closed and combined into one of the other schools? How much do we save closing it?

The District did consider closing the Fran Greenspan Administration Center, but identified that it would add a significant expense to the budget, rather than taking away an expense, which is why it was not added as a viable option for the community's consideration. If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. The cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost

well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. Therefore any potential savings in utilities and other similar expenses is offset by the items noted above. This is a direct result of what the District learned from previous experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

[Is it true that Five Towns college has expressed interest in leasing Chestnut Hill?](#)

Five Towns college has expressed interest in leasing space within the Half Hollow Hills School District.

[If there is support for piercing the cap will that prevent school closings?](#)

Support for piercing the cap would enable the District to reduce less from the budget than otherwise necessary. The response from this survey question along with the responses from the remaining questions on specific reduction scenarios would need to be evaluated by the Board of Education before any decision could be made about whether an overwhelming support for piercing the cap (and to what level) would prevent school closings.

[Today's slide show should be made available on the website.](#)

As with all other materials which are publicly discussed regarding the 2013-14 budget development, the presentation from the January 7, 2013 meeting was made available on the District's website the following morning.

[What would the class size be if HSW is closed? Individual classes as well as middle and elementary?](#)

Contractually, the maximum class size at the secondary level is 28 students. It is estimated that most required courses would have class sizes between 25 and 28 students.

[According to your \(BOE\) projected #'s in your letter: if HSW & HSE are combined projected enrollment in 2013 would be 3337 and 3421 in 2014 - now if only 10th, 11th, 12th, are there we can assume an approx. decrease of 25% or \$\(3400-850\)=2550\$. This is approx. 700 additional students in that building. How would over crowding, larger classes, and more discipline problems not occur? FYI - all your projections are based on unprecedented national economic recession. No one was moving into elite school](#)

districts! This will change! It's already changing. You can't make a long-term decision (closing HS/MS) based on this temporary downward trend.

The approximate enrollment of a districtwide high school serving students in grades 10 through 12 would be 2,480. Contractually, the maximum class size at the secondary level is 28 students. It is estimated that most required courses would have class sizes between 25 and 28 students.

The current declining enrollment trend began in 2006, with each successive incoming cohort being smaller than the previous. These smaller cohorts will be entering the secondary level beginning in the 2013/14 school year.

How much is the reserve?

The District has six specifically designated reserves. The District's 2012-13 budget utilized \$4.25 million in reserves as a way to offset the tax levy increase. This leaves \$19,446,199 as the total balance in the reserve account.

How much for each category?

The District has six specifically designated reserves. The District's 2012-13 budget utilized \$4.25 million in reserves as a way to offset the tax levy increase. This leaves \$19,446,199 as the total balance in the reserve account, as follows: Workers' Compensation Reserve: \$1,500,392; Unemployment Insurance Reserve: \$89,838; Employee Benefit Accrued Liability Reserve: \$9,609,799; Property Loss Reserve: \$18,019; Liability Reserve: \$18,019; and Retirement Contribution Reserve: \$7,393,915.

If there is 22.5 kids per class after they close chestnut hill, how come my 3rd grader has 27 now?

The average class size throughout the district, considering all class sections and the number of students in each section is 22.5. There will be variations among individual classes and schools, depending upon the total enrollment for a grade level within a school.

What is the difference in cost savings between option 1 (closing CH) and option 2 (closing CW)?

This information, and more, can be found on the worksheets that are posted on the district website. The cost of closing an elementary school is approximately \$1M. The cost of closing a middle school is approximately \$3M.

What is the breakdown of the reserves?

The District has six specifically designated reserves. The District's 2012-13 budget utilized \$4.25 million in reserves as a way to offset the tax levy increase. This leaves \$19,446,199 as the total balance in the reserve account, as follows: Workers' Compensation Reserve: \$1,500,392; Unemployment Insurance Reserve: \$89,838; Employee Benefit Accrued Liability Reserve: \$9,609,799; Property Loss Reserve: \$18,019; Liability Reserve: \$18,019; and Retirement Contribution Reserve: \$7,393,915.

If there is support for piercing the cap will that prevent school closings?

Support for piercing the cap would enable the District to reduce less from the budget than otherwise necessary. The response from this survey question along with the responses from the remaining questions on specific reduction scenarios would need to be evaluated by the Board of Education before any decision could be made about whether an overwhelming support for piercing the cap (and to what level) would prevent school closings.

Today's slide show should be made available on the website.

As with all other materials which are publicly discussed regarding the 2013-14 budget development, the presentation from the January 7, 2013 meeting was made available on the District's website the following morning.

Why not reduce 5% of teacher salary and benefits instead of closing schools? 5% of \$222 million will do it.

The Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Teachers' Association Inc. is in effect from July 1, 2008 to June 30, 2014. The parties to a collective bargaining agreement must adhere to all the specifications of the agreement for the duration of the contract or agreement, unless the parties agree mutually to change any of the terms. The Board of Education may change the terms of a collective bargaining agreement only with the consent of the Teachers' Association, respectively, that is, by renegotiating the terms of the agreement. Additionally, all the terms of an expired collective bargaining agreement, except those that sunset on or before the expiration of the agreement pursuant to the terms of that agreement, must be continued until a new agreement is negotiated pursuant to the Triborough Amendment to the Taylor Law.

Is there a safeguard to prevent the same person from completing the survey over and over again in order to skew the results to what that person wants?

The district's primary purpose for administering the survey is to allow as many district residents to lend their voice to critical budgetary issues that would affect the school district's budget and district taxes. The district had two available methods of making the online survey available to district residents:

1. Via unique URL links to e-mail addresses. This method provides excellent survey validity and high integrity of the data because it only allows one response per link after which the link is made inactive. As a result, unique URL links cannot be forwarded to other e-mail addresses by a respondent and will not allow repeat responses, eliminating the chance of ballot box stuffing. However, this method only works with unique e-mail addresses and so is limited to the number of resident e-mail addresses the district has in its database.

2. To ensure that the survey wasn't an exclusive opportunity for only those with e-mail addresses in the district's database, we utilized an additional method of responding to the survey - a public link. This public link is posted on the homepage of the school district's website and is available to anyone who would like to respond. Unfortunately, the more accessible a survey is, the higher the risk for ballot box stuffing, non-resident responses etc. To mitigate these risks, the survey company will perform an IP analysis on the responses which typically highlights any suspicious repeat responses, out-of-area responses, etc that may indicate ballot box stuffing. Although an IP analysis is not completely foolproof, it is a reasonably accurate way of maintaining survey validity.

Both methods of distributing the survey were used in conjunction with each other to further minimize the drawbacks associated with each method. We appreciate your concern and we will do our best to ensure that the final results are as valid and informative as possible.

If HSW closes - what plans does district have to retain all possible scholarships and college funding plans that would have been possible for HSW students?

If High School West closes, every attempt would be made to ensure that scholarships intended solely for those students would be transferred to the newly existing high school.

If HS West closes which middle school will move into that building?

If High School West closes, students in grades 6 through 8 scheduled to attend Candlewood Middle School could potentially move into what was High School West.

How can you safely move 2,500 students through the halls at HSE? It is already crowded.

Based on calculated square footage and capacity formulas provided by New York State, the maximum student capacity of High School East is 2,638. The combined enrollment for one high school serving grades 10 through 12 would be approximately 2,480.

Won't the survey be like American Idol? Popularity of vote? - Not Fair

The district's primary purpose for administering the survey is to allow as many district residents to lend their voice to critical budgetary issues that would affect the school district's budget and district taxes. The district had two available methods of making the online survey available to district residents:

1. Via unique URL links to e-mail addresses. This method provides excellent survey validity and high integrity of the data because it only allows one response per link after which the link is made inactive. As a result, unique URL links cannot be forwarded to other e-mail addresses by a respondent and will not allow repeat responses, eliminating the chance of ballot box stuffing. However, this method only works with unique e-mail addresses and so is limited to the number of resident e-mail addresses the district has in its database.

2. To ensure that the survey wasn't an exclusive opportunity for only those with e-mail addresses in the district's database, we utilized an additional method of responding to the survey - a public link. This public link is posted on the homepage of the school district's website and is available to anyone who would like to respond. Unfortunately, the more accessible a survey is, the higher the risk for ballot box stuffing, non-resident responses etc. To mitigate these risks, the survey company will perform an IP analysis on the responses which typically highlights any suspicious repeat responses, out-of-area responses, etc that may indicate ballot box stuffing. Although an IP analysis is not completely foolproof, it is a reasonably accurate way of maintaining survey validity.

Both methods of distributing the survey were used in conjunction with each other to further minimize the drawbacks associated with each method. We appreciate your concern and we will do our best to ensure that the final results are as valid and informative as possible.

How much would we save by eliminating 100% busing? What would the savings be?

The District spends approximately \$14 million on transportation. It is not possible to project how much could be saved by eliminating 100% busing

because the residents would need to vote on what level of busing they support. And then after that is identified, a specific cost can be calculated. Busing cannot be eliminated entirely from a District's budget since the State establishes the minimum transportation levels a school must provide.

The explanation for closing Fran Greenspan Building does not make sense. How much does it cost to run central office?

If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. This is a direct result of what the District learned from previous experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

Who audits the survey?

The District engaged the services of an external firm to facilitate the development, design and analysis of the survey. This firm is an expert in their field and will review, analyze and serve as the "auditor" for the survey results.

What happens when the enrollment comes back will you open a school so the class size will not be over 30?

Decisions regarding the opening and closing of facilities will be made by the Board of Education based on current or projected needs, including enrollment.

If we have a child currently at WH from Chestnut hill and a child presently at CH and CH closes, will one child go to HSW and the other to HSE?

Yes.

How would closing either a middle school or high school affect the number of students per class?

Contractually, the maximum class size at the secondary level is 28 students.

It is estimated that most required courses would have class sizes between 25 and 28 students.

What are average class sizes at the high school level during the current year (2012-2013)?

The average class size at the high school level, excluding courses such as Physical Education and Band, is approximately 22. The average class size of required courses is approximately 25.

When is the decision going to be made since high school and middle schools schedules are going to be started in January for 2013-2014 school year.

A budget will be adopted on April 22, 2013.

How many of these options have to be made? There are 11 options on the table?

Approximately \$9 million dollars in reductions need to be made from the options provided and/or any other community suggestions.

When will a final decision be made and announced?

A budget will be adopted on April 22, 2013.

Why were our state legislators not in attendance to address such a serious issue, in part, caused by the "2% tax cap"?

Our Superintendent has met with our state legislators to address the Tax Levy Cap and the impact it is having on our school district. You may contact your state legislators by phone or mail.

Would the District offer an option for full day kindergarten as an optional tuition if cutting to 1/2 day?

The district is not considering a full day kindergarten as an optional tuition should kindergarten be cut to a half day.

Has there been any thought of research into selling the Central Office property and moving the administration either to an office park property or into another of the closed properties? The maintenance of that property seems a unnecessary expense.

The District did consider closing the Fran Greenspan Administration Center, but identified that it would add a significant expense to the budget, rather than taking away an expense, which is why it was not added as a viable option for the community's consideration. If the District chose to close the Fran Greenspan Administration Center,

the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. The District would not consider placing these employees at an office park since that, too, would add an incremental leasing expense for the District. The cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. Therefore any potential savings in utilities and other similar expenses is offset by the items noted above. This is a direct result of what the District learned from previous experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

Regarding selling the property, the District is not interested in selling any of its buildings at this time since that is a permanent solution to a specific year's budget challenge. Once a property is sold, there is no way to recapture it for future needs of the District.

Has an independent forensic audit been performed by a third party?

The District undergoes many audits throughout the year conducted by external professional accounting and auditing firms. The first type of audit – the internal audit – is a process, procedural and internal controls audit performed throughout the year. The second type of audit – the internal claims audit – is a comprehensive weekly review of all claims (payments) which the District is scheduled to issue before any money is released. The third audit – the external audit – is a full comprehensive audit of the District's financials. Each of these audits is required and conducted by a different external, independent accounting or auditing firm. In addition, the State Comptroller and Federal Government conduct school district audits.

If full day Kindergarten is reduced to 1/2 day what is the District's plan to address the kindergarten curriculum (CCSS)?

If full day kindergarten is reduced to half day, the district will develop a plan to align curriculum to the Common Core State Standards.

What is the projected impact on resource services for student needing extra help entering 1st

grade?

Students who require resource services in first grade will receive the services they need to meet with success in first grade.

Why are other districts not going through this process/plan?

All districts are working on their school budgets and making difficult decisions to adhere to the Tax Levy Cap Legislation.

Can we keep lower cost younger teachers with closing?

No, New York State Education Law is very specific with respect to which teacher is dismissed in the event of a reduction in staff. Thus, if a teaching position is abolished, the teacher with the least seniority within the tenure area of that position in the District must be the person dismissed. Seniority rights are those rights to job security and priority within a school district based on length of actual paid service in a specific tenure area. Seniority is the sole criterion districts may use to decide which teacher will be excessed.

Approximately 10 – 14 years ago we had no elementary APs and buildings had higher enrollments. Why are we not eliminating the existing elementary APs which not only saves by eliminating their salaries but benefits and retirement payments as well?

With the introduction of the State imposed requirements for annual professional performance reviews of teachers and the introduction of entirely new curricula in many areas as a result of the new core curriculum mandated by the State, this is a very difficult time for any district---particularly one of this size---to reduce building administrative staff and maintain the standards of excellence in our curriculum and programs. As stated above, we have re-negotiated our agreement with the District's administrators' union, resulting in anticipated savings to the District of approximately \$1.2 million over the period 2012 through 2014. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

Chestnut Hill represents 1/7 of HHH. How will its interests be protected against overwhelming majority?

The community has the opportunity to respond to the budget survey questions and to add their suggestions, input, comments and concerns to the survey items.

Why have you singled out chestnut hill? Redistrict entire community of HHH. Don't make kids travel ridiculous distances when there are local options.

Chestnut Hill was considered an option due to decreasing enrollment, as well as bussing

patterns that support redistricting students. Chestnut Hill's location is also conducive to leasing. We will consider redistricting all elementary students, should the decision be made to close an elementary school.

You can't split communities and divide children within CH community. How can you do this to the kids and families? Not to mention the effect on home values. This is arbitrary, inequitable and biased and can't be tolerated. CH should not have been on chopping block and these students should remain at West Hollow not be shipped 30 minutes to CW.

We are one community in Half Hollow Hills. Should the closing of an elementary school be an option chosen, and if that school is Chestnut Hill, we will work together to develop a comprehensive plan to ensure that our students transition with the support and attention they need to help them feel welcome and a part of their new school community.

How come you are not considering cutting assistant principal positions at all elementary schools?

Since the 2009 -2010 school year administrator costs have decreased in terms of the number of administrators, the percentage of the overall budget and actual expense. Total administrator salary expense has decreased by \$382,221. With the introduction of the State imposed requirements for annual professional performance reviews of teachers and the introduction of entirely new curricula in many areas as a result of the new core curriculum mandated by the State, this is a very difficult time for any district---particularly one of this size---to reduce building administrative staff. As stated above, we have re-negotiated our agreement with the District's administrators' union, resulting in anticipated savings to the District of approximately \$1.2 million over the period 2012 through 2014. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

Do you have plans to eliminate assistant principals in elementary schools after next year?

The Board of Education will review every vacant position before filling a position, and is committed to reviewing all positions at the end of the current agreement.

What will the class sizes be at the high school level if HSW and HSE were to be combined and located at HSE?

Contractually, the maximum class size at the secondary level is 28 students. It is estimated that most required courses would have class sizes between 25 and 28 students.

Please ask if there is 1 person (in this room) who would ever consider no busing?
We have to work more hours to survive - who could possibly no need busing - here or anywhere on Long Island - ridiculous to even bring it up.

We apologize that we didn't get to this question during the public meeting. That said, though, the purpose of the survey was to enable the community to weigh-in on the multitude of options which are being discussed. Please note that the purpose of bringing up the "universal busing" concept at the public meeting was to let residents know that we hear them when they ask us to save money by eliminating all busing, but that we don't believe it's a viable option (and that's why it was not included as part of the survey). Please note that the only transportation question the survey requests input on is whether or not the community is interested in eliminating after-school/field trip buses. This is different than the universal busing which the District provides for 100% of students to get them to and from school in the morning and at the end of the school day.

Instead of selling a closed school, why not lease it so we still own it when population reverses in the future and we don't have to buy it back?

Leasing is an optimal scenario should the decision be made to close a building. This option, along with others, will be explored.

Why are there still so many administrators?

Since the 2009 -2010 school year administrator costs have decreased in terms of the number of administrators, the percentage of the overall budget and actual expense. Total administrator salary expense has decreased by \$382,221. With the introduction of the State imposed requirements for annual professional performance reviews of teachers and the introduction of entirely new curricula in many areas as a result of the new core curriculum mandated by the State, this is a very difficult time for any district---particularly one of this size---to reduce building administrative staff. As stated above, we have re-negotiated our agreement with the District's administrators' union, resulting in anticipated savings to the District of approximately \$1.2 million over the period 2012 through 2014. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

Why any assistant principals at elementary schools?

Since the 2009 -2010 school year administrator costs have decreased in terms of the number of administrators, the percentage of the overall budget and actual expense. Total administrator salary expense has decreased by \$382,221. With the

introduction of the State imposed requirements for annual professional performance reviews of teachers and the introduction of entirely new curricula in many areas as a result of the new core curriculum mandated by the State, this is a very difficult time for any district---particularly one of this size---to reduce building administrative staff. As stated above, we have re-negotiated our agreement with the District's administrators' union, resulting in anticipated savings to the District of approximately \$1.2 million over the period 2012 through 2014. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

Would you consider making HSW a high school and HSE a middle school? Or vice versa?

All grade level configurations have been considered. The enrollment in a middle school that served students in grades 7 through 9 would be 2,461. The enrollment in a high school that served grades 10 through 12 would be 2,480.

Why is the community not made aware that when administrators and teachers retire they are often kept on retainer as "Advisors" and/or consultants? How much is spent on that? No mention is made of this fact.

There are currently no retired employees kept on retainer. No retired administrators are receiving compensation from the district as consultants.

How much money can we save by consolidating assistant principal positions through-out the district?

In 2012 – 2013 the District saved approximately \$125,000 by sharing an elementary assistant principal between two elementary schools.

Why is it still necessary to have an assistant principal for each grade?

Currently there are four assistant principals at High School East serving 1,852 students; four assistant principals at High School West serving 1,481 students; two assistant principals at Candlewood Middle School serving 1,040 students; and three assistant principals at West Hollow Middle School Serving 1,422 students. In April 2010, the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified and extended. The 2011 – 2012 salary increase of 3.5% was changed to 0%, saving approximately \$250,000; and salary increase of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were negotiated. In January 2012 the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified. The salary increases of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were changed to 0% increases. In addition, there

was a freeze on any individuals eligible for increment raises. This agreement saved the District approximately \$1.2 million over the two year period, and did not extend the contract. The agreement included a job security provision; however it did not require the District to fill vacant positions, and allowed for the elimination of administrative positions in the event of a school closing. In 2012 – 2013 one elementary assistant principal position was eliminated. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

Why are Superintendents allowed to gas up personal cars for free at the District's transportation facility?

This is not a benefit afforded to any district employee.

If we meet the budget this year would we face the same issue next year?

Unless there are fundamental shifts in the calculation of the Property Tax Levy Cap formula, sustainable reductions in the employer contribution rate into the pension system, lower healthcare rates, and pertinent unfunded mandate relief like addressing the Triborough Amendment of the Taylor Law, we could expect school districts across the State to be in a similar position for the subsequent school year.

What is the breakdown of the 7 different reserves?

The District has six specifically designated reserves. The District's 2012-13 budget utilized \$4.25 million in reserves as a way to offset the tax levy increase. This leaves \$19,446,199 as the total balance in the reserve account, as follows: Workers' Compensation Reserve: \$1,500,392; Unemployment Insurance Reserve: \$89,838; Employee Benefit Accrued Liability Reserve: \$9,609,799; Property Loss Reserve: \$18,019; Liability Reserve: \$18,019; and Retirement Contribution Reserve: \$7,393,915. Chapter 97 of the 2011 laws limit the increase to the lower of 2% or the rate of inflation.

By law, each school district's "tax levy limit" is determined by a complex, eight-step formula that was developed by the State. The formula takes into consideration a number of variables, including growth in the local tax base (if any), exemptions, the previous year's tax levy, as well as the current and coming years' PILOTs (Payment In Lieu Of Taxes). The rate of inflation or 2% (whichever is lower) is also part of the equation...but only one input factor in this multi-step formula.

Individual school districts will each have a unique tax levy limit, which must be submitted to the state by March 1 each year. Once the tax levy limit is determined, the district will then add coming school year's exemptions to

the tax levy limit, creating a “maximum allowable levy.” As a result, a district may actually propose a budget with a tax levy that is higher than its tax levy limit and still be within its “cap” under the law. State legislators included exemptions in the property tax cap law for certain expenses that may result in a tax levy increase greater than 2%. Those exceptions include items such as legally mandated pension contributions. Additionally, if school districts want to exceed the property tax cap, they can do so if they get more than 60% approval from their community on the school budget.

With a \$15 million transportation budget are all buses being used at full capacity?
What is the percentage of children being dropped off and picked up?

For the 2012-13 school year, the District reduced the transportation expenses by over \$350,000. This was achieved by tightening routes and packing buses to capacity. In some instances, a bus may not be filled to capacity due to the physical location of the pick-up stops and how long it takes the bus to complete the run. In this situation, the District may lighten the load of the bus to ensure that students are not on the bus an unreasonable amount of time. Regarding your second question, because the District does not keep records on the percent of children being dropped off and picked-up it is impossible to provide a figure.

What are the transportation plans should CW close? Living in East Northport, I am very concerned about the length of bus rides for my kids.

Included as an offset to the projected savings from the potential to close Candlewood Middle School is an incremental expense for busing which would enable the District to ensure that the students who live on the easterly most end of the District could have a comparable bus ride (in terms of time on the bus) as anyone else in the District being bused to that building.

Why not tie the tax levy increase to the CPI, especially if it's less than 2% cap (like now)?

CPI is one input item into the State-established Property Tax Levy Cap formula.

The website indicates there are dozens of district administrators in various positions. Are they all needed?

Yes, particularly in light of the new State imposed annual professional performance reviews and the initiation of the new core curriculum, we believe that our current staffing level is appropriate. The Board of Education will review every vacant

position before filling and is committed to reviewing all positions at the end of the current agreement.

With all of the plan cuts, in curriculum, how will we maintain our competitiveness in a global market?

Every attempt will be made to maintain the current academic programs offered to our students.

Why can't we generate income by renting out the facilities of the pool, planetarium and space shuttle to neighboring school districts? Also, rent out busing.

The Natatorium is currently being utilized by outside entities, including other schools. All possible sources of revenue will be explored.

Why are we not looking to close more than 1 elementary school? Wouldn't it be beneficial to leave secondary education alone?

Closing any school is a difficult decision to make. Redistricting all elementary students is an option that will be explored should the decision be made to close an elementary school.

Why aren't more administration positions being eliminated? Assistant Principals? Director of Guidance?

Since the 2009 -2010 school year administrator costs have decreased in terms of the number of administrators, the percentage of the overall budget and actual expense. Total administrator salary expense has decreased by \$382,221. In January 2012, the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified. The salary increases of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were changed to 0% increases. In addition, there was a freeze on any individuals eligible for increment raises. This agreement saved the District approximately \$1.2 million over the two year period, and did not extend the contract. The agreement included a job security provision; however it did not require the District to fill vacant positions, and allowed for the elimination of administrative positions in the event of a school closing. The Board of Education will review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement. The Director of Guidance is not an administrator, rather a guidance counselor (teacher).

If there is such a decline in enrollment why can't we cut assistant superintendents? Assistant Principals in elementary schools?

Since the 2009 -2010 school year administrator costs have decreased in terms of the number of administrators, the percentage of the overall budget and actual expense. Total administrator salary expense has decreased by \$382,221. With the introduction of the State imposed requirements for annual professional performance reviews of teachers and the introduction of entirely new curricula in many areas as a result of the new core curriculum mandated by the State, this is a very difficult time for any district--particularly one of this size---to reduce building administrative staff. As stated above, we have re-negotiated our agreement with the District's administrators' union, resulting in anticipated savings to the District of approximately \$1.2 million over the period 2012 through 2014. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

Why did administrators still get increases up to 10% or more when they had a pay freeze? Step increases still occurred?

This information is not accurate. The Administrators took a two-year "hard freeze" which means their salaries increased \$0 from year-to-year.

Would the Board consider restructuring to allow interested parents with expertise in actuarial matters to serve as "special advisors" to the Board? Most of us would love to help but can't devote the time or money to run for a Board position.

The Board of Education would consider this opportunity should the need arise. School districts are bound to utilize professional service providers which meet requirements set forth under General Municipal Law and the District's Policy. Therefore, any professional service which will be utilized to drive decisions and the direction of the District must adhere to the guidelines set forth in these aforementioned documents.

What do we spend on transportation?

The District expects to spend approximately \$14 million on transportation in the 2012-13 school year.

Are we going to keep our own transportation or contract all out?

The District does not have any plans to contract out all of its transportation needs, although it does currently contract out for some of its buses.

On days of inclement weather and for accidents, it takes 30 to 40 minutes to go from the east end of the district to the west end, round trip - 1 hour. How could the busses service the east and elementary schools with such an extended trip?

The scenarios you present will always exist and will always be the exceptions to the rule. Should it be decided that a school building will close, please be assured that the District will ensure that no student is on the bus for an unreasonable amount of time as a result. In fact, the scenario whereby the District could consider closing Candlewood Middle School assumes that the District would add on a few more buses so that the students on the easterly most side of the District can have the same travel time as those who are geographically closer to Candlewood Middle School. In this situation, those newly added buses would not be fully loaded with students but would rather pick up smaller quantity of students from a smaller number of bus stops and then head directly into school.

Can the district sell the Fran Greenspan Administration Center?

Legally, the District can sell any of its property after it follows all the proper procedures and requirements to do so (including but not limited to a public vote). Practically, though, the District is not interested at all in selling any of its properties. Please keep in mind that closing the Fran Greenspan Administration Center would require the redistribution of over 100 employees who are currently assigned to that building. Currently, the Fran Greenspan Administration Center contains the offices of the Superintendent, Assistant Superintendents, Human Resources, Special Education, Curriculum, Payroll, Accounting, Technology Infrastructure, Board Room, District Clerk, Facilities, Central Mailroom, Central Registration, School Lunch and Reach/CYA. Each of these offices/functions would need to be relocated to one of the District's other 11 buildings if the Fran Greenspan Administration Center were to close. The cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements) would cost well over \$1 million.

Many students get driven to school by parents. Most of our buses are half full. Very wasteful. Consider private bussing, charter busses. People/students that need it can pay for the service via contract.

The District provides for universal busing which means we assign each student to a bus route and bus stop each year. For the 2012-13 school year, the District achieved over \$350,000 in savings in the area of transportation by combining and tightening bus routes. The District does currently contract out for a portion of its busing needs. As a school district, we are

not permitted to charge parents for transportation services to and from District buildings since these expense must be a part of the operating budget of the District. Many years ago, the District held a public vote regarding universal busing and the community supported it. The only way to change from that is to have another public vote. In fact, the State mandates the minimal levels of transportation services which a district must provide; this community has opted for a higher level of transportation services than required by the State.

The fundamental question with lower student enrollment - why budgets going up year after year? You need to disclose the expense in more detail.

The District has reduced staff each of the past two years due to enrollment declines. But, since the employer contribution rates to the pension system are increasing at a rate faster than the enrollment declines, as are the increases in healthcare costs and Workers' Compensation related expenses, the overall budget increases year-over-year, even with a reduction in enrollment and associated staff. Regarding disclosing the full expense in more detail, the adopted budget for the District contains all line items and is available for review in any of our schools and in central office.

This should be voted for online - please check IP addresses for parent fraud.

The format of the survey is an online survey only. The district's primary purpose for administering the survey is to allow as many district residents to lend their voice to critical budgetary issues that would affect the school district's budget and district taxes. The district had two available methods of making the online survey available to district residents:

1. Via unique URL links to e-mail addresses. This method provides excellent survey validity and high integrity of the data because it only allows one response per link after which the link is made inactive. As a result, unique URL links cannot be forwarded to other e-mail addresses by a respondent and will not allow repeat responses, eliminating the chance of ballot box stuffing. However, this method only works with unique e-mail addresses and so is limited to the number of resident e-mail of addresses the district has in its database.

2. To ensure that the survey wasn't an exclusive opportunity for only those with e-mail addresses in the district's database, we utilized an additional method of responding to the survey - a public link. This public link is posted on the homepage of the school district's website and is available to anyone who would like to respond. Unfortunately, the more accessible a survey is, the higher the risk for ballot box stuffing, non-resident responses etc. To mitigate these risks, the survey company will perform an IP analysis on the

responses which typically highlights any suspicious repeat responses, out-of-area responses, etc that may indicate ballot box stuffing. Although an IP analysis is not completely foolproof, it is a reasonably accurate way of maintaining survey validity.

Both methods of distributing the survey were used in conjunction with each other to further minimize the drawbacks associated with each method. We appreciate your concern and we will do our best to ensure that the final results are as valid and informative as possible.

In or around 1982 Half Hollow Hills decided it was a good idea to provide full day kindergarten to its residents. In a day and age when government emphasizes more education for children, why would you out the amount of educators for the youngest elementary school students? Does the Board of Ed no longer agree with the principles/decisions made by the Board of Ed back in 1982?

We value our full day kindergarten program. In order to adhere to the 2% Tax Levy Cap Legislation, we have provided the community with the associated costs of many programs and items for consideration to be cut in order to prepare the 2013-2014 budget and stay within the tax levy cap. Please use the survey to let us know whether or not you support cutting any or the programs or items listed.

Going to half day kindergarten would be disastrous. Those children would not be ready for the challenges of 1st grade. Please no not go back to 1/2 day K.

Half Day Kindergarten is unacceptable. Nobody will move here. How could this be an option?

We value our full day kindergarten program. In order to adhere to the 2% Tax Levy Cap Legislation, we have provided the community with the associated costs of many programs and items for consideration to be cut in order to prepare the 2013-2014 budget and stay within the tax levy cap. Please use the survey to let us know whether or not you support cutting any or the programs or items listed.

What about Kindergarten? Summer school?

We value our full day kindergarten program. In order to adhere to the 2% Tax Levy Cap Legislation, we have provided the community with the associated costs of many programs and items for consideration to be cut in order to prepare the 2013-2014 budget and stay within the tax levy cap. Please use the survey to let us know whether or not you support cutting any or the programs or items listed.

If there is such a decline in enrollment why can't we cut assistant superintendents? Assistant Principals in elementary schools?

Since the 2009 -2010 school year administrator costs have decreased in terms of the number of administrators, the percentage of the overall budget and actual expense. Total administrator salary expense has decreased by \$382,221. With the introduction of the State imposed requirements for annual professional performance reviews of teachers and the introduction of entirely new curricula in many areas as a result of the new core curriculum mandated by the State, this is a very difficult time for any district--particularly one of this size---to reduce building administrative staff. As stated above, we have re-negotiated our agreement with the District's administrators' union, resulting in anticipated savings to the District of approximately \$1.2 million over the period 2012 through 2014. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

Will all Superintendents (Assistants and Directors) take at least a 10% pay cut?

Since the 2009 -2010 school year administrator costs have decreased in terms of the number of administrators, the percentage of the overall budget and actual expense. Total administrator salary expense has decreased by \$382,221. In April 2010, the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified and extended. The 2011 – 2012 salary increase of 3.5% was changed to 0%, saving approximately \$250,000; and salary increase of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were negotiated. In January 2012 the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified. The salary increases of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were changed to 0% increases. In addition, there was a freeze on any individuals eligible for increment raises. This agreement saved the District approximately \$1.2 million over the two year period, and did not extend the contract.

We have elementary schools in relatively close proximity. The 2 middle schools are 20 minutes apart. Have you thought about the lengthy commute the candlewood children will have if they were forced to attend west hollow? And the additional expense of gasoline and driver time worked?

The distance between West Hollow Middle School and Candlewood Middle School has been considered and attempts would be made with modified bus routes to reduce travel time as much as possible.

What would be the budget effect of eliminating the following items: Duplicate textbooks substitute teachers, universal busing for all students in the district?

What about closing 2 elementary schools and making candlewood a super elementary school - candlewood is a newly renovated building and shouldn't be lost.

The stated scenario would also require the closing of Candlewood Middle School so that it could house students in Kindergarten through 5th grade. Closing a middle school requires that 6th grade students remain at the elementary level. The Candlewood facility could not house students from two K-6 elementary schools.

Why close Candlewood if you are repurposing Hills West?

No decisions have been made and all options are being considered. Repurposing High School West as a middle school would require the closing of either West Hollow or Candlewood Middle Schools. Current district enrollment does not support the need for three middle schools in the district.

Why isn't eliminating assistant principals in the elementary schools an option?

At the outset, it should be noted that in 2012 – 2013, one elementary assistant principal position was eliminated. However, as noted above, in January 2012, the Agreement between the Board of Education and the administrators' union was modified. The parties are now legally obligated to adhere to the terms of their agreement, which will not expire until June 30, 2014. However, given the realities that the District was facing, we believed then and believe now that the modification of the administrators' collective bargaining agreement was a very fair deal for both parties. Specifically, This agreement saved the District approximately \$1.2 million over the two year period, and did not extend the contract.

If HS days are reduced to 8 periods - would it only be elective that is cut?

In an 8 period day at the high school level, attempts would be made to offer the same courses, but only schedule courses that have sufficient enrollment. Requests for those courses may decline due to the scheduling constraints.

Would the school day be one period shorter? I.e: kids come home earlier?

In an 8 period day at either the middle or high school level, the length of the school day would be unaffected. The length of instructional periods would be extended.

What will the students lose moving from 9 to 8 periods?

In an 8 period day, students would have a reduced ability to take elective courses, including AP courses in some cases.

Why is the 9 period day at the high school a consideration? Virtually no high performing districts have an 8 period day. We are strongly opposed to eliminating the 9 period day at the high school.

All options, including 8 period days at the middle school and high school levels are being explored.

I have children in the middle and high school band program. I feel that I am double dipping into my funds, because in order for them to be successful in band I need to pay for private lessons at \$60.00 per hour. I am not the only one. How much would be saved if lessons, just lessons were eliminated?

The cost of music lessons at the secondary level is approximately \$1million.

Why is the academic research program on the table? We are a triple A District and the vast majority of us would agree the most important "A" in the triple A district is Academics.

Although no decisions have been made, all options, including the elimination of the Academic Research Program, are being considered.

Eliminating the research program would make our district non-competitive with other high performing districts.

Although no decisions have been made, all options, including the elimination of the Academic Research Program, are being considered.

Why have you omitted the potential \$2.5 million savings per year that could be realized by the elimination of multiple assistant principals in the high schools, and non-teaching coordinators for each subject and grade level?

At the outset, it must be noted that our high schools currently have a total of 3,333 students and 472 teachers and support staff. While the District is committed to reducing the budget and saving taxpayers' dollars where we can prudently do so, our chief mission is, and will continue to be, the education of our students. And the safety and security of our students and staff is, and will continue to be, of the utmost importance. Moreover, with the introduction of the State imposed requirements for annual professional performance reviews of teachers and the introduction of entirely new curricula in many areas as a result of the new core curriculum mandated by the State, this is a very difficult time for any district--- particularly one of this size---to reduce building administrative staff. As stated

above, we have re-negotiated our agreement with the District's administrators' union, resulting in anticipated savings to the District of approximately \$1.2 million over the period 2012 through 2014. The Board of Education will continue to review every vacant position before filling and is committed to reviewing all positions at the end of the current agreement.

Clarify savings achieved from all options presented including closing CW, HSW or Greenspan Bldg. (including projected profit from sale of building) & savings from 8 period day.

The savings estimated from the closing of any of the buildings is a direct result of excessing staff. For example, if Candlewood were to close, the estimated savings of \$3 million include the reductions of the following positions: three administrators, one nurse, one librarian, two paraprofessional, six clerical, nine custodians, four guidance counselors, one psychologist, and over ten teachers. Similar positions would be eliminated if a decision was made to close High School West, but the savings are larger because more staff would be impacted. In any building closure scenario the District is not looking to sell any of its buildings. Further, while the closure of any building may result in the potential to lease the facility, the District has only had preliminary conversations with potentially interested parties and, as such, lease revenue has not been included in any of the building closure scenarios presented. The savings achieved from an eight period day results from the elimination of teaming and the elimination of seminar and computer classes. Therefore, the teaching staff associated with those programs would be excessed.

Why did you include actual savings numbers for each option except Fran Greenspan center yet you claim transparency?

If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. The cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements) would cost well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. This is a direct result of what the District learned from previous

experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

What are the plans for changing the high school to an 8 period day?

Although no decisions have been made, in an 8 period day, students would have a reduced ability to take elective courses, including AP courses in some cases.

Would cutting guidance counselors jobs at middle school help? They do not help students until the last week of 8th grade.

Although no decisions have been made, reductions to Guidance Counselors and other support staff is a consideration.

Would the fire marshal allow that many students in HSE without incurring more building costs?

Based on calculated square footage and capacity formulas provided by New York State, the maximum student capacity of High School East is 2,638. The combined enrollment for one high school serving grades 10 through 12 would be approximately 2,480.

Your logic of closing Fran Greenspan building is crazy. You will only save 3 custodial jobs? What about basic operating expenses like utilities, etc.???

If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. The cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building temperature maintained to basic levels. Therefore any potential savings in utilities and other similar expenses is offset by the items noted above. This is

a direct result of what the District learned from previous experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

It is great admin budget reduced by 20% 3.9% to 3.1% over 4 years. Currently teachers account for 56% of budget, what are teachers going to do for their part? Concessions have to be made.

The parties to a collective bargaining agreement must adhere to all the specifications of the agreement for the duration of the contract or agreement, unless the parties agree mutually to change any of the terms: neither party may legally alter the agreement unilaterally. Either party may request that the parties re-open the agreement for negotiation, but neither party is legally obligated to do so, or to consent to the request of the other party to re-open negotiations. The agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Teachers' Association Inc. is in effect from July 1, 2008 to June 30, 2014.

Will Mrs. Fallon refuse her \$800 monthly car payment?

No, the Superintendent's contract provides a monthly stipend of \$800 to be used for all transportation related expenses.

How can we be assured that our children's quality of education will not be comprised? Close Chestnut Hill not programs!

The quality of our children's education has been and always will be our first priority. The tax levy cap requires us to present clear and transparent information to our community about the costs associated with providing the programs and services our community has built throughout the years.

Why can't HHH host driver's education and charge between \$1000 - \$1500 for the program? The district will make money if we host and charge.

We are currently considering charging for this program.

What will happen to the planetarium?

Although no decisions have been made, if the planetarium or other district facility were closed, it would no longer be utilized and the associated personnel would be transferred or excessed as contractually required.

Isn't 5 Towns College interested in leasing C.H.? And isn't Greenspan bldg. just as attractive to them?

The District has reached out to a number of outside organizations which would potentially have interest in leasing one of the District's facilities should we chose to close a particular facility in the 2013-14 school year. Five Towns College is one such organization, but has not expressed anything more than initial interest in the idea at this point. Since only they know what their needs are, it is impossible for the District to identify which building they might be interested in, if any at all.

Can the district sell any of their properties?

Legally, the District can sell any of its property after it follows all the proper procedures and requirements to do so (including but not limited to a public vote). Practically, though, the District is not interested at all in selling any of its properties since we know that enrollment trends can vary dramatically over time and any facility which may not be needed now due to enrollment drops may in fact be needed many years from now.

For clarity, if we close HS West and repurpose it as a middle school for our district, do we still save \$5 million? This savings I assume is separate from closing Candlewood, which would be an additional \$3 million savings.

The estimated cost savings of closing High School West is approximately \$5 million. These savings come largely from personnel associated with operating a high school, independent of actual classroom teachers. If High School West were repurposed to serve as a middle school, the savings would still be \$5 million, however there would not be the additional savings of \$3 million from closing a middle school. The district would still be operating two middle schools and costs would be similar.

Can we get the slides shown tonight?

The Budget Survey Presentation is currently available on the homepage of the district website.

Why isn't a reduction of staff at the administration level one of the options being considered? I read that when administration took a salary freeze, it was in exchange for a promise not to eliminate their jobs for budgetary reasons. Why are they entitled to protection? Who made the agreement and is the administration now open to reconsidering it in the spirit of a partnership to resolve the issues?

In April 2010, the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association

was modified and extended. The 2011 – 2012 salary increase of 3.5% was changed to 0%; and salary increase of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were negotiated. In January 2012 the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was again modified. The administrators agreed that their 2011-12 salary schedule would remain frozen --- 0% increases ---for the final two years of the agreement. Additionally, the administrators agreed that unit members would have no salary step movement for the 2012-13 or 2013-14 school years. These changes saved the District approximately \$1.2 million during the 2012-13 and 2013-14 years, and were achieved with no extension of the term of the agreement. In exchange, the District agreed to a job security clause, such that no member of the administrators' bargaining unit would be terminated due to budgetary reductions in the 2012-13 or 2013-14 school years, except in the event that the District were to close a school building effective in the 2013-14 school year. Additionally, the District is not required to fill administrator positions vacated by resignation or retirement.

Will the survey include our opinion of the 4 proposals tonight? Closing CW?
Greenspan? HSW? Chestnut Hill?

Yes, the survey will include questions directly related to the building closure options discussed at the public meeting. As was noted during the presentation, the only scenario which will not be presented – because it is not a viable option – is the closing of the Fran Greenspan Administrative Center. The reason why closing the Fran Greenspan Administrative Center is not a viable option is detailed below:

The District is considering the option of moving students from one school to another because instructional spaces exist in the other (receiving) building(s) in the exact form which is required (i.e. classroom spaces). The difference with moving over 100 employees from one centralized location to multiple locations through multiple District buildings is that the spaces which would be receiving these employees are not set up for office space; they are instructional spaces. Currently, the Fran Greenspan Administration Center contains the offices of the Superintendent, Assistant Superintendents, Human Resources, Special Education, Curriculum, Payroll, Accounting, Technology Infrastructure, Board Room, District Clerk, Facilities, Central Mailroom, Central Registration, School Lunch and Reach/CYA. All of these functions could not fit into any one school because no individual school, as they are currently configured, has enough open space for this type of relocation. Therefore, Fran Greenspan Administration Center employees would need to relocate to multiple buildings throughout the District. And, every space which is newly occupied would need to be reconfigured to support the needs of the newly relocated office (i.e. payroll, human resources, accounting, facilities, etc.). This type of widespread

renovation/reconfiguration would cost a significant amount of money. Plus, when enrollment trends shift, causing the need for more instructional space in a building, this will not be possible because any available space would have been reconfigured for the relocated Fran Greenspan Administration Center employees. Further, because the Fran Greenspan Administration Center serves as the central hub for the District's technology infrastructure, closing this building would require a very costly replication of this infrastructure. In closing a building, the District is looking to reduce the budget, not add expenses to it.

What is an estimated class size in the high school if schools are combined?

Contractually, the maximum class size at the secondary level is 28 students. It is estimated that most required courses would have class sizes between 25 and 28 students.

What is the estimated class size in middle schools if candlewood closes?

Contractually, the maximum class size at the secondary level is 28 students. It is estimated that most required courses would have class sizes between 25 and 28 students.

Do we need so many Assistant superintendents?

The District currently has four Assistant Superintendents who each serve a unique function. These functions are outlined on the District's website here: http://www.hhh.k12.ny.us/uploaded/Photos/Organizational_Charts/Districtwide_Organizational_Chart_2011f2.pdf

Have you considered closing central office? What would be the financial impact?

If the District chose to close the Fran Greenspan Administration Center, the only expenses which the District would save are associated with a hall monitor and three custodians. That is because all the employees who are currently working out of that building would need to find work spaces elsewhere throughout the District. The cost to replicate the main technology infrastructure which currently is housed at the Fran Greenspan Administration Center as well as reconfigure existing available spaces throughout the 11 buildings for the over 100 employees (along with recreating all the technology and communications requirements for each of these positions) would cost well over \$1 million. As is the case with any other building which the District would consider closing, we would still maintain the building in terms of grass cutting, insurance, repairs, maintaining mechanical systems, security patrols, and keeping the building

temperature maintained to basic levels. Therefore any potential savings in utilities and other similar expenses is offset by the items noted above. This is a direct result of what the District learned from previous experience with closing school buildings and the resulting challenges which the District faced when it chose to reopen buildings which were left vacant and not maintained for a number of years.

Please explain why when the decreased enrollment is at the elementary and middle school grades, why are you even considering the ludicrous option of closing a high school? That makes no sense. Bad idea! Move the 9th grade to middle school.

The option of closing a high school is under consideration because the students in our elementary and middle school will matriculate into our high schools.

With regard to Fran Greenspan building - how does it make sense that it is easier to move 500 + students rather than 107 adults?

The District is considering the option of moving students from one school to another because instructional spaces exist in the other (receiving) building(s) in the exact form which is required (i.e. classroom spaces). The difference with moving over 100 employees from one centralized location to multiple locations through multiple District buildings is that the spaces which would be receiving these employees are not set up for office space; they are instructional spaces. Currently, the Fran Greenspan Administration Center contains the offices of the Superintendent, Assistant Superintendents, Human Resources, Special Education, Curriculum, Payroll, Accounting, Technology Infrastructure, Board Room, District Clerk, Facilities, Central Mailroom, Central Registration, School Lunch and Reach/CYA. All of these functions could not fit into any one school because no individual school, as they are currently configured, has enough open space for this type of relocation. Therefore, Fran Greenspan Administration Center employees would need to relocate to multiple buildings throughout the District. And, every space which is newly occupied would need to be reconfigured to support the needs of the newly relocated office (i.e. payroll, human resources, accounting, facilities, etc.). This type of widespread renovation/reconfiguration would cost a significant amount of money. Plus, when enrollment trends shift, causing the need for more instructional space in a building, this will not be possible because any available space would have been reconfigured for the relocated Fran Greenspan Administration Center employees. Further, because the Fran Greenspan Administration Center serves as the central hub for the District's technology infrastructure, closing this building would require a very costly replication of this infrastructure.

What public meetings are held at Fran Greenspan Bldg.?

The Fran Greenspan Administration Center is utilized on a daily basis for many meetings. A sampling of the public meetings held there include: Board Meetings, PTA Council meetings, PTA committee meetings, special education parent meetings, and committee on special education meetings. In addition, the Discovery Center (which is also located at the Fran Greenspan Administration Center) is a field trip destination for elementary school students. The gymnasium located within the building is also used regularly for community sports groups.

What are the teacher salary increases? What is the contract and when is it getting renegotiated?

As stated above, the teachers' salary schedule will be increased by 3% effective July 1, 2013; those teachers who are eligible to advance to a new salary step will also receive the value of that step movement (also called "increment"). The collective bargaining agreement between the Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Teachers' Association Inc. will expire June 30, 2014, and the parties will likely begin negotiations for a successor agreement in early 2014.

Is Dr. Karnilow on the payroll? I believe I heard he was a "consultant" being paid for alumni relations. If this is true why was this not included in possible cuts; especially since the district photographer salary was on the list.

That is not true. Dr. Sheldon Karnilow, the former Superintendent of Schools retired from the District on August 31, 2011, and has not been on the District's payroll in any capacity, nor has he served as a paid consultant to the District since the effective date of his retirement.

Why can't we combine more of the elementary schools in order to keep the two middle and high schools?

Closing two buildings for the 2013/14 school year would require a complete redistricting and building enrollment for the remaining five schools is estimated to be approximately 670.

Many of us are in favor of closing 2 elementary schools. We want this on the table as well, why isn't this a choice? Please make this a choice.

Closing two buildings for the 2013/14 school year would require a complete redistricting and building enrollment for the remaining five schools is estimated to be approximately 670.

Who makes the decision Board or community?

The Board of Education. The seven Board of Education members are elected to their volunteer positions by District residents. In their capacity as a Board of Education, the decisions are made by them. But, they have made a choice to proactively reach out to residents to engage and educate them in the budgetary challenges which the District is once again facing. In addition to public meetings, the main vehicle which the District is using to solicit feedback from the community is by way of the survey. While the survey is not an official "vote", the results of the survey will help guide the Board of Education's decisions moving forward.

Are there controls in place to prevent individuals from voting multiple times from public URL?

The district's primary purpose for administering the survey is to allow as many district residents to lend their voice to critical budgetary issues that would affect the school district's budget and district taxes. The district had two available methods of making the online survey available to district residents:

1. Via unique URL links to e-mail addresses. This method provides excellent survey validity and high integrity of the data because it only allows one response per link after which the link is made inactive. As a result, unique URL links cannot be forwarded to other e-mail addresses by a respondent and will not allow repeat responses, eliminating the chance of ballot box stuffing. However, this method only works with unique e-mail addresses and so is limited to the number of resident e-mail addresses the district has in its database.
2. To ensure that the survey wasn't an exclusive opportunity for only those with e-mail addresses in the district's database, we utilized an additional method of responding to the survey - a public link. This public link is posted on the homepage of the school district's website and is available to anyone who would like to respond. Unfortunately, the more accessible a survey is, the higher the risk for ballot box stuffing, non-resident responses etc. To mitigate these risks, the survey company will perform an IP analysis on the responses which typically highlights any suspicious repeat responses, out-of-area responses, etc that may indicate ballot box stuffing. Although an IP analysis is not completely foolproof, it is a reasonably accurate way of maintaining survey validity.

Both methods of distributing the survey were used in conjunction with each other to further minimize the drawbacks associated with each method. We appreciate your concern and we will do our best to ensure that the final results are as valid and informative as possible.

Why not close 2 elementary schools - enrollment down for the next 5 years - Vanderbilt and chestnut hill bother separate feeders.

Closing two buildings for the 2013/14 school year would require a complete redistricting and building enrollment for the remaining five schools is estimated to be approximately 670.

Why was a deal made last year with the administrative staff to freeze wages but no layoffs could be made when you knew we would be in this position now and would need to make staff cuts?

In April 2010, the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was modified and extended. The 2011 – 2012 salary increase of 3.5% was changed to 0%; and salary increase of 3% for the 2012 – 2013 school year and 3% for the 2013 – 2014 school year were negotiated. In January 2012 the Agreement between The Board of Education of the Half Hollow Hills Central School District and The Half Hollow Hills Administrators' Association was again modified. The administrators agreed that their 2011-12 salary schedule would remain frozen --- 0% increases ---for the final two years of the agreement. Additionally, the administrators agreed that unit members would have no salary step movement for the 2012-13 or 2013-14 school years. These changes saved the District approximately \$1.2 million during the 2012-13 and 2013-14 years, and were achieved with no extension of the term of the agreement. In exchange, the District agreed to a job security clause, such that no member of the administrators' bargaining unit would be terminated due to budgetary reductions in the 2012-13 or 2013-14 school years, except in the event that the District were to close a school building effective in the 2013-14 school year. Additionally, the District is not required to fill administrator positions vacated by resignation or retirement.

Please clarify "piercing the cap"

The new Property Tax Levy Cap Legislation requires a "simple majority" approval of voters for a school district to have an approved budget in May if the district decides to complete the Property Tax Levy Cap formula and adhere to the resulting number. If, after completing that formula, the Board of Education decides to increase the property tax levy by more than what

the Property Tax Levy Cap formula would allow, then the district would then opt to go out for a vote in May which would require a super majority. In this situation, at least 60% of the residents who came out to vote would need to vote yes on the budget for there to be an approved budget. When a district chooses this latter option, it's called "piercing the cap"...which is entirely legal.

If we pierce the cap, how much money is raised? Will that eliminate need to make cuts?

Generally speaking, for every one percentage point which we pierce the cap, approximately \$1.8 million dollars in property tax revenue is raised. Districts can choose to pierce the cap by any percent (i.e. one percentage point over the cap, two percentage points over the cap, etc.) Because we are estimating that \$9.5 million in reductions are needed in the budget to adhere to the Property Tax Levy Cap formula (assuming we don't pierce the cap), it is unlikely that the Board of Education would make a decision to pierce the cap to such a level that we would entirely eliminate the need to make any cuts.

If you try to "raise the cap" and it fails, what are the consequences?

If the District attempts to "pierce the cap" and the budget is defeated in May 2013, then the Board of Education has three choices. They can present the same budget again for a second vote in June, they can present a different budget for a second vote in June, or they can go right to a contingent budget. If the second budget fails (or if the Board elects to go right to a contingent budget after the first failed budget vote), then the new Property Tax Levy Cap Legislation would necessitate a \$0 increase in the tax levy from the prior year. Stated differently, in this situation the District would have no choice but to make a total of over \$15 million in reductions to the budget to adhere to the rules of the new Legislation.

Given the overwhelming community participation at such an early stage, doesn't it bode well for a 60% +1 vote to "Pierce the cap"?

We need to wait for the survey results before we can gauge the level of tolerance the community may have for piercing the cap.

Can teacher tenure be changed to save money?

Teacher tenure is governed by New York State Education Law, and is not subject to change by this school district or any other school district in the state. Change in any aspect of the teacher tenure laws must be accomplished via legislation passed by the New York State Legislature and approved by the Governor. It should be noted that tenure is an employment status earned by a teacher following the

successful completion of his/her probationary period, and upon the recommendation of the Superintendent of Schools. Tenured teachers have the right to be free from discipline or dismissal, except for just cause shown in a due process hearing pursuant to New York State Education Law.

What are the affects for students in HS going to an 8 period day?

In an 8 period day, students would have a reduced ability to take elective courses, including AP courses in some cases.

Only the option of reducing periods from 9 to 8 was addressed for MS. In brochure it said this might jeopardize team structure. Why wasn't this addressed?

The constraints of an 8 period day at the middle school level would present scheduling challenges for teaming. Team teachers currently have the same schedules to better facilitate collaboration and parent meetings. The ability to schedule collaboration periods within teams will be difficult with fewer instructional periods.

Why does an 8 period day in MS mean we can't do teaming?

The scheduling requirements of teaming would present challenges in an 8 period day. Currently, team teachers have similar schedules to facilitate collaboration periods and parent conferences. Although educationally sound, this creates scheduling scenarios that lead to class sizes being smaller than what is currently required by limiting the periods that non-core classes can be taught in each grade level.

If Chestnut Hill is closed and kids get moved to Candlewood Middle School, do they go to HS West or HS East?

We are asking community feedback on all options. If Chestnut Hill is closed and students move to Candlewood, they will go to High School West.

Do you expect to fund Pre-K? If yes, to what extent? When would we know?

Prekindergarten is grant funded through the New York State Education Department for the specific purpose of providing prekindergarten programs and is not a program funded by our local school budget.

What is the cost of pre-k program?

Can it be eliminated since for many years there was none?

Prekindergarten is grant funded through the New York State Education Department for the specific purpose of providing prekindergarten programs, these funds can't be used for any other purpose.

Why is there a disparity between the 7.1% budget to budget increase and the 8.5% tax increase?

The 7.1% and 8.5% figures refer to different elements of the budget. The 7.1% budget-to-budget increase refers to the year-over-year increase in total expenditures of the District. The total expenditures of the District are funded through three main sources of revenue: property tax levy, State aid, and "other" (which includes Payments In Lieu Of Taxes and use of fund balance and reserves). In contrast, the 8.5% refers to the year-over-year increase in the property tax levy only (one of the three revenue components). The 8.5% increase assumes a constant amount of State aid and utilizing the same level of fund balance and reserves (\$9.5 million) as the 2012-13 school year.

If we used \$4.5 million of reserves this year and need \$5.25 M for 2014-2015, How much in reserves is Left?

The District has six specifically designated reserves. The District's 2012-13 budget utilized \$4.25 million in reserves as a way to offset the tax levy increase. This leaves \$19,446,199 as the total balance in the reserve account.

On the information sheet, you are showing a \$6.86 m budget reduction needed, but the presentation shows \$9.5 m - please explain.

The budget survey reference guide which was mailed home to all residents showed the total estimated budget gap of \$9.5 million to adhere to the Property Tax Levy Cap Legislation. When you take into consideration the savings from declining enrollment of approximately \$2.1 million as well as the \$540,000 in items currently planned to be eliminated from the budget (also detailed on the mailing), the total estimated budget reduction is brought to the \$6.86 million level. In either case, the total estimated reduction needed is \$9.5 million. The presentation simply showed the total estimated budget reduction needed to adhere to the Property Tax Levy Cap Legislation rather than the net amount after accounting for the two items noted above.

If high schools are combined, I fear large class size. Is there any way to do staggered schedules (some starting early and others ending late) to make a longer school day and smaller classes?

Contractually, the maximum class size at the secondary level is 28 students. Staggered schedules have been implemented in other districts and that is a potential option for consideration.

Isn't it easier to absorb employees from F. Greenspan into other offices than a school full of children?

The District is considering the option of moving students from one school to another because instructional spaces exist in the other (receiving) building(s) in the exact form which is required (i.e. classroom spaces). The difference with moving over 100 employees from one centralized location to multiple locations through multiple District buildings is that the spaces which would be receiving these employees are not set up for office space; they are instructional spaces. Currently, the Fran Greenspan Administration Center contains the offices of the Superintendent, Assistant Superintendents, Human Resources, Special Education, Curriculum, Payroll, Accounting, Technology Infrastructure, Board Room, District Clerk, Facilities, Central Mailroom, Central Registration, School Lunch and Reach/CYA. All of these functions could not fit into any one school because no individual school, as they are currently configured, has enough open space for this type of relocation. Therefore, Fran Greenspan Administration Center employees would need to relocate to multiple buildings throughout the District. And, every space which is newly occupied would need to be reconfigured to support the needs of the newly relocated office (i.e. payroll, human resources, accounting, facilities, etc.). This type of widespread renovation/reconfiguration would cost a significant amount of money. Plus, when enrollment trends shift, causing the need for more instructional space in a building, this will not be possible because any available space would have been reconfigured for the relocated Fran Greenspan Administration Center employees. Further, because the Fran Greenspan Administration Center serves as the central hub for the District's technology infrastructure, closing this building would require a very costly replication of this infrastructure.

What % of employees at the Fran Greenspan center are subject to a collective bargaining agreement?

All employees of the District are subject to either a collective bargaining agreement or an individual agreement with the Board of Education.

If an elementary school is closed and those current students are rezoned to other elementary schools, what happens to older siblings currently at middle school and high school? Would you separate siblings or grandfather students?

Students who are currently in West Hollow or Candlewood would remain at those schools.

What happens with busing for half-day kindergarten? Doesn't two extra bus runs in the middle of the day cost money? Will there be busing in the middle of the day?

Students will be bussed to school if we have half-day kindergarten. Extra bus runs in the middle of the day will cost money.

How can you even think of making kindergarten a half-day program when you expect so much from them academically in 1st grade? Reading is not going to happen for most of the kids in half a day.

We value our full day kindergarten program. In order to adhere to the 2% Tax Levy Cap Legislation, we have provided the community with the associated costs of many programs and items for consideration to be cut in order to prepare the 2013-2014 budget and stay within the tax levy cap. Please use the survey to let us know whether or not you support cutting any or the programs or items listed.

Why can't Fran Greenspan Center be moved to CW?

Closing the Fran Greenspan Administration Center would require the redistribution of over 100 employees who are currently assigned to that building. Currently, the Fran Greenspan Administration Center contains the offices of the Superintendent, Assistant Superintendents, Human Resources, Special Education, Curriculum, Payroll, Accounting, Technology Infrastructure, Board Room, District Clerk, Facilities, Central Mailroom, Central Registration, School Lunch and Reach/CYA. All of these functions could not fit into Candlewood, as you propose. In addition, closing the Fran Greenspan Administration Center would require the replication of the District's main technology infrastructure which is currently housed at the Fran Greenspan Administration Center.

Can we cut the number of paraprofessionals to at least ½ the amount now?

Approximately three quarters of the paraprofessionals employed by the District are mandated by the Individualized Education Plans or Section 504 Accommodations Plans of children with disabilities residing in the district and attending district programs. Others assist our kindergarteners and work in our health offices providing needed support directly to children. The Board of Education will

continue to review every position but it is not currently possible to reduce by one-half.

[Are central office administrators taking a freeze next year?](#)

The Superintendent, the Assistant Superintendent for District-wide Administration, and the Assistant Superintendent for Elementary Education are taking a salary freeze for the 2013-14 school year.

[Can you live out of the district to come to our district, don't pay taxes here and go to school here?](#)

Generally no. But, in the case of children classified as homeless under the McKinney Vento Homeless Act and foster children, it is possible that a child could attend District schools without paying taxes here. It is important to note that in the latter situation, the district of residence for the foster child (based on the point in which the child was placed in foster care) is responsible for reimbursing the educating district (us) for the expenses associated with that child's education.

[Will tonight's power point slides be posted online?](#)

As with all other materials which are publicly discussed regarding the 2013-14 budget development, the presentation from the January 7, 2013 meeting was made available on the District's website the following morning.

[What happens to all 46 NYS lottery income that was supposed to go to education?](#)

School districts have historically been promised significant revenue from the NYS lottery system. And, while a portion of the District's State aid payment is generated from this source, it represents well under 1% of the District's total State aid payment. For perspective, of the approximate \$25 million in revenue received in the form of State aid, \$1.7 million is categorized as NYS Lottery Aid.

[Why did the Superintendent extend her contract for five years during this fiscal crisis?](#)

Pursuant to New York State Education Law, superintendents' contracts must be for a minimum of three years; very typically, contracts are renewed for three to five year periods. The Superintendent's salary will remain unchanged from September 1, 2011 through June 30, 2014.

Have you considered eliminating about 50% of the guidance counselors as well as the number of assistant principals in both high schools? You should also consider reducing the school day to an eight periods. Cost/savings would be approx. 6-7 million

Although no decisions have been made, reductions to Guidance Counselors and other support staff is a consideration.

What is the amount in the reserve funds that can be used? What is a safe amount to keep in the reserves?

Reserves are accounts which are available to school districts as set forth in State Education Law and General Municipal Law. Reserves are created to satisfy legal restrictions, plan for future expenditures or relate to resources not available for general use or appropriation. Reserve funds are established through Board action or voter approval and a separate identity must be maintained for each reserve. Earnings on the invested resources become part of the respective reserve funds; however, separate bank accounts are not necessary for each reserve fund. The State Comptroller's Office advises "against the use of fund balance to finance routine operating expenses".

The State Comptroller further recommends that districts identify "other funding sources that can be used" in lieu of fund balance.

Practically, a school district can utilize whatever level of reserve funds it deems appropriate. But, it is not fiscally responsible to utilize a one-time funding source to finance routine operating expenses. Further, reductions to the District's fund balance (of which reserves are a part) decrease the District's overall net worth, compromise the District's long term and short term investment ratings, increase the District's overall net expense on borrowing, and present challenges for future budget years when this money is not available for use. The District's External Auditor has indicated that the District currently maintains an appropriate level use of money in its fund balance given the size of the District's budget.

Has the school board considered and calculated the money for selling an elementary school building? Should there be a need to have an additional building in the future - what is the cost to expand existing vs. holding on to the building?

The district is currently not interested in selling property due to the cyclic nature of enrollment and based on past experiences.

Can we vote the School Board and Superintendent out?

Members of the Board of Education are elected by the community during a voting process. The Superintendent is approved to his/her position by the Board of Education and has a contract in place.

Tell me if you are actually going to listen to what we say?

Yes. We have provided the community with transparent communication regarding the budget process and have held an open forum to communicate this information and have asked for community input through a survey. We continue to listen carefully and respond to all questions from community members. All of our Board of Education meetings are open to the community throughout the year.

What is the typical reserves in the top districts on Long Island?

The District is only responsible to manage its own fund balance levels (of which reserves are a part) and does so in a fiscally responsible manner. The District's External Auditor has indicated that the District currently maintains an appropriate level of money in its fund balance given the size of the District's budget.