



*The Child First and Foremost: Building a Foundation for the Future*

**Putnam Valley CSD Budget 2018-19: Basic principles and themes**

**Dr. Frances Wills, Superintendent of Schools**

The Putnam Valley Central School District seeks to create an educational environment where all students can maximize their educational experience to gain the skills and tools necessary to succeed in the future

# Principle Guiding 2018–19 Budget: Sustainability

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## *Sustainability themes:*

Understanding: Building relationships that support students within the district and in the community

Strengthening: Enhancing core academics, arts, health and social-emotional learning

Deepening: Assessing, reviewing and reinforcing current initiatives

Maintaining and supporting: Nurturing innovative programs in early stages of implementation

Enterprising: Cultivating creative opportunities for fiscally sound development

# The external environment: Factors impacting budget decision-making

Pension contribution ↑ 1.2%

State aid: Unknown

Health Insurance costs ↑ 4%

Tax cap calculation: Unknown

PV demographics changing

Federal tax reform bill: Uncertainty



# Internal environment: Students, staff and their supports

Fixed costs: contractual salaries/benefits

Student enrollment and demographics

Needs of students: academic, health,  
physical, social and emotional

Facilities: maximize, maintain, evaluate



# Community: Where internal and external environments meet

Goal for 2017-18

Building relationships: students,  
staff, parents and community



# Factors that impact budget decision-making:

## Internal environmental factors

- 1) Monitor enrollment to assign staff and sections
- 2) Fixed costs - salaries and benefits
- 3) Overall change in enrollment from elementary moving to middle and high school predicted for next five years. In some cases, six sections to five sections in core subjects maintaining appropriate class size
- 4) Later start at high school - lease four additional busses and one van
- 5) Implementation of Energy Performance Contract (EPC)
- 6) Sustaining current programming and initiatives



# Ongoing initiatives K-12

Yale RULER program: Addressing emotional intelligence (Recognize, Understand, Label, Express, Regulate emotions)

Continued enhancement of range of services for students with special needs building on current evidence of effective interventions

IDE -Innovative Designs in Education: Continue training and invite additional cohort including elementary staff

Sustainability (CELF) curriculum and project based experiences

Mandarin Chinese class in seventh and eighth grade (2019 in high school)

Facilities planning for next-gen school

Implementation of NYS Smart Bond technology projects



# Trial of Robert E. Lee-PVHS Humanities Class



# Continuing High School Initiatives

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Later Start

IB -International Baccalaureate at High School: Continue training and preparation for authorization

Block Schedule: Maximizing power of 80 minute block

RTI (Response to Intervention): Achievement Center and options for student supports

STEM (Science, Technology, Engineering, Mathematics): Increase program offerings

Science Research: Create additional section based on program enrollment

Inclusive educational programs: TREK, co-teaching, consultant teaching

# Continuing Middle School Initiatives

Mandarin Chinese: Add new grade seven section and move current seventh to grade eight section

ELA, Math, & Next Generation Science : Curriculum Development and Standards Alignment

Resources for reading and writing improvement

Field trips and overnight trips

Implementation of strengthened RTI process, AIS, range of special education and inclusive programming

Review of encore classes with new NYSED Career and Technical requirements (CTE)

# Mandarin at Middle School

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# Continuing Elementary School initiatives

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Assess and manage student enrollment and staff assignments

Implement RULER

Engage sustainability curriculum models with energy performance contract  
installation of solar and geothermal technologies

Continue curriculum development in core academic subject areas

Build on STEM models in technology and Science 21

Explore and establish integration of garden, outdoor classroom and Makerspace K-4

Range of programs to support students with special needs (continuum of services)

# Projected K-12 operations initiatives: remaining within tax cap

Four additional busses and a van to achieve Later Start plan

Implementation of Energy Performance Contract

Facilities planning: Utilize state-aid opportunities and maintain revenue without increasing resident taxes to create learning spaces that support current research-based innovative instructional models

Transition planning and succession in operations leadership

# Athletics, Physical Education and Health

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Encourage participation in Athletic and Physical Education Programs

Continue to monitor Academic Eligibility: transitioning from Spring to Fall and In vs. Out of season

Continue to expand relationships with community groups.

Continue the expansion of student athlete education in collaboration with Building Principals, DASA Coordinator and School Resource Officer

Ongoing collaboration with building wellness representatives to promote and monitor health initiatives our schools

Continue to support our health, physical education, athletic staff and nurses

Continue collaboration with the Facilities Director and the grounds crew to maintain district facilities and avoiding larger repair purchases whenever possible



Before and After:  
Two Views of Education



FIGURE 1.5 Before: Teacher-centered classroom at P. K. Yonge Developmental Research School at the University of Florida in Gainesville.



FIGURE 1.6 After: Student-centered learning commons at the new P. K. Yonge School completed in the fall of 2012.



FIGURE 1.7 Before: Hallway at the International School of Brussels before a summer renovation as a temporary high school.

FIGURE 1.8 After: The design of the same area into a learning community with this commons space now allows multiple forms of learning not previously possible.



From Nair (2014), *Blueprint for Tomorrow: Redesigning Schools for Student-Centered Learning*

Next Generation learner centered spaces studied by PV Facilities Planning Committee

Piloted in PVHS first floor cafe-study lounge; ALL room at PV Middle School; makerspace at PV Elementary School

# Technology

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Implementation of Smart Schools Bond Act projects approved for District

Evaluating Managed IT support structure with the LHRIC

Chromebook Pilot (currently in 5th grade)

Instructional Technology Support

VoIP Implementation (IP Phones)

# Core Actions: Sustainable Putnam Valley

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1. Monitor student enrollment trends while considering opportunities for attrition
2. Retain and deepen current initiatives without additions unless mandated
3. Reallocate resources and assess needs in order to ensure efficient and effective placements and assignments
4. Remain fiscally responsible staying within the tax cap in order to limit impact on residents
5. Continue to aspire to higher expectations and achievements academically for all
6. Continue to support student and staff emotional and physical health
7. Provide professional development that strengthens learning and empowers students to persevere and succeed