



Budget facts:

2.56%

Proposed tax levy increase

• SEE PAGE 2 •

\$44,553,850

Total spending proposal for 2019-20 school year at GFSD

• SEE PAGE 6 •

0.55%

Budget-to-budget spending increase, or \$244,162

• SEE PAGE 7 •

May 21

School budget vote and Board of Education elections, Noon—9 p.m. at Sanford St. School

• SEE PAGE 2 •

The mission of the Glens Falls City School District is to provide a safe, positive and stimulating environment — one that fosters self-growth, a passion for continuous learning, confidence, and the ability to succeed in a changing world.

School budget proposal for 2019-20: vote on May 21

Mission-driven: Fueling the passion for continuous learning

Building on strategic efforts to boost the rigor and relevance of Glens Falls’ educational program, the Board of Education has adopted a \$44.5 million budget proposal for the 2019-20 school year that enhances current programs and services, expands student access to educational technology, and stays within the property tax cap.

If approved by the voters on Tuesday, May 21, the spending plan would increase the tax levy by 2.56 percent, which is the district’s maximum allowable without a supermajority vote. The proposed budget would increase spending by \$244,162, or 0.55 percent over the current year. Voting takes place from noon to 9 p.m. in the Sanford Street School gym.

The financial framework outlined for 2019-20 would support the educational program by:

- Adding an Assistant Principal position at the Middle School
- Adding the School Resource Officer position
- Adding an Elementary School Counselor
- Adding an additional Kindergarten position
- Adding a social-emotional/academic support position at the Middle School



“We have been steadily shifting the culture of learning in Glens Falls to be more responsive to the inquiries our students bring into the learning environment, *and* the social-emotional challenges that come in the door with them,” said Superintendent Paul Jenkins. “This budget plan would provide much-needed additional supports for our students so they are ready to learn when they walk into the classroom.

“Relationships that students have—both with their educators and within their school-home community—underpin our entire rigor-relevance framework,” Mr. Jenkins continued. “Our continued success depends on seeing and supporting the whole child.”

“We know we’ll be able to support the quality programs we’ve already built, and address the expanding needs of our students,” said Assistant Superintendent for

• CONTINUED ON PAGE 3 •

Board of Education candidate profiles

The Board of Education of the Glens Falls City School District is made up of nine members who are elected by qualified voters of the district. They serve without pay for five-year terms. The Board of Education, in serving its role as trustee of the district's five schools, is responsible for the development of the policy through which the Superintendent administers the educational program, the students, and the staff.

The Board encourages all citizens to take an active role in the development of our schools. It is the philosophy of the Board that the schools are the responsibility of the entire community if the schools are to continue and provide a program of quality education for the young people of our district. There are two candidates running for two open seats on the Board of Education, with terms beginning July 1, 2019.

David Dawkins, BSEE, LMT of 39 Arbor Drive, is seeking his first term on the Board of Education. He is a small business owner in the local community.



I own and operate a family business, Body Relief Day Spa, and have served previously on the following community boards: Glens Falls Industrial Development Agency (IDA), Glens Falls Family YMCA, Tricounty United Way, and International Arts and Cultural Association (currently Children's Museum). Volunteer activities: Great Meadows Correctional, Washington County Correctional (tutor for GED's), Hudson Falls Elementary School (lunch hour reading program), Dr. Martin Luther King Birthday Celebration and SUNY-ACC (Guest Lecturer).

It is necessary that our district community focus on a holistic approach regarding the quality of our school's educational processes. Ultimately every discussion should start with the "greater good" and what is best for all of us.

Karin Maurer of 96 Coolidge Avenue, is seeking her second term on the Board of Education. She is Senior Director of Human Resources at Globalfoundries.



It has been an honor to serve on the School Board for the last few years and I look forward to having the opportunity for five more. I was raised in Glens Falls, graduated from GFHS and decided to move back for our two daughters to attend school in Glens Falls.

I am passionate about ensuring all students and faculty have the opportunity to learn, grow and thrive in an ever changing world. We in partnership with the entire district have made great strides and I want to continue on this journey with our students, faculty, and community.

I graduated with a BA in Psychology from Syracuse University and have been in the Field of Human Resources for 25 years, and have been with Globalfoundries for over 7 years.

Student creativity takes top honors at OVA, Odyssey tournaments



The GFMS Fashion Design team of Americus Frederick, Lauren Weil, Ava Lily Bell, Julia Kress, Sophie Campopiano, and Oshun Johansen earned a perfect score on their creation for Olympics of the Visual Arts!



The GFMS Odyssey of the Mind team of CJ Lunt, Kendall Gross, Brady Gross, Gavin Rittenhouse, Emma Canale, and Joe Frankenfeld won their division in this year's regional competition!



Budget builds on key initiatives

(CONTINUED FROM FRONT PAGE)

Business Bobby Yusko. “And the district is in a position to do this with a very slight increase in spending, year over year. Overall, I think it’s a good spending plan that we’re putting out.”

The budget proposal builds upon several key initiatives already underway across each of Glens Falls’ schools:

Continued expansion of the District’s 1-to-1 Chromebook initiative

During the 2018-19 school year, the District completed the next phase of our Chromebook initiative by purchasing devices to provide a one-to-one environment in the third and fourth-grades. Every student in grades 3—6 now has his or her own Chromebook to be used during the school day. The grades 3 and 4 expansion builds upon our one-to-one initiative that already provides individual, “take-home” Chromebooks for each student in grades 7—12. It has been a multi-year vision of the Superintendent, and goal of the Board of Education, to provide resources for a transformative learning environment, and the Chromebook initiative has been a key component of that effort.

Phase 2 of STEAM and Safety Capital Project renovations

The District’s 2017 Science-Technology-Engineering-Arts-Math (or STEAM) capital project is on track to be completed by the end of 2019. The project had been divided into two phases, with the bulk of repairs and equipment replacements happening in the summer of 2018. The summer of 2019 will bring gym floor replacements at Big Cross and the High School, construction of the elementary drop-off areas at Jackson Heights and Kensington, and completion of the High School’s 21st Century learning space within our third floor science wing.

Transformation of more classroom learning environments

In concert with the large-scale renovations of our library media centers (2012 capital project), and the 21st Century learning space at the High School, the District is committed to transforming more and more individual classroom learning environments to better meet the needs of today’s students. “We’re doing this by providing resources for moveable furniture, along with dedicated professional development, that provides a more engaging space and student-centered format for our learners,” says Mr. Jenkins.

The budget was Board of Education-approved in April after an open process that included several work sessions throughout the school year. Materials from the Board’s audit and finance committee meetings are available online at www.gfsd.org, under “About Us -> School Budget.”

What’s actually on the ballot?

Voters will be deciding on two ballot items on Tuesday, May 21, 2019. There are no additional propositions this year. The actual ballot language is as follows:

Annual elections to Board of Education

To elect two (2) members of the Board of Education for terms of five years, commencing on July 1, 2019.

2019-20 School Budget

RESOLVED, that the Board of Education of the Glens Falls City School District in the County of Warren is hereby authorized to expend the sum of \$44,553,850 and to levy the necessary tax, therefore, for the school year July 1, 2019 to June 30, 2020.

Where and how do I vote?

All Glens Falls City School District voters, including parts of the town of Queensbury within Glens Falls City Schools—regardless of where they live—will cast their votes at Sanford Street School.

Voting on the school budget and Board of Education elections takes place from noon to 9 p.m. on Tuesday, May 21.

To be eligible to vote, a resident must have lived in the school district for at least 30 days prior to the May 21 election, be a citizen of the United States, be at least 18 years of age, and be registered to vote with the school district.



Understanding our student achievement

GFSD "Focus" designation removed

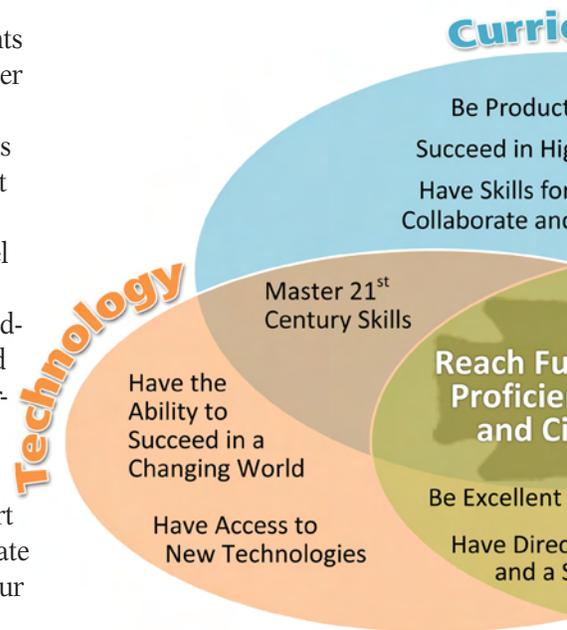
This spring, the District advanced OFF the list of NYSED "Focus" Districts, after being designated in 2016. The Focus designation for our district and high school was based on the underperformance of a subgroup with regard to graduation rate—or in simpler terms, not enough of our economically disadvantaged students finished school with a diploma. The data NYSED used to determine this designation came specifically from the 2010 cohort of students, who graduated in 2014.

For 3 years, our district team worked with NYSED to review practices, survey stakeholders, and develop action plans for improvement in six tenet areas. "We didn't simply see this designation as a mandate

to help more of our less-resourced students succeed—because frankly, not one member of our school community can be satisfied until every one of our students reaches his or her full potential," said Superintendent Paul Jenkins. "We saw this instead as an opportunity to raise the achievement level of **all** of our students. Likewise, the high school's graduation rate isn't a single-building issue, but a comprehensive, concerted effort that begins in Universal Pre-Kindergarten and carries through the middle years to Regents-level coursework."

Student success relies on strong support in each of the six tenets defined by the State and explained below, corresponding with our own district survey data and action items.

District Goals: Edu



District Leadership + Capacity



Tenet 1: The district examines its schools' systems and makes intentional decisions to identify and provide critical expectations, supports, and structures in all areas of need so schools are able to respond to their community and ensure all students are successful.



Survey: Parents, instructional staff, and secondary students all had strongest agreement survey-wide that "students have access to computers and the internet at school for learning." Well-kept, clean, and adequately-supplied facilities are other key successes. The survey revealed a need to more "clearly explain the reasons behind decisions on key issues."



Action: District leaders are making better use of data throughout the year to see if schools are on track to meet their goals and make a positive impact on the school community. Primarily, this involves monitoring the impact of district and school initiatives, teacher practice, student engagement, and student achievement.

School Leader Practices + Decisions



Tenet 2: Visionary leaders create a school community and culture that lead to success, well-being, and high academic outcomes for all students via systems of continuous and sustainable school improvement.



Survey: Elementary students overwhelmingly agreed that they know their school's rules, and that their principal leads their school well. Parents indicated that "school leaders actively work to make this school a great place for students to learn."



Action: School leaders are taking a detailed look at key indicators of progress within their building's initiatives. The ongoing review looks for positive impacts on lesson planning, pedagogy, social/emotional supports, and family engagement. For example, the High School's action plan to increase student attendance includes a goal based on attendance data, a progress monitoring process, opportunities to adjust practice based on interim data, and regular updates to the school community on success.

Curriculum Development + Support



Tenet 3: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for individual subgroups to maximize teacher instructional practices and student-learning outcomes.



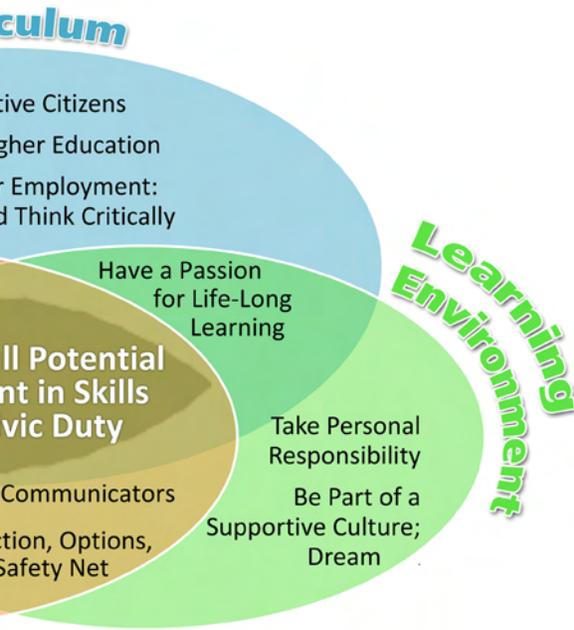
Survey: Instructional staff most strongly agreed that "the curriculum in [their] grade/subject area is aligned with state standards," and "student progress is monitored with formative evaluations." Students at all levels agreed that "teachers expect [them] to do [their] best," and they "learn from class lessons," and "know what it takes to do well on tests" at the secondary level. Feeling challenged at school was a concern for some elementary students.



Action: District-wide, lesson plans that are developed by teachers and reviewed by school leaders better correspond to the district's curriculum and meet the needs of the teacher's learners. At every building, teachers plan a lesson objective and two higher-order questions (that involve applying, analyzing, synthesizing, creating—and are open-ended with more than one correct response) to be asked in each lesson.



cate students to...



Post-Focus: Where do we grow from here?

While the district has made huge collective strides to advance off the Focus designation list, specific benchmarks must be made in future years to avoid slipping onto the list again.

One key effort that got us off the list was increasing our state test participation rate. We must continue having 95 percent of eligible students take the Grades 3-8 state tests in ELA and math, and the Grades 4 & 8 Science exams.

District and building leaders will continue with their “results first” mentality of analyzing student progress closely and comprehensively.

Professional development continues to be teacher-driven and of industry-

leading quality, exploring key culture shifts in education—from redefining lesson plans through use of technology, to research-based shifts in grading practices and academic rankings.

We take pride in our overall graduation rate rising from 79 percent in 2016, to 87 percent in 2017, to 84 percent in 2018.

Our mission-driven efforts will continue as we: “promote excellence through high expectations and evolving standards for students, staff, parents and community. The challenge is to reach one’s personal best while respecting each person’s individuality.”

Teacher Practices + Decisions



Tenet 4: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students and pertinent subgroups experience consistently high levels of engagement, thinking, and achievement.



Survey: Nearly all instructional staff members agree they “collaborate with other teachers to ensure student success,” and are “continually learning new skills that improve my teaching.” More than 92 percent of elementary and secondary students agree their “teachers want me to do my best.” About a quarter of parents saw growth opportunities in tailoring instruction to meet children’s strengths, and regularly informing families of children’s academic progress.



Action: Additional resources have been directed to the district-wide Response to Intervention system in which the lowest quintile of learners in each school receive targeted help in their weaker academic areas, with a particular focus on English language arts and math. Instructional coaches regularly provide hands-on support to classroom teachers presenting deeper-level inquiries.

Student Social + Emotional Developmental Health



Tenet 5: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.



Survey: Strengths include parents feeling their child is accepted in school, teachers feeling students are treated fairly regardless of race, culture, religion, sexual orientation, gender or special needs, and elementary students feeling safe in school, and that teachers are nice to students. A concern noted across some participant groups was the threat of bullying or other student conflict.



Action: In 2017, every faculty and staff member district-wide participated in the Bridges Out of Poverty and SafeTalk Suicide Prevention training programs, along with additional professional development in bullying prevention and de-escalation techniques. Additional programming has been added at each school to meet students’ social/emotional needs, along with development of a comprehensive school counseling program.

Family + Community Engagement



Tenet 6: The school creates a culture of partnership where families, community members, and school staff members work together to share the responsibility for student academic progress, social-emotional growth, and overall well-being.



Survey: Parents largely report feeling welcome in their child’s school. Growth opportunities include increasing parent input on how best to meet their child’s needs, more parent volunteerism and attendance at school events, and increased student participation in community service projects at the secondary level.



Action: Elementary open houses have expanded to include community-based service provider “fairs” to help families access resources that will support their child’s success at home. At the high school, conversations around academic resources and strategies are part of the HOPE Boutique outreach efforts.



GF Nation celebrated the 2018 Football team's NYSFHAA Section 2 Class B state championship at the Carrier Dome in Syracuse.



The GFSD Ed Tech Team is bringing STEAM days into each elementary school this spring, with virtual reality expeditions, robotics, and more.



The cast and crew of Sister Act put on such a phenomenal performance, it was nominated for a "Best Musical" Jimmy Award from 30 regional schools.

How can I give feedback on budget priorities?

Every year, the district conducts an exit survey in conjunction with the budget vote. Data from these surveys helps weigh our community's priorities and shape future budget development. All district residents are also encouraged to attend monthly Board of Education meetings throughout the year.

Summary of Proposed Revenues

	Adopted 2018-19	Projected 2019-20	Dollar Variance	Budget Variance
State Aid	\$18,671,508	\$19,217,428	\$545,920	2.92%
School Taxes	21,055,520	21,593,522	538,002	2.56%
Other	2,667,011	2,743,023	76,012	2.85%
Appropriated Fund Balance				
Debt Service	---	495,000	495,000	---
ERS Reserve	510,352	504,877	(5,475)	(1.07%)
Unassigned Fund Balance	1,405,297	---	(1,405,297)	(100%)
Total Revenues	\$44,309,688	\$44,553,850	\$244,162	0.55%

The 2019-20 budget proposal in three-part format

All public schools in New York State are required to report appropriations in three official categories: program, capital, and administrative. The following data shows how Glens Falls' budget breaks down under this formula:

THE PROGRAM BUDGET INCLUDES:

The salaries and benefits of all teachers, guidance counselors, aides, monitors, psychologists, nurses, social workers, and speech therapists. Also included are textbooks and equipment, library costs, transportation, co-curricular programs and inter-scholastic athletics.

PROGRAM BUDGET 2019-20: \$33,978,402

PERCENTAGE OF TOTAL BUDGET: 76.26%

THE CAPITAL BUDGET INCLUDES:

Operations and maintenance costs, including salaries and benefits for custodial staff, debt service on buildings, utilities, cleaning supplies, tax certiorari, and court-ordered costs.

CAPITAL BUDGET 2019-20: \$7,158,957

PERCENTAGE OF TOTAL BUDGET: 16.07%

THE ADMINISTRATIVE BUDGET INCLUDES:

The salaries and benefits of administrators, supervisors and administrative clerical staff, public information and printing, curriculum and staff development, school board-related costs, tax collection, and legal services.

ADMINISTRATIVE BUDGET 2019-20: \$3,416,491

PERCENTAGE OF TOTAL BUDGET: 7.67%



Kensington's fourth-grade Battle of the Books team placed second out of 19 competitors at the regional literary quiz bowl.



Student-artist Haley Fuelleman won the excellence in photography award at the 2019 Youth Visions Juried Show at the Shirt Factory.



The Glens Falls Indians Boys Basketball team took the Section 2, New York State, and Federation Championships during the 2018-19 season.

Summary of Proposed Expenditures

	Adopted 2018-19	Proposed 2019-20	Dollar Variance	Budget Variance
Salaries	\$20,910,440	\$21,377,060	\$466,620	2.23%
Equipment	523,401	580,252	56,851	10.86%
Contractual	2,786,580	2,959,031	172,451	6.19%
BOCES	5,164,453	4,277,361	(887,092)	(17.18%)
Materials & Supplies	1,058,611	1,103,833	45,222	4.27%
Debt Service	2,960,613	3,596,198	635,585	21.47%
Employee Benefits	10,805,590	10,650,115	(245,475)	(2.27%)
Interfund Transfers	100,000	100,000	---	0%
Total Expenditures	\$44,309,688	\$44,553,850	\$244,162	0.55%

What if I can't get to the polls on Tuesday, May 21st?

Residents who will not be able to go to the polls on May 21 may apply for an **absentee ballot** at the district office. If the absentee ballot is to be mailed to the voter, the application must be submitted at least seven days prior to the vote.

If the absentee ballot is to be picked up by the voter in person, applications will be accepted until May 20.

Absentee ballots must be received by the district clerk by 5 p.m. on May 21.

Where can I find more details on the proposed budget and district financials?

Budget books—which include detailed information on the District's NYSED Report Card, Required Budget Notice, Property Tax Report Card, Salary Disclosure Notice, and Exemption Reporting for Taxing Jurisdictions—are available to any district resident at Crandall Public Library, all school buildings, and the district office.

Each item in the budget books is also available online at www.gfsd.org, under "About Us -> School Budget."



Use the QR scanner on your smartphone to access the district's budget page now! Need a QR code scanner? It's easy and free to download an application from your service provider.

Board of Education

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Glens Falls

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2019-20 BUDGET news from



Glens Falls CITY SCHOOLS

The annual budget vote for the fiscal year 2019-2020 by the qualified voters of the Glens Falls City School District, Warren County, New York, will be held at the Sanford Street Elementary School gymnasium in said district on Tuesday, May 21, 2019 between the hours of 12:00 p.m. and 9:00 p.m., prevailing time, at which time the polls will be opened to vote by voting machine.

**VOTE
 on May 21!**

State-required School District Budget Notice GLENS FALLS CITY SCHOOL DISTRICT OVERALL BUDGET PROPOSAL

	Budget adopted for the 2018-19 school year	Budget proposed for the 2019-20 school year	Contingency budget for the 2019-20 school year*
Total budgeted amount, not including separate propositions	\$44,309,688	\$44,553,850	\$44,309,688
Increase (decrease) for the 2019-20 school year		\$244,162	\$0
Percentage increase (decrease) in proposed budget		0.55%	0%
Change in the Consumer Price Index		2.44%	
A. Proposed levy to support the total budgeted amount	\$21,055,520	\$21,593,522	
B. Levy to support library debt, if applicable	N/A	N/A	
C. Levy for non-excludable propositions, if applicable	N/A	N/A	
D. Total tax cap reserve amount used to reduce current year levy	N/A	N/A	
E. Total proposed school year tax levy (A + B + C - D)	\$21,055,520	\$21,593,522	\$21,055,520
F. Total permissible exclusions	\$620,200	\$620,899	
G. School tax levy limit, excluding levy for permissible exclusions	\$20,435,320	\$20,972,623	
H. Total proposed school year tax levy, excluding levy to support library debt and/or permissible exclusions	\$20,436,320	\$20,972,623	
I. Difference: G-H (negative value requires 60.0% voter approval)	\$0	\$0	
Administrative Component	\$4,007,521	\$3,416,491	\$3,394,184
Program Component	\$33,692,187	\$33,978,402	\$33,756,547
Capital Component	\$6,609,980	\$7,158,957	\$7,158,957

* The contingency budget is based on the following projected assumptions:

1. The tax levy cannot increase from the prior year.
2. Non-contingent expenses such as equipment are excluded.
3. The ratio of the administrative component to the sum of the administrative and the program component cannot exceed certain parameters.

The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.

Basic STAR Exemption Impact

Estimated Basic STAR Exemption Savings **\$547**

Under the budget proposed for the 2019-20 school year