

Special Budget Issue 2022-2023

Board of Education Presents a 2022-23 Proposed Budget at NYS Tax Levy Limit that Protects all Student Programs

On Tuesday, May 17, eligible voters in the New Paltz Central School District will be asked to cast their ballots on the 2022-23 proposed budget in the amount of \$68,999,093. The proposal is \$1,014,507 LESS THAN the current year and protects all student academic and co-curricular programs. It also meets the criteria of the New York State tax levy limit legislation and will require a simple-majority voter approval.

Voters can also participate in the election of two members to the Board of Education. Two candidates are running unopposed.

The polls are located at New Paltz High School and will be open from 7 AM to 9 PM. Absentee ballots are available to those unable to vote in person.

Proposed Budget Overcomes Lower than Anticipated Revenues

The proposed budget represents a 1.45 percent DECREASE in overall spending from the current year, which represents \$1,014,507 worth of reductions in the general fund. This is being accomplished through reducing some expenditures as well as by moving some allowed expenses out of the general fund budget and instead covering them with Federal stimulus funds available to the District.

Among the expenses being reclassified (as permitted by law) are \$69,500 for racial equity and bias awareness training, \$226,500 for eligible computer hardware and technology supplies, and \$60,000 for substance abuse counseling services. "It is important to note that these items are not being eliminated, just being paid for out of different funds," explains Superintendent Angela Urbina-Medina.

Expenditure reductions include, among other items, postponing the purchase of a new school bus for \$133,000; not filling one administrative and one instructional position being vacated through attrition, for a savings of \$309,941; and reducing the anticipated expenditures for students requiring special education services by \$879,106 based on a change in projected needs. An additional \$400,000 in fund balance will be applied to cover the District's required commitment for the recently approved Ulster BOCES capital project.

These reductions were necessary to offset a decrease in anticipated State Aid and to better appropriate expenses eligible to be covered by the federal stimulus funds. "By strategically tackling the reduction in revenues, we were able keep all student programs and class sizes intact, while staying within the allowable 4.57 percent tax levy increase

determined by the NYS tax cap formula," said Urbina-Medina.

Board Sought Community Input to Develop Budget

Upon learning of the gap in anticipated revenues, the Board set out to develop a revised budget that balances student needs with those of the taxpayers and community. To guide them in their decisions, the Board set up various opportunities for the community to share its budget concerns and priorities. A simple online form was created allowing community members to easily share their thoughts. Board members and administrators also held in-person weekend listening sessions at Water Street Market, inviting community members to join them to ask questions and voice opinions face-to-face. Board meetings are all live-streamed and subsequently posted on the District website, and a community budget forum was also livestreamed.

"The board is grateful to those who took advantage of these opportunities," says Board President Bianca Tanis. "The overwhelming majority of feedback we received was in support of retaining our current programs as well as developing a fiscally sound budget that is mindful of taxpayers. Academics and academic support, electives, clubs, athletics, arts, music, equipment, and our facilities were all cited as priorities. This was very helpful to us as we developed the proposed budget" she explains.

Urbina-Medina adds, "I would also like to acknowledge our School Business Administrator

Debra Kosinski and Warren Donohue, our budget consultant, for helping us protect these priorities. They worked diligently to close the revenue gap while keeping our tax levy at the allowable limit with minimal impact to our students." Tanis agrees and also states that the proposed Budget was developed while protecting the District's fund balance and retirement reserve funds. "This is important for our future fiscal health," she says.

What Happens if the Budget is Not Approved?

Should voters not approve the proposed budget, the District has the option to place it or a modified version to voters a second time. If it fails a second time, or if the District opts not to hold a second vote, NYS law requires adoption of a contingency budget which sets spending at a predetermined level. If this is the case for the 2022-23 NPCSD school year, an additional \$2,055,824 would need to be cut from the budget. These cuts would be to non-mandated expenses and would include, but not necessarily be limited to certain field trips, after-school programs, modified sports, musical instrument replacement, new equipment except for that which is related directly to health and safety and curriculum, certain supplies, late busses, some enrichment programs, and all non-essential maintenance. Class sizes could also possibly be increased and community use of facilities would be limited only to that for which the full cost is reimbursed to the District.

Continued on Page 6

VOTE TUESDAY
MAY 17, 2022
7 AM - 9 PM at
New Paltz High School

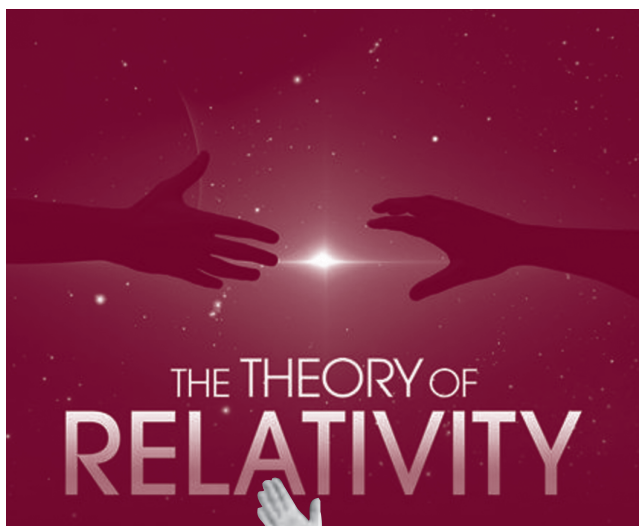
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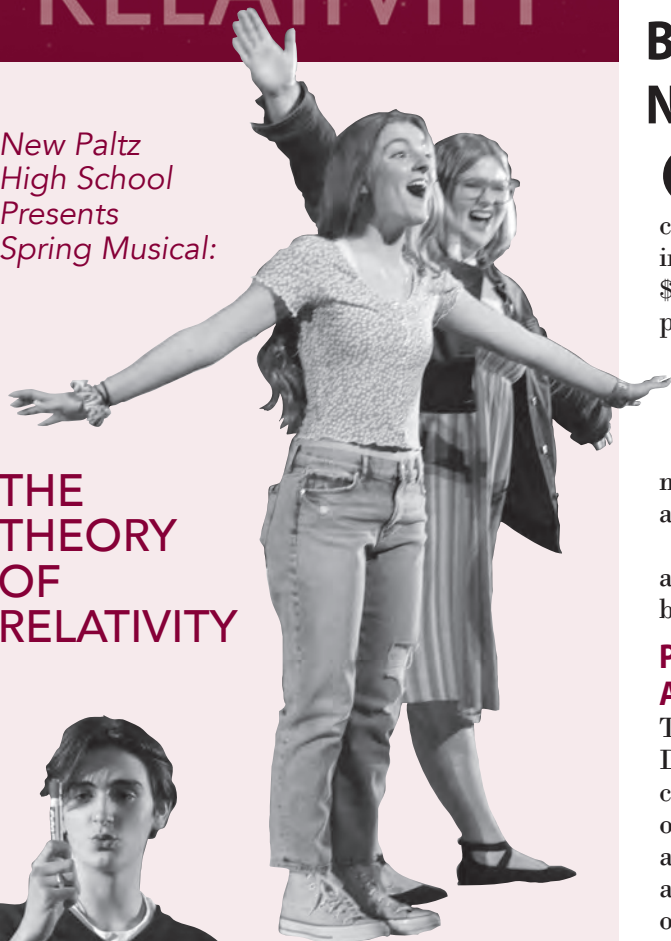


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New Paltz High School Presents Spring Musical:

THE THEORY OF RELATIVITY



New Paltz High School performed a different type of musical this spring: *The Theory of Relativity*, which leverages physics as a launching point to explore a range of human emotions and ways we search for connection. The structure of the show—featuring a series of monologues, songs, and interludes—allowed the entire talented cast to shine, supported by dazzling lighting and stage effects courtesy of the crew.

Nancy Owen and Nicole Foti led the production as Director and Music Director, respectively. Foti explained the unique choice: "This show, while being fairly unknown, is a contemporary musical with a beautiful message and great music. It was a no-brainer."

Science teacher Joseph Foti (and also husband to Foti) kicked off the performance with a brief introduction to physics and the theory of the play's title.

We congratulate the cast and crew who brought this inventive show to vibrant life!

See Page 6 for more photos and a list of cast and crew.

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100 DAYS OF SCHOOL ★



Duzine Elementary students recently celebrated the 100 days of school learning milestone with enthusiasm and creativity.

Superintendent Angela Urbina-Medina joined two Grade 1 classrooms to connect with students and help ring in the 100 days celebration. She read “I Am Enough” by Grace Byers and fielded questions from the inquiring minds such as,

“How many birds are in NewPaltz?” “Do you know all the principals’ names?” and, “Why did you become a superintendent?”

Superintendent Urbina-Medina was particularly impressed by the colorful and imaginative projects students created to mark the event.



Duzine’s Youngest Learners Enjoy Sweet Lessons

Depending on the weather, maple sugaring often takes place from February through the end of March, but Kindergartners at Duzine Elementary School started learning about the annual ritual much earlier. In the fall, the students embarked on a multifaceted learning unit focusing on maple trees and maple sugaring. The hands-on, research-based project, which incorporated lessons related to science, math, writing, and literature, continued throughout the winter and into the spring.

According to teacher Kerri McIntyre, the educational activities included identifying maple trees during the winter by detecting opposite branching and paired buds. Students also measured the circumference of the trees to ensure they were large enough to tap. Two of the four trees were strategically chosen for tapping because of their locations in the front of the school. When the students arrived in the morning, they could easily monitor the buckets and observe how weather conditions were affecting the sap’s movement inside the trees.

At the end of the year-long project, the students’ classrooms were turned into sugarhouses, where they learned about evaporation as they boiled the watery sap down in electric roasting pans. They excitedly observed the sugar concentrating into a toothsome treat to top their waffles and pancakes. “They could see it evaporating and darkening and thickening, and they were so excited,” McIntyre recalls. “There was not a drop left!”



Duzine Students Observe Life in Woodland Pools

Grade 2 students at Duzine Elementary School recently observed the beginning of an amphibian life cycle at the Mill Brook Preserve. Teacher Sara Shepard says the young herpetologists discovered American toad and spotted salamander egg sacs in a temporary aquatic habitat known as a vernal pool. The short-term ecosystem protects the young amphibians because it won’t support fish that would eat them.

Duzine Grade 2 students excitedly explore wildlife in a body of water at the Millbrook Preserve.

Shepard explains that the students observed different kinds of egg masses shaped like “spaghetti with bumps and cloudy blobs with marbles in them.” The larvae hatch with gills for breathing underwater and fins for swimming. As they mature, their bodies metamorphose, developing lungs to breathe air and growing limbs for walking.

In a new beaver pond, the class found evidence of good quality water—caddisfly larvae that are sensitive to pollution. Other exciting findings included crayfish, minnows, diving beetles, and water scorpions. Spending time in the preserve has contributed to the students becoming wildlife ambassadors. “To love something you need to take care of it, you need to know it,” Shepard explains. “Our generation is leaving [the younger generation] quite a mess, so they need to know it, and you can’t get that from a book. You have to breathe it in.”

New Math Curriculum Embraced by Both Teachers and Students

Through a new math program, what appears to be practical, real-world challenges for students are actually steeped in complex and intricate learning theory, enabling elementary school teachers to plan and deliver stronger lessons with lasting impact for students at all levels.

Prior to the pandemic, a committee of teachers from Duzine and Lenape Schools, along with two Secondary Math teachers who are considered math content specialists, selected the Bridges in Mathematics curriculum after a comprehensive review of a number of different options. Representatives from all grade levels on the committee agreed Bridges was most aligned with their teaching approaches and instructional philosophies. After returning to a more traditional school day, they were able to initiate the program this year, with a full roll-out planned for 2022-23.

Designed with the goal to deepen students’ understanding of math concepts and improve their proficiency with math skills, Bridges relies on a hands-on, practical approach where students are immersed in challenges that require math to resolve. It is exploration-based in that students develop theories, test them, discuss them, and ultimately refine them for the solution.

In their Kindergarten classes at Duzine, teachers Wendy Veeder and Kerri McIntyre find their students are more excited about math while they are learning more advanced concepts. Through structured games and challenges with manipulatives like blocks, pawns, and spinners, students gain a deeper understanding of what numbers truly represent and how they relate to one another. In addition to basic number fluency and operations, the teachers are also introducing pre-algebra concepts where numbers in problems are represented by symbols.

While they are all working from the same curriculum, Bridges can look different from one

classroom to the next, the teachers explain. In Veeder’s class, students start every morning at “Work Places” where they tackle math challenges in teams. She and her co-teacher also organize challenges against the students. “They are very intent on beating the teachers,” she shares.

Grade 5 Lenape teacher Linda Sinforoso says she appreciates Bridges’ ability to impart more involved math concepts at the students’ grade level by presenting them in a way that builds understanding through the use of thematic math stories that engage and foster connections. She explains how her students’ conversations about the math they are doing show that they are thinking deeply about numbers and their relationships.

Corrine Moran, Lenape’s math specialist, has been providing extra support using the Bridges Intervention Kits in small group settings. Moran explains that the kits are organized topically rather than by grade level, and therefore can be used within many grade levels. “Students love hands-on manipulatives and problem-solving games,” she says. “For students who may be struggling in math or dislike math—usually because they find it difficult and/or confusing or boring—these two things are extremely helpful and important to have in a curriculum.”

Those deploying the Bridges program this year agree they are looking forward to next year’s full implementation across all grades. “Learning a new program like Bridges and getting all of the tools organized is time consuming and has its own challenges, but it’s 100% worth it,” says McIntyre. Sinforoso agrees. “We now have a common resource which allows for shared conversation about the math our students are experiencing. There is a common vocabulary, the ability to analyze shared data, and collaborate with colleagues to plan even stronger math lessons,” she explains.



Kindergarten students in Wendy Veeder’s and Kerri McIntyre’s math classes “learn while doing” in the Number Corner and a Cooperative Work Place, just two of the instructional approaches in the Bridges math curriculum.

Lenape Post Office Signs, Seals, and Delivers Valuable Lessons

Students at Lenape Elementary School are reaping the rewards of having their own school post office, thanks to the efforts of Grade 4 teacher Melissa Feldmann.

Last year, Feldmann made it her mission to create a school-wide project to inspire students' love of reading and writing, while teaching them how the postal system works. Feldmann says the Lenape Post Office program was funded by a grant from the New Paltz Central School District Foundation for Student Enhancement. She explains the interschool post office is based on the now-retired U.S. Postal Service's "Wee Deliver" program—a program her childhood school had been involved in when she was growing up.

According to Feldmann, the in-school postal system provides students with social and emotional connections to friends through the act of letter writing. It also introduces opportunities for them to build new relationships with other members of the Lenape school community, such as teachers, secretaries, maintenance personnel, and others.

The students also gain collaboration and communication skills through their post office "jobs." Each week, in addition to asking students to write letters, teachers assign different students the jobs of sorting and delivering the mail to the school's third, fourth, and fifth grade classroom addresses.

Since the classroom mail areas are equipped with maps of the building, students are also honing their map-reading skills and learning how to correctly address an envelope. The program even has its own postmaster—Account Clerk/Typist Mark Janow, who delivers birthday cards when he isn't working in the main office.

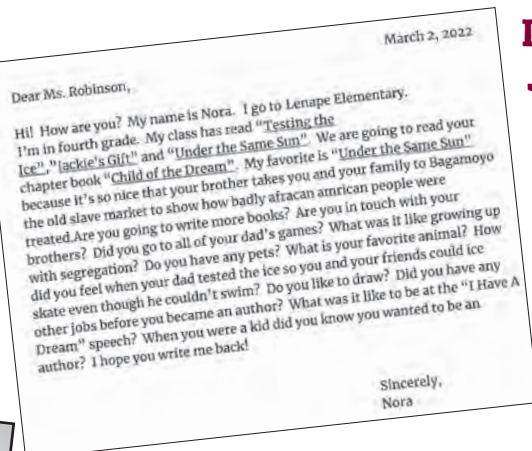
Grade 4 student Cadence Phillips says she has learned an important lesson from the post office project. "I've learned that we can communicate and find kind words to tell each other."



Spirit Week at Lenape

Lenape Elementary School students and staff recently rallied together to celebrate School Spirit Week with throwback 80's, 90's, and 00's day, career day, pajama day, and dress-up in favorite sports team uniforms or colors.

A crowd favorite, shown here, was "dress up like a teacher day," where students expressed their enthusiasm for their school and their teacher's style. Fun was had by all!

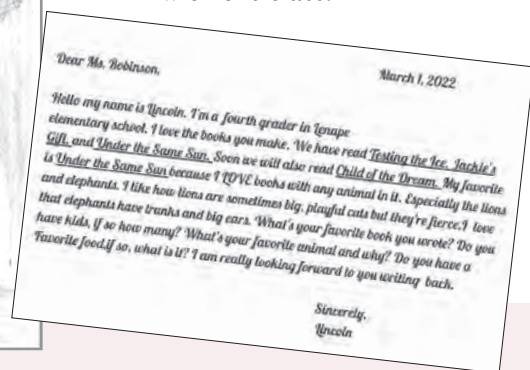
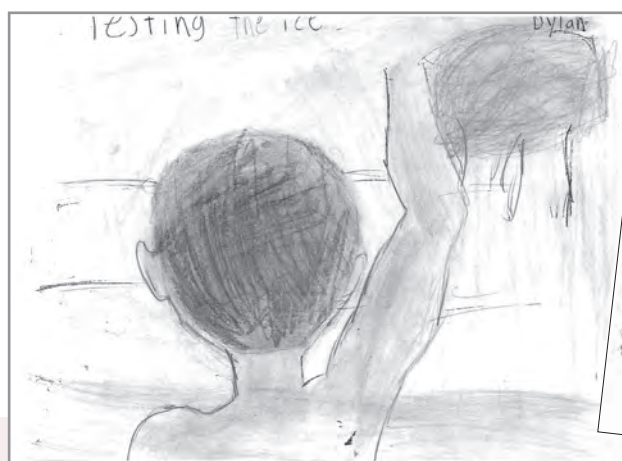


Lenape Fourth Graders Write to Jackie Robinson's Daughter

“What was it like growing up with a famous dad?” “When you were a kid, did you know you wanted to be an author?” “What was it like to be at the ‘I Have a Dream’ speech?”

Students in the Lenape Grade 4 class of Meredith Oppenheimer and Erin Bulson posed these and other questions to author Sharon Robinson, the daughter of Major League Baseball's (MLB) Jackie Robinson, after studying the author's life story and reading her books:

Testing the Ice, *Jackie's Gift*, *Under the Same Sun*, and *Child of the Dream*. Oppenheimer said the students embraced learning about Sharon's life as a girl growing up in the 1960s, about the Civil Rights Movement, and about her father: the first African American to play in the major leagues in the modern era. In addition, some students drew pictures for the author depicting scenes from her books, including this one from Dylan after reading *Testing the Ice*. They heard back from Ms. Robinson's publicist that the author found the art to be “breathtaking” and plans to correspond with the class.



The New Paltz Middle School Drama Club this year chose to bring classic Disney characters to life with Disney's *Descendants: The Musical*. The story follows the teenage children of villains Maleficent, Snow White's Evil Queen, Cruella de Vil, and Jafar as they attend high school alongside the children of Disney heroes. Bravo to the talented cast, crew, and directors who delivered a wildly entertaining performance!



NPCSD Strengthens Support for Student Mental Wellness and Social Emotional Learning

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

~New Paltz Central School District Mission Statement

Like educators across the country as the globe emerges from nearly two years of virtual and hybrid learning, NPCSD faculty and staff are understanding how their “commitment to measured excellence and continued growth and development for all” can be challenged when students are not feeling emotionally secure. Since September, the District is focusing more intently with programs to support students at all levels, building on work from prior years.

In 2018 and in response to new New York State Education Department (NYSED) requirements known as *Mental Health Education Literacy in Schools: Linking to a Continuum of Well-Being*, an NPCSD team developed a mental health curriculum. The districts’ social workers recently conducted a side-by-side comparison (known as a crosswalk) of the curriculum with the state’s social emotional learning standards. Defined as “the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions,” social emotional learning positively impacts students’ experiences in school. According to the NYSED, this can include higher achievement scores; improved attitudes and behaviors, including motivation to learn, commitment to school, and engagement in the classroom; fewer negative behaviors, including disruptive classroom behaviors, non-compliance, aggression, and disciplinary referrals; and reduced emotional stress, including student depression, anxiety, and social withdrawal.

Through the crosswalk, the team of social workers uncovered strong alignment between the curriculum their colleagues had previously written and the standards. They then reviewed programs that were already in place and identified new areas that needed to be developed.

As a result, over this past year, NPCSD students are working to understand and manage their emotions in a wide variety of ways. With funds received through the federal government in response to the pandemic, the District hired four new social workers. Bilingual social worker Angela Perez works districtwide with a special focus on the District’s English language learners and homeless students. Olivia Profaci works primarily at the middle school, Jen Hite works primarily at the high school, and Laura Wild is primarily at Lenape Elementary. They join the four social workers who were already on staff: Renee Reynolds at

Duzine Elementary, Meri Lederer at Lenape Elementary, David Rosenfeld at the middle school, and Lisa Watkins at the high school. In addition to servicing individual students and families in need, these eight staff members lead and/or coordinate the variety of mental wellness programs currently available to students, including:

DUZINE & LENAPE (Grades K-5):

- Mental Health “Feelings Lessons” including topics such as identifying and expressing feelings, self-regulation, and gratitude
- Conflict Mediation and Conflict Management
- Empowerment Groups
- Worry Warriors: Helping students build coping skills to deal with worried feelings
- Banana Splits group for students with divorced parents, continuing from years prior

MIDDLE SCHOOL (Grades 6-8)

- Lunchtime Meditation Groups
- Groups for students with divorced parents
- English Language Learners Lunch Group

HIGH SCHOOL (Grades 9-12)

- Positive Vibes Awards: Recognizing students who do good things and spread positivity
- Wellness Wednesday, when school bells are replaced by upbeat music
- TIES Peer Volunteers: Pairing students with disabilities with volunteer students who share similar interests and experiences in extra-curricular and community activities
- Coping Skills classes
- Astor Clinic groups on campus providing a judgment-free space that focuses on activities and alternative ways of communicating and connecting with each other, led by an Astor clinician and continuing from years prior
- Wellness Center, coordinated by Athletic Director Greg Warren and continuing from years prior (see story below)

The objectives of these programs include the students gaining competency in their social and emotional skills such as communication and friendship, resiliency, empathy, feelings, and gratitude. They are also learning about the various resources they have available to them, both in and outside of school, and how to use them.

In addition to these focused efforts that the social workers lead, they are also supporting classroom teachers by infusing social emotional learning into their daily lessons. Other staff throughout the district also incorporate mental wellness into their work. For example, Duzine Principal Ross Hogan conducts schoolwide town halls where mental health is part of his agenda.

Recognizing that mental wellness is also important for teachers, the District developed a Spring Wellness Professional Learning Community last year. The program offers teachers ten virtual sessions on topics such as Immune Boosting Cooking, Meditation, Yoga, and Lifetime Fitness for the Time-Crunched. The sessions are led by representatives from a group of community organizations the District has been partnering with since 2018.

Wellness Center Provides Physical Fitness Literacy



NPHS Physical Education teachers Mike Vance and Brooke Graham demonstrate how to use an elliptical trainer and a rowing machine at the school's Wellness Center.

It’s no secret that exercise benefits students’ physical and emotional health, as well as their ability to learn. NPHS Director of Health, Physical Education & Athletics Gregory Warren explains that the school’s popular Wellness Center provides students with an opportunity during their high school career to become proficient using fitness equipment and develop lifelong healthy habits. “They develop their own personal fitness and wellness plan and utilize it for four years [while in school] and when they graduate, we consider them to be physically literate adults,” says Warren.

Message from the Superintendent & Board of Education

Dear fellow community members:

Preparing a school budget is one of the more significant tasks required of school leaders. Unlike many of the other functions we perform which directly impact students and staff, the school budget impacts everyone in our community. It is a highly complex process guided by intricate formulas and requirements, and is dependent on information from a variety of sources.

Additionally, many of the variables within a school budget are interdependent on one another, and we must constantly examine “if you change this, then how does that change?” With such an intense focus on numbers, it is essential to not lose sight of what those numbers truly represent.

As we worked through the challenging budget development process for the 2022-23 school year, we tried to stay centered around what we were seeking to accomplish for our students - ensuring they have a brighter future. Toward this end, we identified four main areas of focus:

- Maintain and improve instructional programs
- Foster student curiosity and innovation
- Honor individuality as learners and individuals
- Support social and emotional needs

In any given school year, this does not seem unmanageable. But planning for 2022-23 for students who have now endured one unusual year after another more unusual year required new and innovative approaches. Since returning to our classrooms, we’ve observed how the pandemic has affected student learning as well as their social lives and mental wellness. Through our ThoughtExchange portal, parents have consistently expressed how much their children would benefit from enhanced academic, social, and emotional support, both inside and outside of the classroom.

While we were tasked with increased student needs, we also faced certain fiscal challenges. Through a variety of circumstances relative to state aid and federal stimulus funds, we found the District’s anticipated revenue to be significantly lower than what was originally expected. While one solution may have been to cut programs, that was not an option if we were going to honor the commitment we made to our students. At the same time, we were mindful of the needs of our taxpayers. We had to find ways to “make it work.”

Through an intense and creative effort, we are pleased to bring forth a proposed budget that protects all of the programs we’ve built for students while keeping the tax levy cap at the allowable NYS limit. Class sizes and all student support programs will remain intact. This includes not only the full spectrum of academic offerings from Kindergarten through Grade 12, including special education services, but all guidance, school psychology, and the recently expanded school social worker programs we’ve been able to provide (see *NPCSD Strengthens Support for Student Mental Health* article at left). Additionally, all clubs, sports, and arts programs will continue.

While ensuring the academic and social/emotional health of our students, the proposed budget also protects the fiscal health of our district. By applying some of the federal funds in different areas than before, and eliminating or postponing some expenses that would not directly impact the classroom (see *NPCSD 2022-23 Proposed Budget* article on page 1), the proposed budget covers all programs without jeopardizing our fund balance or the retirement funds we’ve established. Both of these funds are there for anticipated expenses down the road, similar to a personal savings account, and tapping them could compromise our fiscal preparedness.

We are also hopeful that keeping these funds intact will enable us to better manage the tax rate in coming years.

Many variables go into the complex formula for the NYS tax levy limit, some of which we can control and others which we cannot. The formula for last year resulted in a 1.23 percent decrease in the levy limit where property owners saw a reduction in their tax bill. We fully recognize swinging from that to a 4.57 percent increase can be challenging for some and are working toward long-term planning that will produce more stable, moderate tax levy limits, which is a priority expressed by our community.

We would like to thank the many people who provided us with input during this budget development process. It was extremely helpful to us. We encourage all eligible voters to participate in the budget vote and school board election on Tuesday, May 17, from 7 AM to 9 PM, at New Paltz High School. On behalf of the Board of Education, administration, staff, and students, we want to thank our community for participating in the important decisions about the future of the New Paltz Central School District.

Sincerely,
Angela Urbina-Medina
Superintendent of Schools

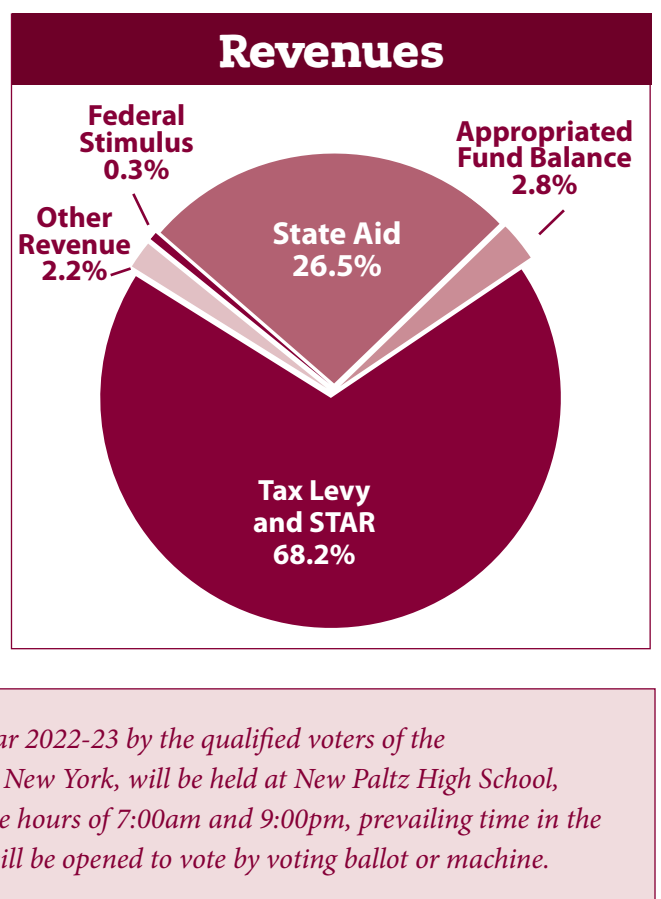
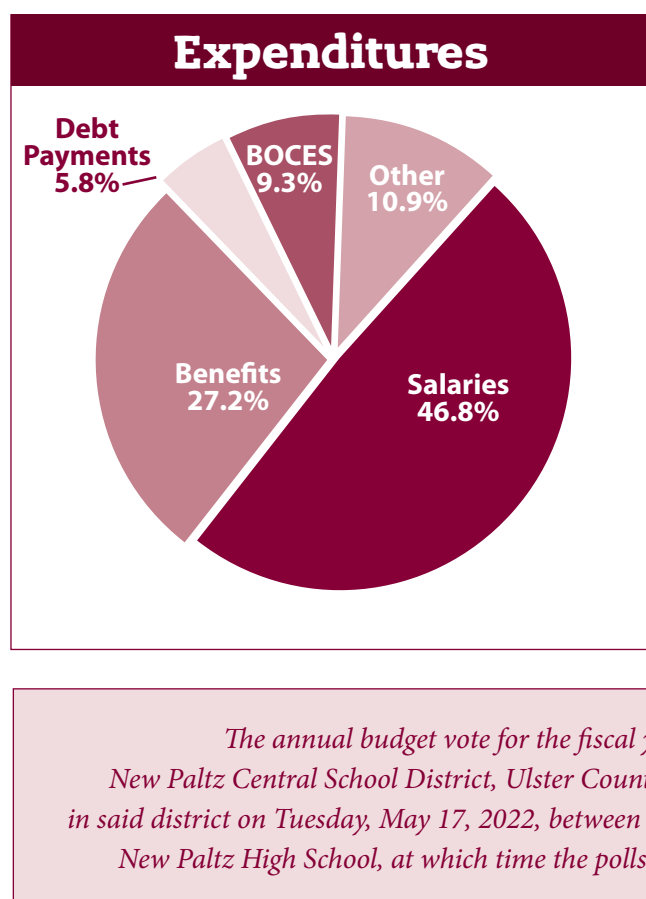
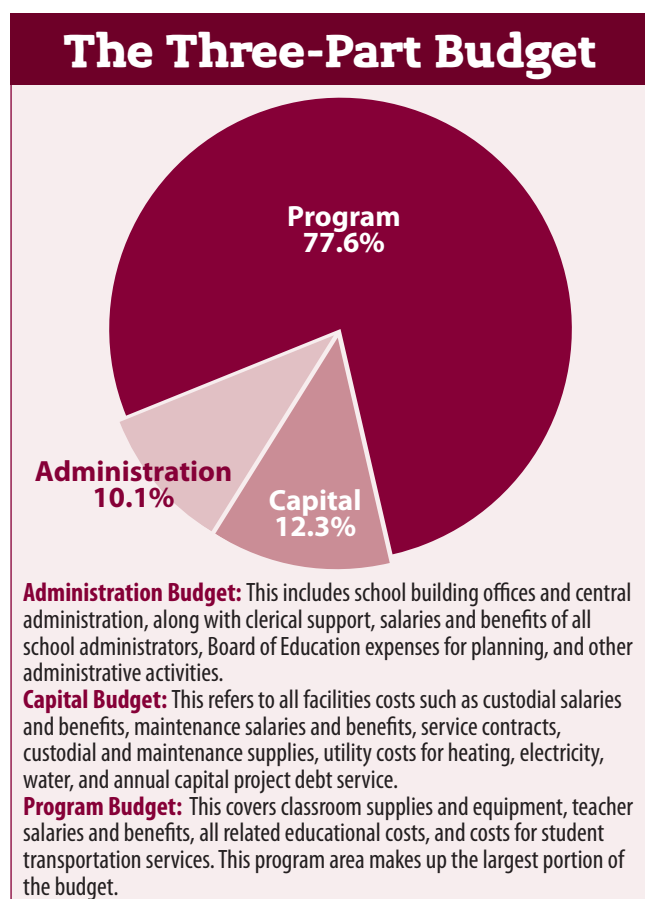
Bianca Tanis
Board President

STATEMENT OF NON-DISCRIMINATION

The District condemns and prohibits all forms of discrimination and harassment based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. If you believe that you have been discriminated against, you may make a claim that your rights have been denied. This claim or grievance may be filed with the Director of Student Support Services, Title IX Officer: New Paltz Central School District, 196 Main Street, New Paltz, NY, 12561, (845) 256-4046.

Budget Summary

Expenditure Budget	2021-2022 Budget	2022-2023 Proposed Budget	Change from 2021-2022	Comments
Board of Education	\$77,600	\$91,000	\$13,400	
Superintendent's Office	\$289,400	\$294,400	\$5,000	
Business Office	\$504,800	\$539,840	\$35,040	
Personnel, Legal, Printing, Postage	\$502,000	\$521,000	\$19,000	
Insurance, BOCES Admin Fees	\$995,800	\$1,291,900	\$296,100	Increase due to Ulster BOCES Capital Project
Curriculum & Staff Development	\$854,700	\$655,900	-\$198,800	Moved to ARP-racial equity and bias awareness trainings
Principals' Offices & Program Supervision	\$1,820,400	\$1,769,600	-\$50,800	
Special Education	\$155,000	\$155,140	\$140	
Employee Benefits	\$1,653,500	\$1,632,528	-\$20,972	
TOTAL - Administration	\$6,853,200	\$6,951,308	\$98,108	1.4%
Regular Instruction, AIS & ESL	\$16,840,900	\$17,014,700	\$173,800	
Occ Ed, Summer School	\$1,259,600	\$1,177,300	-\$82,300	Decreased participation in occupational education
Special Education	\$10,689,800	\$9,810,694	-\$879,106	Based on student IEPs & out-of-district placements
Libraries	\$565,600	\$611,000	\$45,400	
Computer Assisted Instruction	\$1,436,300	\$1,209,800	-\$226,500	Computer hardware moved to Smart Schools
Guidance, Health, Psychologists	\$2,294,800	\$2,115,100	-\$179,700	Substance abuse counseling services in ARP
Extracurricular and Sports	\$618,600	\$641,000	\$22,400	
Transportation	\$4,307,600	\$4,311,900	\$4,300	
Employee Benefits	\$16,561,300	\$16,345,962	-\$215,338	
Interfund Transfers	\$346,000	\$346,000	\$0	
TOTAL - Program	\$54,920,500	\$53,583,456	(\$1,337,044)	-2.4%
Facilities & Operations	\$3,273,800	\$3,188,300	-\$85,500	Camera project moved to ARP
Judgments & Claims	\$15,000	\$70,200	\$55,200	Based on actual expenses
School Buses	\$490,000	\$357,000	-\$133,000	Bus purchases reduced
Employee Benefits	\$840,000	\$829,429	-\$10,571	
Debt Service	\$3,521,100	\$4,019,400	\$498,300	Portion of debt no longer paid from debt service fund
Interfund Transfers	\$100,000	\$0	-\$100,000	Eliminate transfer to Capital for \$100K Capital Project
TOTAL - Capital	\$8,239,900	\$8,464,329	\$224,429	2.7%
TOTAL BUDGET	\$70,013,600	\$68,999,093	(\$1,014,507)	
% BUDGET DECREASE ==>				(1.45%)
Revenue Budget	2021-22	2022-23	\$\$ Change	Comments
Tax Levy including STAR	\$44,985,200	\$47,041,024	\$2,055,824	4.57% Levy Increase
Other Revenue: Includes BOCES Refund, Interest, Charges to Other Districts, Rentals, Donations, Admissions	\$1,493,200	\$1,534,600	\$41,400	
State Aid	\$19,185,300	\$18,313,669	-\$871,631	Due to overestimated State Aid in the 2021-22 Budget
Federal Aid (CARES Funds)	\$2,849,900	\$209,800	-\$2,640,100	
Total Revenues	\$68,513,600	\$67,099,093	(\$1,414,507)	
Appropriated Fund Balance	\$1,500,000	\$1,500,000	\$0	"Regular" Appropriated Fund Balance
Appropriated Fund Balance	\$0	\$400,000	\$400,000	To fund Ulster BOCES Capital Project expense
Appropriated Fund Balance	\$0	\$0	\$0	
Revenues and Fund Balance	\$70,013,600	\$68,999,093	(\$1,014,507)	
% TAX LEVY INCREASE ==>				4.57%



The annual budget vote for the fiscal year 2022-23 by the qualified voters of the New Paltz Central School District, Ulster County, New York, will be held at New Paltz High School, in said district on Tuesday, May 17, 2022, between the hours of 7:00am and 9:00pm, prevailing time in the New Paltz High School, at which time the polls will be opened to vote by voting ballot or machine.

School District Budget Notice

OVERALL BUDGET PROPOSAL	Budget Adopted for the 2021-22 School Year	Budget Proposed for the 2022-23 School Year	Contingency Budget for the 2022-23 School Year *
Total Budgeted Amount, Not Including Separate Propositions	\$ 70,013,600	\$68,999,093	\$66,943,269
Increase/Decrease for the 2022-2023 School Year		\$(1,014,507)	\$(3,070,331)
Percentage Increase/Decrease in Proposed Budget		(1.45) %	(2.17) %
Change in the Consumer Price Index		4.7%	
A. Proposed Levy to Support the Total Budgeted Amount	\$44,985,200	\$47,041,024	
B. Levy to Support Library Debt, if Applicable	\$0	\$0	
C. Levy for Non-Excludable Propositions, if Applicable **	\$0	\$0	
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy	\$0	\$0	
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$44,985,200	\$47,041,024	\$44,985,200
F. Total Permissible Exclusions	\$2,621,390	\$3,341,992	
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$42,363,827	\$47,042,635	
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E - B - F + D)	\$42,363,810	\$47,042,635	
I. Difference: G - H (Negative Value Requires 60.0% Voter Approval - See Note Below Regarding Separate Propositions) **	\$17	\$1,611	
Administrative Component	\$6,393,300	\$6,951,308	\$6,554,408
Program Component	\$53,726,300	\$53,583,456	\$52,530,532
Capital Component	\$9,894,000	\$8,464,329	\$7,858,329

*Statement of assumptions made in projecting a contingency budget for the 2022-23 school year, should the proposed budget be defeated pursuant to Section 2023 of the Education Law. Delete all bus purchases, after school programs, modified sports, new equipment, late buses, certain field trips, non-essential maintenance, facility use by public unless the cost to district is reimbursed and certain enrichment opportunities.

**Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements):

Description	Amount
NO SEPARATE PROPOSITIONS	

Under the Budget Proposed for the 2022-23 School Year

Estimated Basic STAR Exemption Savings ¹ \$637

¹ The basic school tax relief (STAR) exemption is authorized by Section 425 of the Real Property Tax Law.

School Bus Driver Humbled by Award

Congratulations to New Paltz Central School District (NPCSD) bus driver Lisa Haynes, who was recently named Ulster County School Bus Driver of the Year by the Mid-Hudson Transportation Supervisors Association. The award, which recognizes Haynes' service and safety record, is issued in conjunction with the Ulster County Traffic Safety Board and "Operation Safe STOP."

A 32-year veteran driver, Haynes has worked for New Paltz since 1990. Her job has changed from driving 15 to 45 students on a large school bus to transporting just one or two students in a car to a therapeutic treatment center in Putnam County. "When COVID hit in 2020, it [the center] was one of the few schools still going, so I jumped at the opportunity to work and not sit home," Haynes recalls.

The local resident fondly remembers driving Kindergarten students on orientation day. She speaks nostalgically of the wide-eyed youngsters boarding the bus as they arrived to learn how to get on and off the school bus safely, buckle their seatbelts, and safely cross and walk around the bus. "I was the one who gave them their first ride," she states proudly.

NPCSD Director of Transportation Maureen Ryan and Bus Dispatcher Jean Bain nominated Haynes for the distinction. Ryan praises Haynes' dedication to the job and in particular to ensuring the safety of the children, and says she considers her to be an excellent team player. "She's a good, honest person and an asset to the department," she states. "No one else can have her. She's ours," Ryan adds with a laugh.



Lisa Haynes, Ulster County School Bus Driver of the Year!

Sample Ballot

Proposition #1 Vote YES or NO

Shall the Board of Education of the New Paltz Central School District be authorized to expend \$68,999,093.00 which will be required for school district purposes for the year July 1, 2022 through June 30, 2023 (The Budget) and to levy the necessary tax therefor?

Election of School Board Members

You may vote for any two (2) of the candidates listed by making a single cross (X) or a single check (✓) mark in the voting square next to the candidates' names or write in the name of another person(s) in the spaces provided.

IF YOU VOTE FOR MORE THAN TWO (2) YOUR VOTE WILL NOT BE COUNTED

Matthew Williams

Bianca Tanis

Write-In _____

Write-In _____

Continued from Page 1

2022-23 Proposed Budget

Voter Eligibility

All qualified voters may vote on the school budget. A qualified voter is any U.S. citizen, 18 years of age or older on the day of the vote, who has resided in the District for 30 days or more prior to the day of the vote. If you are registered with the Ulster County Board of Elections, you are automatically registered to vote in school elections. If you are not, you may still register with the school district to participate on the day of the vote. Polls are located at New Paltz High School and are open from 7:00 a.m. to 9:00 p.m. on May 17th.

Absentee Ballots

Absentee ballots are also available for any qualified voter who is unable to make it to the polls on the day of the vote. New York State is continuing to include concerns over contracting COVID-19 as an allowable reason for casting an absentee ballot in school district elections. This reason may be selected by checking the "temporary illness" option on the application for an absentee ballot. Absentee ballots are due into the district office on or before 5:00 p.m. on May 17th. For more information about the budget, contact School Business Administrator Debra Kosinski at dkosinski@newpaltz.k12.ny.us or 845-256-4010. For questions about voting, contact District Clerk Sandra Ermo at 845-256-4020 or sermo@newpaltz.12.ny.us.

Continued from Page 1

THE THEORY OF RELATIVITY

CAST

- | | |
|----------------------|---------------------|
| Anna Adams | Eamonn Rynne |
| Melissa Adashko-Rein | Marco Todaro |
| Emily Bishop | Jenna Triguero |
| Melissa Cino | Christine Vigliotti |
| Amelia Crisafi | Willia Voorhis |
| Charlie DePoala | Annika Walsh |
| Solo Diedhiou | Willem Weston |
| Marla May Feeney | Aili Zissu |

CREW

- | | |
|-----------------|---------------------|
| Anna Guido | Julia Fetherolf |
| Steven Hunlock | Alexa Friedman |
| Ryan Hyland | Ben Gorney |
| Madison Kiley | Marcus Kutzin |
| Ana Kirsch | Henry Millman |
| Nicholas Kutzin | Caterina Morgiewicz |
| Tessa LaPolt | Josie Quinn |
| Finn Lochard | Dalton Veeder |
| Davion Mumper | |
| Jamie Newell | |
| Delia Nocito | |

MUSIC

- | | |
|------------------|--------------------------------------|
| Kari O'Brien | Dan Young: Pit Conductor and Pianist |
| Quinn Oremus | Matt Noble: Guitar |
| Sarah Perl | Peter Nobile: Bass |
| Cadence Power | Chris Losee: Percussion |
| Sandra Rodriguez | |



Library Media Students Design Websites

Emily Perez's Grade 6 library media students are young web developers in the making! Using the Google Applied Digital Skills suite, students designed and built websites promoting middle school clubs, events, and causes. Each class worked with a faculty "client" who gave them an overview of the material and information they would like on their website. Students then broke into groups to create each page with an overall unified theme and design. The groups worked collaboratively to communicate ideas and were prompted to think critically about the most important information the site should convey, the audience for the site, and how it could encourage participation and engagement.



Students used design tools to build school club websites.

Perez says that the students did an amazing job creating thoughtfully designed websites that will be linked to the middle school page for use by everyone in the New Paltz School District. She adds, "They are very excited that their hard work will benefit the Middle School community!"



Finished website for the NPMS Book club!

PLTW Students Channel Rube Goldberg

Rube Goldberg machines utilize the principles of physics and energy transfer to complete a simple task... but they can be tricky to build! Goldberg was a Pulitzer Prize-winning cartoonist, sculptor, and author. He was famous for his depiction of extremely complicated inventions designed to perform simple tasks.

Grade 7 students in Krista Pachomski's Science of Technology Project Lead the Way (PLTW) units, which cover Chemistry, Nanotechnology, and Physics, took inspiration from Goldberg's designs. During the Physics unit, students learned about "the six simple machines"—the wheel and axle, the lever, the inclined plane, the pulley, the screw, and the wedge—and visited exploring stations for hands-on interaction.

Students then applied this knowledge to design and build their own Rube Goldberg-type machines. In small groups, students built all six simple machines on a 12"x12" plywood square. Each group's square had to connect to another group's, which meant that students had to figure out how to make the machine transition seamlessly between boards. Based on their knowledge, they were able to harness the power of potential energy and convert it to kinetic energy. No batteries or electrical power could be used.

NPMS congratulates these students who successfully created self-powered contraptions!



Students worked in teams to create clever interconnected machines!

New Paltz High School Club Focuses on Diversity

New Paltz High School (NPHS) students now have a platform to focus on issues of diversity and equality with the founding of a club called the Students of Color Alliance (SOCA).

SOCA President and Grade 10 student Camille Samuels says after moving from Brooklyn to New Paltz five years ago she experienced a sense of "culture shock," which left her longing for a community with whom she could connect and discuss her experiences and feelings. Many of her fellow students of color, she adds, do not necessarily view themselves as part of a cohesive community. She wants to change that. Camille says that SOCA's top priority is creating a space where all students of color feel safe and welcomed. She envisions "a place where people can go and just be, without feeling judged or looked at funny."

SOCA's vice president, Samantha Carnero of Gardiner, grew up speaking Spanish in her home. She recalls feeling overlooked outside of her home. She says she recognized that she was being treated differently but was too young to understand or do anything about it. "I had always felt unsure of myself," Samantha says. "I just personalized it and didn't understand why it was happening." She explains that although she can be shy, her desire to create an impact has motivated her to assume responsibility as SOCA's vice president. "This was important to me."

Al Cook, who teaches World History, Advanced Placement American History, and Black History at NPHS, serves as the club's advisor. "I hope that SOCA develops to be a safe place for students of color and their allies," says Cook. "When there are so few students and staff available to be able to relate to issues of race and diversity, having a space and a community can be invaluable."



Members of the NPHS SOCA Club

Ukrainian Native Shares Knowledge and Insight

At New Paltz High School (NPHS) on March 16 and 17, the social studies department hosted an "in-school field trip," led by Olana O'Connor, a Ukrainian native and social studies professor at SUNY New Paltz, to explore the history and ongoing invasion of Ukraine.

"The Story of Resilience and Hope" holds personal resonance for O'Connor, who emigrated from Ukraine 23 years ago at the age of 16. She left at a time when Ukraine was part of the Soviet Union and under the dictatorship of Stalin, which impacted her family in a very real and harmful way, even leading to a close member of her family being blacklisted. O'Connor spoke about the conditions that led to Russia's invasion of Ukraine and the impact it has had on her family who remain in Ukraine today.

O'Connor emphasized the power of language and ways that it can be used to control others and other cultures. Ukrainian is a distinct and separate language from Russian (O'Connor speaks both). She stressed that Russia has historically tried to diminish Ukrainian culture by eradicating its language at every opportunity. As O'Connor stated, "Even the way we say 'Ukraine' as Ukrainians do, without the article 'the' that Russians imposed, is a way to show the power of language."

O'Connor ended her presentation on a hopeful note, saying she is "humbled by the outpouring of love from the New Paltz community" so far. One example: NPHS student Zorian Shepko has started a collection for items that will be distributed to Ukrainian refugees - thank you, Zorian!



Professor Olana O'Connor shared her family's experience in Ukraine.



The presentation explored the historical tensions between Ukraine and Russia.



The New Paltz Middle School is "two" fun! On February 22, 2022—or 2/22/22—the school's palindrome lovers sported tutus, tiaras, and ties in honor of the date's fun sequential anomaly. On this Twosday, students and staff dressed as "duos" to honor the additional "2" that created a palindromic pattern—one that reads the same forwards as it does backwards. The celebration was colorful and spirited, and when the next palindrome date comes around on March 20, 2023—or 03/02/2023—the day is sure to be just as memorable!

Ulster BOCES Aviation/Drone Student Reaches New Heights

The sky's the limit for New Paltz High School's Dalton Veeder! Dalton was part of the Ulster BOCES Aviation/Drone "Straw Hat Pilots" team, which took first place in the Federal Aviation Administration (FAA) STEM Aviation and Space Education Program's "Airport Design Challenge" after competing against more than 3,000 students from 50 states and 18 different countries.

Dalton's four teammates were made up of students from the Highland, Kingston, Saugerties, and Wallkill school districts. The team began working on the student-led project in November and were tasked with researching a local airport and constructing a model of it using the Minecraft video game. They chose to recreate the Kingston-Ulster Airport and had seven weeks to complete the challenge.

The group immersed themselves in the design process of the video, adding details like storage barns, hangars, various kinds of lights at the landing zone, and a rendering of the airport's heliport. To address the contest's "innovative growth" requirement, the young designers created a control tower and an unmanned aircraft base. The students' leadership, creativity, and technical skills brought home the gold!

Dalton, who aspires to have a career in the industry says, "I want to become a helicopter pilot for search and rescue missions, so working together with a team and getting the job done is a valuable trait that will help me in this profession." Congratulations, Dalton!



New Paltz High School junior Dalton Veeder proudly displays the medal he received as part of the Ulster BOCES Aviation/Drone "Straw Hat Pilots" team.

#MaroonPride

Meet the Class of 2022 Valedictorian and Salutatorian

New Paltz High School (NPHS) is proud to announce its two top academic leaders for the Class of 2022: Lora Johnson is the valedictorian, and Phoebe Eis is the salutatorian!

Lora, whose parents are Kathrin and Matthew Johnson, earned an outstanding Grade Point Average (GPA) of 100.285. Lora achieved this academic feat while balancing a series of rigorous extracurriculars—playing oboe in the NPHS band and playing both on the Varsity Soccer team and the Varsity Track team, where they compete in pole vault.

In addition, Lora has already established some serious scientific bonafides as an active participant in the Science Research in the High School program through University at Albany, which includes three years of research and a college credit. Lora knew that they wanted their research to focus on astrobiology, so they decided to focus on haloarchaea, a single-celled organism that, because they can survive multiple extreme environmental conditions, are great models for the sort of life that might arise on another planet. Lora's research outcomes contribute to the results of previous studies showing that this organism can be successfully preserved and then extracted from salt crystals, which has implications for both the study of ancient life on Earth, and the search for life elsewhere in the universe. Lora recently presented the results of their ambitious project as the keynote speaker at the Mid-Hudson Girls Rock STEAM



Valedictorian Lora Johnson



Salutatorian Phoebe Eis

Conference, with the hope it might inspire other young people to pursue original research. Lora has selected Brown University as their destination for future study, and they expect that they will continue to break new ground in astrobiology.

Phoebe, whose parents are Mark and Donna Eis, earned an impressive GPA of 100.226. A member of the National Honor Society, Phoebe has also pursued her passions in journalism, the arts, and dance. She has been a writer and editor of *The Maroon*, the NPHS newspaper, for two years. Phoebe is an accomplished artist, competing in this year's Scholastic Regional Art Awards. Dance has been a key form of expression for her since the age of 11 when she began taking classes at the Barefoot Dance Center in West Park, starting with ballet and moving to modern dance. Phoebe is seeking a college

with a "strong dance program," not to pursue it professionally, but for its health benefits and support with "somatic awareness" or paying attention to a body's signals.

Principal Samuelle Simms expressed her pride over the myriad accomplishments of Lora and Phoebe, exclaiming that "New Paltz High School strives to offer opportunities to support students' diverse interests, and also provide encouragement for them to continue to develop those interests outside school walls. I'm inspired by the examples that Lora and Phoebe set, and look forward to following their future successes."

New Paltz High School Receives Seal of Biliteracy Badge and Special "Gold-Veteran" Distinction

New Paltz High School (NPHS) is proud to announce its receipt of the "Gold-Veteran" award for participation in the New York State Seal of Biliteracy (NYSSB) program. New this year, the New York State Education Department is awarding "Gold-Veteran" badges to schools that have offered the Seal of Biliteracy for five or more years, and NPHS has offered the program since 2016. The new distinction was designed to mark an impressive milestone of progress to complement its annual recognition badge.

The District offers a robust World Languages program beginning in elementary school that enables students to take university-level language classes after completing middle school. High school students studying language may earn college credits in French and Spanish through a partnership with the State University of New York at New Paltz. NPHS language classes are offered based on student enrollment and have included Arabic, Chinese, French, Spanish, and Russian. Currently, there are 344 students enrolled in Spanish classes, 25 students enrolled in French, and three students enrolled in both languages. Students who successfully complete the program receive a seal affixed to their diploma and a medallion for them to proudly wear at graduation.

"Colleges and workplaces are now looking at a bilingual or multilingual individual as being an extremely valuable asset to the organization," Superintendent Angela Urbina-Medina said, adding that the appearance of the NYSSB seal on a diploma informs a college or workplace organization that the individual has the knowledge, language, and ability to navigate discussions with a diverse group of people. "We are proud to have this opportunity available to our students."



NPHS Student is #1 in Four-County Math Competition, "A Team" Takes Second Place in Finals

NPHS sophomore Mason Eyler was the top scorer in this year's DUSO Math Competition! More than 350 students from schools throughout Dutchess, Ulster, Sullivan, and Orange counties competed in five contests throughout the school year. Mason earned the most points amongst the competitive field and was awarded his trophy during the New York State Mathematics League (NYSML) Competition on April 2nd. According to math teacher and Mathletes Club advisor Kathryn Stewart, Mason has been an active member of the club and team since sixth grade.

Also on April 2, the A Team took second place in the final DUSO meet after winning their section (which includes teams from Saugerties, Kingston, Rondout, and Red Hook High Schools) the week prior. According to Stewart, "We had some tough competition and had to win a tiebreaker to claim our second place finish." Mason, Bebe Cosgrove, Max Hawkins, Caleb Lai, Sophia Loyer, and Sergio Mercado comprised the winning A Team. Way to go, mathletes!



Mason Eyler with his first place trophy.

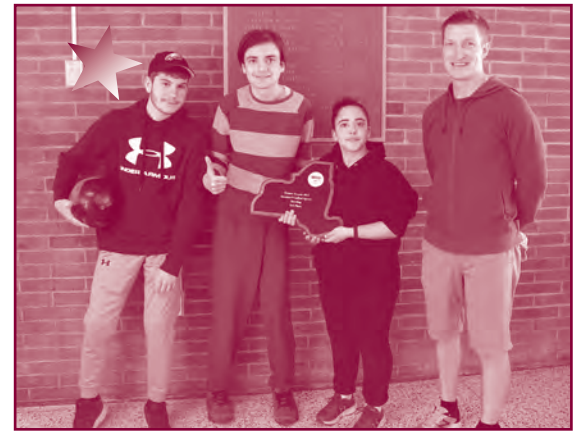
Unified Bowling Team Shines in First Season

A big congratulations to New Paltz High School's Unified Bowling team. The new team quickly made its mark, bowling its way to a third-place finish in its very first season!

Physical Education teacher Mike Vance and Special Education teacher Pierce Davis supported the team's development and progress. The three-member team practiced weekly at Patel's Kingston Lanes. Kingston High School's bowling team also practiced at the bowling alley at the same time, providing the student-athletes the opportunity to socialize with each other outside of competition and build a sense of community camaraderie.

The trio brought varying levels of experience, with two students having become familiar with bowling through their afterschool program. One team member started the season with a strong foundation in bowling—even owning his own bowling ball. His teammates noted that their games improved with practice and the instructive and supportive coaching of Vance and Davis.

"The bowling team athletes get structure and the experience of being part of a team competition in a positive venue where they can learn about how to deal with failure and also enjoy successes," said Davis.



The proud bowling team with their winning plaque and their coach Mike Vance.



Science Olympiad Club Gives Stellar Performance

The New Paltz High School Science Olympiad Club competed against 33 teams from different schools throughout the mid-Hudson region in February at John Jay High School in Hopewell Junction. All team members placed within the top 12, which is especially impressive since many were competing in the Science Olympiad for the first time.

Winning projects included constructing a non-electrical device to measure time intervals between 10 and 300 seconds and a free-flight rubber-powered monoplane designed to achieve maximum time aloft. We are proud of our young scientists and engineers!

Student Artists Recognized at Scholastic Art Awards

Kudos to the 11 New Paltz High School student artists who competed in the regional Scholastic Art Awards this year! The students are shown here with their winning pieces. The Scholastic Art & Writing Awards is the nation's longest-running and most prestigious recognition program for creative teens in Grades 7-12.



Ella Brassard, Grade 8: 3 Golds, 1 Silver
Caroline Duncan-Gilmour, Grade 12: 1 Silver
Phoebe Eis, Grade 12: 2 Golds, 2 Silvers
Falon Geisler, Grade 11: 1 Gold, 1 Silver
Amara Hill, Grade 12: 1 Gold
Flora Pierson, Grade 12: 1 Gold

Rosie Savelson, Grade 12: 1 Silver
Nikola Salvestrini, Grade 11: 1 Gold
Dayla Sheshany, Grade 11: 1 Silver
Dexter Thompson, Grade 12: 1 Silver
Matan Ziv, Grade 12: 5 Golds, 1 Silver

Congratulations to these talented student artists!

Sports Shout Outs!

Kudos to New Paltz Central School District student athletes, their families, and coaches who contributed to taking this year's sports to a whole other level!

Our athletes excelled both on the field and in the classroom, with 89 students who participated in 2021 Fall sports and 73 students who participated in 2021 Winter sports earning the designation of scholar-athlete. To qualify for the individual scholar-athlete award, students must earn a GPA of 90 percent or higher. Eight of our athletic teams also earned the designation of scholar-team, which means that 75 percent of the team's roster achieved a total average of 90 or above. Let's give a round of applause for our scholar-teams and scholar-athletes!

Fall Scholar-Teams

Boys Cross Country
Boys Golf
Boys Soccer
Girls Cross Country
Girls Soccer
Girls Swimming/Diving
Girls Tennis
Girls Volleyball

Winter Scholar-Teams

Unified Bowling
Varsity Boys Basketball
Varsity Girls Basketball
Varsity Boys Indoor Track and Field
Varsity Girls Indoor Track and Field
Varsity Boys Nordic Ski
Varsity Girls Nordic Ski
Varsity Boys Swim