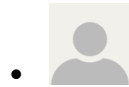


## Audio Transcript



### Unknown Speaker

00:00:00budget meeting of Southern Westchester both face.



### Cathy Draper

00:00:06Worthy please rise and join me in the Pledge of Allegiance.

- 00:00:12I pledge allegiance.
- 00:00:15Of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.
- 00:00:32Thank you, everybody. Well, the district Clerk, please call the role.
- 00:00:47She was there.



### Sheryl Brady

00:00:48on mute.



### vcermele

00:00:54Can you hear me.



### Cathy Draper

00:00:56 Now we're here. Thanks.



**vcermele**

00:00:57 Kathy Draper.



**Cathy Draper**

00:00:59 I am here.



**vcermele**

00:01:00 John Phil Bertie.

- 00:01:02 Here. So Brady
- 00:01:04 Present Lynn freesia
- 00:01:09 Lynn.
- 00:01:13 Bob Johnson.

•

**Robert Johnson**

00:01:14 I am here.



**vcermele**

00:01:16 And did Valerie come in.



**Cathy Draper**

00:01:19She did.



**Unknown Speaker**

00:01:20Perfect.



**Cathy Draper**

00:01:24Thank you very much, even if we didn't hear everybody say it, I can see them in their pictures, even while they're muted. So

- 00:01:29Perfect. Thank you.



**vcermele**

00:01:32Thank you.



**Unknown Speaker**

00:01:33There.



**Cathy Draper**

00:01:34 There will be no executive session this evening. No need for one. And also, I just like to remind the public that during the

- 00:01:43 Months when we're working in a virtual environment. We do not have public comment at our meetings, but we always welcome your input. So feel free to send
- 00:01:52 Emails to any board member or appropriate administrator through the southern Westchester both sides by side.
- 00:01:59 So with those preliminaries being taken care of and I'm going to turn over most of this meeting to Steve tibbetts who
- 00:02:07 Is the mastermind behind the budget development and will introduce the members of his team who have done such a stellar job and putting together it documents. So the board member learn as much as possible about the budget. Thank you.



### **Steve Tibbetts**

00:02:21 Very Thank you Kathy. Good evening, everyone. We're happy to present

- 00:02:24 The proposed, believe it or not.
- 00:02:28 Budget for Southern wishes to both sees so just a special thanks to the business office staff or worked really hard.
- 00:02:34 In helping me prepare the budgets and all of the center's you're here, you're going to hear from the center directors.
- 00:02:40 Few tonight and then more over the next couple of nights, who have worked hard with their staffs in putting together a budget for the
- 00:02:49 School year. One thing you know obviously Cove, it is on our mind constantly these days. And for our budgets for next year we took the approach.
- 00:03:00 From most of our centers that it would be level called business as usual. So meaning like a pro. A pre coven environment in our subscriptions to professional development, our career tech programs special ed enrollments and so forth.
- 00:03:16 The only center that really has has adjusted in a positive way for selling services for coven is the Rick, which you'll hear on Wednesday night.

- 00:03:26 Because their services have really expanded and we expect that expansion to hold through even post covid when whenever this hence hopefully soon. So you'll see that the budgets.
- 00:03:40 are reflective of a of a business as usual type of situation where our enrollments would would remain steady as they have been for the past number of years in a multitude.
- 00:03:51 Of our programs here at the both sees. So in in from an introduction standpoint on board docs, there is some kind of summation documents I just noticed that one of the pie charts. The, the
- 00:04:06 It reads 2021 minute should be 2122 all of the materials out there at 2122 so we broke down our expenses for the organization. So that's the total
- 00:04:18 All of the center's we broke it down by what center there's a pie chart, as well as the actual figures and then the object of expense so
- 00:04:28 We're proposing approximately 190 \$3 million total boasts these budget for next year and one difference that you'll see when you look at the chart of
- 00:04:40 By object code or by object of expense. One thing that's unique about a both sees as compared to a local school district is in a local school district.
- 00:04:49 I think the general numbers around 80% of their expenditures are personnel driven
- 00:04:56 Were at the both sees because we offer Rick services and professional realm and a lot of different things that we do. It's not all personnel.
- 00:05:05 It's it's equipment that we purchase on behalf of districts where we build them back and other services that we utilize so only about 53% of our budget.
- 00:05:15 Is personnel driven for employees of the both sees their salary and benefits and the other 47% is a whole host of other things which are here something some about over the next couple of nights.
- 00:05:29 So I'll be happy to answer any general questions that anyone has this point. Otherwise, we can turn it over to our first speaker.



**Sheryl Brady**

00:05:36 Steve, I have a few questions on. So one of the questions I had as I know interscholastic athletics is one of the

- 00:05:46 The budget categories yet section one is not exactly under the aegis of Southern Westchester both sees and I don't want to take us too far off on a
- 00:05:57 You know, a sideways path. I don't know if there's any quick way to explain the relationship and to what extent we sort of control the budget, but there's an independence to the section as well.



### Unknown Speaker

00:06:08 Yep.



### Steve Tibbetts

00:06:09 And so if anyone else wants to hop into please feel free to do so, but the

- 00:06:15 The section one or I should say the interscholastic athletics department for Southern Westchester both sees really functions provides three functions to the school districts
- 00:06:26 The first is we have the the office that operates the section. So, and where they have the the game a signers. So anyone who assigns the events.
- 00:06:39 Works for both sees. They're both these employees. So the football game between Ryan Harrison, that would be scheduled by
- 00:06:47 Our, our staff and the interscholastic athletics department. In addition to that, they secure all of the officials are provide the officials for those events and the officials are paid
- 00:07:01 as independent contractors by Southern wishes to both sees so we act as a payment agent for those services provided him. And then the last thing is we provide a
- 00:07:13 Some software services that are required for athletics. There's some of them relate to concussions and things like that. So that's what the both sees provides

- 00:07:27 Todd Santa Barbara, who you'll hear from tomorrow night. He is the executive director of section one as well. He wears kind of two hats.
- 00:07:35 The executive director of section one which handles all of the postseason events, basketball, football, all of the sectional tournaments and so forth. That's what the section does. So I don't know if that it
- 00:07:50 provides enough



### Sheryl Brady

00:07:51 Yeah, I mean that's helpful. Thank you.

- 00:07:54 A few more. So in looking at, I guess your summary of expenses by category. I was trying to sort of align that with the pie chart.
- 00:08:05 And one of the places I got stuck was there's a category. Other Bossi services, but on the pie chart. It's a much larger percent
- 00:08:16 Than what it would appear to be in terms of summary of expenses by category. So it's just trying to figure out how they relate to each other and whether it's really the same category or not.



### Steve Tibbetts

00:08:29 Well, what we for the for the, the actual figures themselves we combine a lot of the other items into that other category. So for example, the, the other services column. That's the figures almost directly in the middle of this, the

- 00:08:49 The figures. Yeah, that's what drives the, the yellow slice of that pie.
- 00:08:56 Chart.



### Sheryl Brady

00:08:56 I'm actually so if I look at. I'm sorry. The, the chart, which is summary of expenses by category.

- 00:09:03 Yes, right. So I see like there's a category. Other BOSU services, which is what 16,000,460 2000 something



### **Steve Tibbetts**

00:09:18 Oh, okay. Yes.



### **Sheryl Brady**

00:09:20 Does that align with the other OC services that appears in the pie chart, though, is that the same category or



### **Steve Tibbetts**

00:09:28 Yes, it's it's it's part of that yellow piece of pie in the chart. So those other buzzy services are the significant chunk of that is what I called cross contracts.

- 00:09:40 So there are services that our districts purchase from other both sees in the state. But the way that the that it works is it's a billing
- 00:09:51 Like for example, White Plains school district they get one both sees bill only from southern Westchester both sees regardless of where they purchase services from. So what happens is the other
- 00:10:04 Both sees bill Southern Westchester both these and then we pass it through and build a local district.
- 00:10:12 So we consider those what are called cross contracts. So like a state aid planning service that's operating out of a capital region or request are three boats these up near Albany.



- 00:10:22 A lot of districts participate in that. So that quest are both these bills Southern Westchester and then we bill the local districts. That's part of those other services.



**Sheryl Brady**

00:10:32 So in the yellow in the pie chart, though, that includes more than what's called other



**Steve Tibbetts**

00:10:38 Yes.



**Sheryl Brady**

00:10:39 On the on the figures, right. That's okay. I just wanted the others, the other doesn't mean exactly the same thing.

- 00:10:46 Correct. Okay. All right. Um, and then I guess. Another thing I have noticed was that by program. The adult services is going down.



**Steve Tibbetts**

00:10:57 That's correct. So we've decided, and I, I believe, the board has been made aware of this that we are phasing out our LPN our practical nursing program. So that's the result.

- 00:11:11 Of budget. Okay. Yep, exactly.



**Sheryl Brady**

00:11:14Very good, thank you.



### **Steve Tibbetts**

00:11:17Any other questions.

- 00:11:22Okay, great. Um, so we're going to turn it over to our first presentation this evening, which is Dr. Mary Elizabeth Wilson.
- 00:11:30From our professional development department. So I what the way it obviously this is new to all of us. So the way that we're going to do the presentations for all of the budgets, is I will show the PowerPoint on the screen.
- 00:11:44For the, for the presenter. And then there's also additional materials within board docs on the agenda item like under professional development.
- 00:11:55So Mary Beth. If you want to take it away.



### **Mary Elizabeth Wilson**

00:12:01Thank you, Steve. Hello, everyone. Thank you for the opportunity to share with you are thinking in and around our budget.

- 00:12:08On the opportunity to talk a little bit about what's been going on the center. Some things that we're considering and what things look like for July one, moving forward, how do you want to do this, Steve. Are we going to share the document, you'll just advance my slides.



### **Steve Tibbetts**

00:12:22I'm actually Brian or Victor, if you just say next slide those bills slide.



## Mary Elizabeth Wilson

00:12:26 Okay, thank you. Um. Next slide please.

- 00:12:32 This is just a reminder about our commitments and the work that we do at the Center for Professional Development and curriculum support.
- 00:12:38 So this is unwavering regardless of what we've been faced in recent months, and what we're excited about currently and the silver lining that's emerged as well as our future programs.
- 00:12:48 So we're committed to working side by side with schools and districts to bring high quality teaching and learning to all students.
- 00:12:56 We are committed to supporting educators, because we know that the single most important school based factor in the learning lives of children is their teacher
- 00:13:05 We are committed to providing high quality professional learning opportunities and resources through a variety of contexts and modalities. Next slide please.
- 00:13:17 So, in consideration of those commitments and in response to our guiding question at this point this evening, what is happening in our center.
- 00:13:25 And those current programs that influenced our budget decisions. So I'm not going to take a lot of time and unpacking what we've all been experiencing together.
- 00:13:34 And individually over the course of the next of the last few months since March so for many times, but we all know that the contact
- 00:13:43 Has shifted and the landscape has really moved. I had a chance to speak with you earlier this year to talk a little bit about some of the programs that we have developed in response
- 00:13:52 I'll highlight a couple of those things. This evening as they relate to budget and how they inform our work forward.
- 00:13:57 So as you can imagine, given the shifting landscape as well as our ongoing commitment to innovation. We're in high innovation mode right now and have been
- 00:14:06 For quite some time. We're a tiny nimble hard working super smart team of folks. So I need you to know that when I'm presenting here.

- 00:14:15 This evening is the work of several people and this work couldn't happen without that team. So we've been in a reimagining reinvention
- 00:14:24 highly flexible and I think that's one of the innovation characteristics is being nimble and flexible.
- 00:14:29 As we think about how we can best support our K 12 schools and districts, while we are building capacity.
- 00:14:35 being attentive to some of the things that might be right in front of people's minds at certain times and creating some space for us to be able to think about other things as we shift in and out of various zones.
- 00:14:47 Focus on on Kovac but always always keeping our eye on high quality teaching and learning and how we support the professionals in our region to do so. So we've been
- 00:14:58 Tapping into some some new and existing revenue streams that have taken on new forms, as you can imagine. So, for example, I'm on the fourth bullet there and in quotes, we have
- 00:15:08 In district work. So we've not we've been working remotely out of the PD center we've not been visiting campuses for the health, health and safety of everyone that would be involved right
- 00:15:18 So we've been able to develop highly customized work in districts in coaching capacities.
- 00:15:24 As well as some program review work which is certainly something sitting in our wheelhouse of expertise but there seems to be more of interest in that work that's emerged since the pandemic has occurred.
- 00:15:36 We are working with workshop set were historically single day or full day six hour at the center experiences. And while we miss seeing people tremendously. We're seeing that seeing and working with them in new ways.
- 00:15:52 We learned early on that a six. Our streaming video was not going to be the way to go with many of our programs. We didn't advocate for that.
- 00:16:00 And we pivoted very quickly and began to explore smaller chunks of time that fit into the quite honestly the varied schedules that we have in the 32 districts across the region.
- 00:16:12 So we've taken some of those workshops. You might recognize them. If you look through our catalog. So, for example, working with leadership or working with dasa

- 00:16:21 Those workshops were full day or multi day experiences we've chunk them out into two and a half hour or 60 minutes sections and strung them together in meaningful ways
- 00:16:31 One of our goals. We met last year and I had a chance to speak with you live and have that wonderful dinner we referred to earlier.
- 00:16:38 Was to continue to grow, both in our service as well as in the business of the center. So if I were to think about the work that we've
- 00:16:45 Done in two big buckets. I would say that we've looked at program shifts and we've looked at process shifts and our program shifts really guided by the
- 00:16:56 Mantra. The idea that we're always learning and occasionally connected. And we see this carrying forward in a post pandemic way, by the way, there's been some extraordinary learning
- 00:17:05 That's happened on our parts as well as across the region. Some quick highlights for you here in terms of some program shifts. I started to describe to you the need to be super flexible as
- 00:17:17 The idea of pulling teachers away from children.
- 00:17:20 Is is not something we want to be doing. So we're trying to work within the times in which districts have allocated professional development time where teachers may have free time free time either before, during school or after
- 00:17:33 And PD shorts is what we're, what we're calling that program of flexibility that pushes into those different times, we are just starting to launch it, we're calling PD to go, which allows for an asynchronous experience and super flexible.
- 00:17:48 Many times informed by the content from pp shorts, but retrofitted in a meaningful way for asynchronous learning
- 00:17:55 Some of the things that we've learned thus far is the idea of thinking post pandemic, as we're very excited about what's happening and seeing
- 00:18:03 Possibly the light at the end of the tunnel as vaccines are being made available, etc.
- 00:18:08 Is tapping into what we've learned about that asynchronous environment and how can we provide meaningful PD moving forward that has this asynchronous this online piece.
- 00:18:17 Even if we're fully back in into our face to face environments. What are those parts that can happen away from us and with us. We've been thinking about that.

- 00:18:26 Coaching corners is a place where our team is providing support for both in pedagogy and content and that's working with groups of teachers we're looking at grade level supports.
- 00:18:38 Etc. We've been putting out a call for best practices to celebrate and bring forward the work of Teachers, Teachers are doing tremendous work in their classrooms. We want to celebrate that. And we see
- 00:18:50 One of the things that we can do for the region is to help to share that work in ways that would be very challenging for individual districts to try to do
- 00:18:58 We've had a big focus on certainly on equity and you've heard me speak to this in the past and running a number of programs in and around promoting equity for all students.
- 00:19:09 Are also deeply involved in partnering with one of our component districts who is in a needs improvement space.
- 00:19:16 Based on the data and the performance of students and we've been working side by side with them and a very intensive way. And we're finding that some of our recommendations will be not only
- 00:19:27 Building a culture of data and data study and looking at leadership and instructional practices, but also examining their work through the equity lens.
- 00:19:36 And lastly, in program shifting and highlighting something that I had shared with you last year is something that we're looking forward to doing we've actually began to realize this.
- 00:19:44 Is establishing micro networks and micro networks. So just looking at pulling districts together.
- 00:19:50 That our districts have a lot in common and our districts have a lot not uncommon. Sometimes
- 00:19:55 And we've got some schools and districts within our larger component districts who have, for example, international baccalaureate program. So bringing together.
- 00:20:05 A micro network to support those IP schools of which were supporting seven right now.
- 00:20:10 For them in an exploration of their, their work. We're also working with early childhood initiatives and a micro network capacity and again it's bringing together those districts
- 00:20:20 Who have that specific focus, while all of our districts have a commitment to what the expectations. Certainly our New York State in teaching for all all children.

- 00:20:30 Lastly, we really had to be more focused and intentional on the work that we're doing in the social media marketing and communication side.
- 00:20:39 When you're not seeing people on a regular basis, face to face that you know pass in the hall, kind of thing, or those handouts that we can give it the
- 00:20:47 Meeting that just that space wasn't there. So we really needed to think about what our social network and footprint looks like and the center had had
- 00:20:57 A Facebook page. Historically, but it needed. We needed to revisit it and we did. So we've activated. Some of those tools.
- 00:21:05 We have a presence now on LinkedIn and Twitter and Instagram as a way for people to be in contact with us something that's been super important to us is making sure the messaging.
- 00:21:16 Is consistent and also fitted to the platform that we're utilizing and that's been very helpful to us and getting the word out.
- 00:21:27 In this time and place in which we have found ourselves. Next slide please.
- 00:21:35 So here I did talk a little bit about some things that are carrying over to this slide my earlier slide about what's growing and changing and our programs, but looking at what's visible in the projected budget.
- 00:21:45 So we certainly are leveraging what we're learning on a regular basis, thinking about what the future of PD holds as we move through this pandemic and move beyond it.
- 00:21:55 We are in, you know, we're sitting on that balance. I've done some work in startup cultures and businesses and you're in that place where you build your grow.
- 00:22:04 And you grow to build and it's a toggle back and forth. And we're seeing that there's an emergent demand, some of which have been here before. And pre pandemic and we had to
- 00:22:15 Make a different turn give them what was going on. So you'll see in our budget. Again, the expectation for staffing in the form of two key positions for the PD center one is a supervisor of mathematics and data study
- 00:22:28 And the others for coordinator of health, wellness and safety. I'm going to speak to the first for just a moment. We have seen a shift in our, in our team.

- 00:22:38 At the center, and while our core consultants and reaching out to experts is super important to the success of our program. We also have
- 00:22:48 A greater activity on the part of our core team members in being involved in firsthand delivery and support a professional development.
- 00:22:55 And bringing someone into our core team who has the mathematics background is going to be a big value add
- 00:23:01 We work with two consultants in particular who are very helpful to us in the mathematics space. I want to make sure I say that, and I firmly support and believe that
- 00:23:09 I think we could benefit tremendously and improve our offerings and our reach. By having someone on our core team who is part of this.
- 00:23:16 The supervisor of mathematics and data study would also have this data study component of which we've gotten a number
- 00:23:22 Of requests and Kathy's team over at the Rick has been really helpful to us.
- 00:23:26 In working with districts for us to be able to access their level one data and help them to begin to
- 00:23:32 Think about the professional learning and what that data says to inform instructional practice. And this is something we've talked about for a while. And we're seeing a surge. And that goes back to that program.
- 00:23:41 Stuff that we're getting some different kinds of increase in the current landscape.
- 00:23:45 The second Stephen position also reflected in the budget is the coordinator of health, wellness and safety and this would be attached to coaster 644 and 644
- 00:23:55 Has a focus on health and safety in schools, but we want to really look at the people in the schools and really teach into and provide support in the SEO space.
- 00:24:07 So social emotional learning for both children and adults alike. So we're looking for someone in that position, who may have
- 00:24:14 A maybe have a guidance background, maybe an MSW may have done some school psychology work. So these are all possibilities, there's not gonna be one person that's going to go across.
- 00:24:24 The Board of descriptions there, but someone who can come in and work under the 644 closer to really support in that space.



- 00:24:33 I'm going to move us to the next and last slide, I'm trying to keep us on time.
- 00:24:38 Keep me on time. So, going beyond numbers. Here's some things that you might not see in the budget that I do want to call out for your attention this evening. So one is new systems and efficiencies. We
- 00:24:50 PT Center has been largely paper driven in its communications and
- 00:24:55 People who know me have heard me talk about this before, but when we were in that total can't go into the space working 100% remotely I had, I don't know, six milk crates of files in my family room, trying to
- 00:25:08 keep things moving along. So, and it was actually good because as you know I'm relatively new to the position. So I certainly got to have some new views.
- 00:25:16 And perspectives, but we also needed to do something that was going to allow us to operate. Not very well. So we've been building out a lot of communication systems.
- 00:25:24 through Google that allow for collaboration and different ways of communicating without having to chase emails and attachments back and forth and
- 00:25:32 We haven't completely eliminated all the paper piece. There are some really important components. That's it that way. But that was something that we
- 00:25:38 Did develop something I want to just highlight here in terms of our timeline for this evening.
- 00:25:45 But we really are looking at the interest center and enter center partnerships and extending that out to
- 00:25:52 So our colleagues certainly over at model schools have been instrumental in partnering with its team at the PD center and thinking about
- 00:26:02 I'm just going to call it new new teaching and learning. Given the landscape that we're in. We certainly know that our teachers and our team are professionals and our expert in teaching and learning.
- 00:26:11 But what does this mean in this landscape. How do we recognize what's occurred before. And how do we
- 00:26:17 Provide that experience as well, if not better in this new landscape so that partnership has been extraordinary. And our and our

friends over at model schools assisted us with our summer institute help to co deliver programs, except

- 00:26:31 Walk or rich experience. Sorry about that. We've also looked to partner with other bases which has been extraordinarily helpful to us. So I called out data study as an example, and this
- 00:26:43 On we're partnering right now with Dutchess posties because they've had this pretty robust experience in and around Data Wise and data protocols that I've certainly used before.
- 00:26:52 And one of our component districts was interested in cross contracting, which we heard Steve speak to earlier.
- 00:26:59 And I kind of said when that contract came in, I think I had a conversation with Kathy as well said hey wait that's that's what we've been talking about doing so let's do that together and learn more about that experience and that's
- 00:27:09 Informing also our earlier request. I'm talked a little bit about, let's see.
- 00:27:16 Continuing to build the internal and external relationships seeking out partners in the larger New York area and region through higher ed and otherwise positioning ourselves as
- 00:27:26 thought leaders and inviting thought leaders to think with us. You see a quick and short little image there, there are many people I'd like to highlight, but you see a couple of folks there who've worked with us.
- 00:27:36 On the race equity and social justice work to have the professor's depicted. They're actually come to us from Howard University, where they specialize in urban
- 00:27:45 urban school systems and are leaving the doctoral programs there. And then we have Susan
- 00:27:51 Brown bill Vega, who's the ADA from Westchester County really extraordinary perspective to be bringing our conversation and bringing conversations forward.
- 00:28:00 About helping kids before she meets them a little bit later on the court systems. So that's been informing our safety Safe Schools and environment as well as our equity.
- 00:28:11 Social justice peace. Lastly, I'm just going to point to the I can't point
- 00:28:16 To the other image that's there that looks at people kind of sitting in a room and then you see that classroom and the district like school building

- 00:28:22 What that's about is, um, I think this speaks to some of the philosophical work that we're doing this and underpinning for how we're developing programs that is not visible per se in the budget.
- 00:28:31 And that is, you know, bringing people into our experiences and helping them to build their capacity and then bring that work back to district.
- 00:28:40 And we want to work side by side with folks. And then at some point when to turn that over to them so that they are leading and sustaining the initiatives.
- 00:28:48 And example would be on participants in our summer institute came in, we're incredibly excited went back to their district. THEY TOLD SOMEONE WHO TOLD SOMEONE ELSE. The next thing we knew we were
- 00:28:58 Feeling increased about how other people can get involved and they came and participated in a second Institute PD shorts, etc. And then we've done some onsite in district work. So kind of runs as a through line of how we're connecting with our districts and the fact that you within
- 00:29:18 So I think I may have gotten over by a moment or two there, Steve.
- 00:29:23 But I hope that this gives you a good sense of what we've been thinking about what we're planning forward for and what's visible and maybe not so visible in the budget that we've put forward for the center



### Steve Tibbetts

00:29:38 Great, thank you Mary Beth, it does anyone have any questions.



### Cathy Draper

00:29:42 I don't have a question, but I want to make a little comment that I think maybe this will be the area where we see

- 00:29:48 More than in other areas that we had opportunities that came out of this general a terrible year
- 00:29:54 To make us think about certain things digitizing making things more convenient for teachers, by doing asynchronous program. Certainly the focus on equity.
- 00:30:03 So I'm glad that there is at least one area that will be discussing where I think some some long term positives have come out of it and you've, you've been nimble enough and flexible enough to to really make those things happen. And I'm really pleased to see that. So thank you.



### **Mary Elizabeth Wilson**

00:30:18 Thank you very much.



### **lynn mcbride**

00:30:21 Um, my question is the map data position that you are seeking to fill. Do you foresee then doing away with the consultants altogether or would you use them from time to time.



### **Mary Elizabeth Wilson**

00:30:38 Thank you, Lynn, I think that's a great question. I think that we always have to ask ourselves, are we the most knowledgeable and the most expert.

- 00:30:47 In meeting this specific need of the district. And I think that we will always have to the least that I can see out into the
- 00:30:54 Future consultants who would be part of our work.
- 00:30:58 Um, but I think it depends. It depends on the person who comes in and depends on what the district demand is and we look at our existing consultants.

- 00:31:04 And there would be certainly some replacement of work, I would think. But then opportunities, perhaps for consultants in other ways, I think, a really great example.
- 00:31:14 Might be is if depending on who this person is. If we have someone coming in with a secondary background, which I think may be most helpful to us. We could probably
- 00:31:24 Take a counterpoint on that as well. We have some consultants with extraordinary backgrounds in mathematics for elementary level. So that would be a nice complement
- 00:31:34 To that work, but I do see that as being very much synergistic and looking at what is the support that the PD center.
- 00:31:42 I can provide to district across the K 12 experience in mathematics. And what does that look like. So I think part of that work may come over, I think, quite honestly.
- 00:31:52 It'll allow the center to take advantage of some other opportunities and build out the program, more so than maybe taking away from some existing work.



**lynn mcbride**

00:32:02 Thank you.



**Mary Elizabeth Wilson**

00:32:04 Thank you.



**Sheryl Brady**

00:32:05 I have a few questions. So I very much appreciate this high level presentation on you know really comprehensive and cogent

- 00:32:16 As as sort of a compliment to the to the numbers right in the budget, I'm having pored through those numbers.

- 00:32:24 In the board, Doc, I did have a few specific questions about a few of the numbers and categories. So I wanted to ask you what is encompassed in gifted and talented and arts in education, to start with.



## **Mary Elizabeth Wilson**

00:32:40 Sure. Um so gifted and talented is looking primarily at the

- 00:32:44 Today's students tomorrow's teachers program which we partner with another organization that is really looking at identifying students at the high school level, who have a real interest.
- 00:32:55 Expressed in moving into the education space and helping those students to of course as a compliment to the high school experience with their guidance counselor seeking out
- 00:33:06 Schools, as well as potential funding and scholarships for their undergraduate work with the expectation that they want to go into the field of education. So it's allowing us to support that transition
- 00:33:17 Right. Your second question asked about the arts and education arts and education is a relatively new closer to the PD center and
- 00:33:25 We see it. Well, firstly, it's been under realized we were getting some traction earlier on. And then we had to cancel. Some programs that were not able to make the shift. They were
- 00:33:36 Cultural celebrations through the arts that very much had dance based programs that we're going to be
- 00:33:42 In schools and hosted live. So that was happening, probably, I want to say the first week in April and that unfortunately that's not something that we felt we could support in a meaningful way.
- 00:33:52 But the arts and education program that comes out through school library system.
- 00:33:56 And that's just where the coaster is placed and Elena is doing a lot of as our lead Eleanor Friedman is our supervisor in that part of the PD center and looking at the ways in which arts can be celebrated as well.
- 00:34:08 So we see a variety of ways in which we're looking at audience in the variety of ways in which people
- 00:34:15 Find their voice established agency and can communicate. We think that there's

- 00:34:22 Lots of opportunity, quite frankly, to look at performance base and authentic experiences through the arts. And when we think about the arts programs that we know of perhaps those that we've experienced
- 00:34:34 That idea of performance that we see in the arts, we see that that can transfer over across content areas and we've got this extraordinary example there.
- 00:34:44 In addition to that will be looking to bring in programs that are supportive. We're starting to see some coral work that's occurring in zoom supported environments.
- 00:34:53 We've seen some work where productions are occurring zoom based environments. So we see that moving into the space is being defined and we'll be able to be part of that work and move forward way we feel it is very important, but it has been completely under, under realized
- 00:35:12 For what it can be. Thank you.



### **Sheryl Brady**

00:35:14 And a couple more. So one of the categories. So one of the ways I tend to look at these budget documents is to look for sort of anomalous numbers are, you know, percentages going way up or going, you know, way down.

- 00:35:29 On and so on. I noticed under New York State learning standards and assessment.
- 00:35:36 There was miscellaneous expenses that had gone up like 669% so I was sort of curious about what that represented and then in a number of the budgets, I started seeing a category called you i r f on which I
- 00:35:52 Which which had also, you know, like, three digit percentage on you know increases and I couldn't figure out what the wire up stood for. So



### **Mary Elizabeth Wilson**

00:36:02 So Steve, I'm going to turn that question over to you because I'm I can't answer that question for cross program. Yep.



**Steve Tibbetts**

00:36:11 So the you are if that you'll see across all of our centers that is our unemployment insurance.

- 00:36:18 Ah, so we are as an organization, we are self funded for unemployment. So what we do is we assess a charge from
- 00:36:28 When a person's paid a salary we assess a charge to that program to fund our unemployment fund and then we get bills from New York state. When people apply. So over the past number of years.
- 00:36:40 We've, we've lowered that because our unemployment has been extremely low.
- 00:36:45 But with the uncertainty of the future. And we had some layoffs. This past year, as well, for people who we could. We did not recall at least as of as of yet.
- 00:36:54 We, we increase that so you'll see the percentage is going up because we went from a very low like a point 1% to 1% so even though it's it's not a significant amount of money.
- 00:37:06 By managers are high. That's the unemployment and then for the miscellaneous expense that you were referring to in the
- 00:37:16 Learning learning standards and I'm looking at that, I'd have to look at further in the detail that
- 00:37:26 I don't want to make a supposition. So I can. I'll look into the detail of that and get back to you.



**Sheryl Brady**

00:37:31 Okay, great.



**Unknown Speaker**



00:37:32 Thank you.



**Steve Tibbetts**

00:37:41 Any other questions.

- 00:37:46 Okay, great. Thank you. Mary Beth is very patient



**Mary Elizabeth Wilson**

00:37:50 Thank you very much.

- 00:37:53 Have a good night.



**Steve Tibbetts**

00:37:54 YouTube. Next up on the schedule is Dahlia Jackson, who is the director of the Center for Career Services and if you want to introduce anyone else who might be here, feel free to do so.



**[djackson@swboces.org](mailto:djackson@swboces.org)**

00:38:10 Board members and cabinet. I believe evangelism makers. My interim principal is here in the audience and also Claudia Murphy my as

- 00:38:21 Executive Director, I think I just gave



**Emichas**

00:38:25Me.



### **Unknown Speaker**

00:38:25A new title. Um, but here at the Career Center for Career Services.



### **Unknown Speaker**

00:38:32The next slide please. And the next slide.



### **djackson@swboces.org**

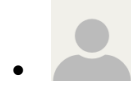
00:38:38We started out each year, when we're planning our budget we set a certain number of students that we expect to attend and that would be based on returning

- 00:38:50Seniors and incoming juniors and this year the pandemic took a toll on our enrollment. We met our numbers at the beginning of september and before school started
- 00:39:04We started receiving phone calls from parents who were concerned about sending their students to our Center for classes in person classes. Many of the parents that I spoke to wanted to have classes that were remote



### **Sheryl Brady**

00:39:23And that was not something that would be easily done, especially for new incoming juniors



**djackson@swboces.org**

00:39:29 And the spring we were able to do it because it was closer to the end of the school year and the students had already had a system in place and they were familiar with what the teachers needed to do.

- 00:39:41 So we were able to manage it there at the end of the school year, but for the beginning we weren't able to do that.



**Unknown Speaker**

00:39:48 Next slide please.



**djackson@swboces.org**

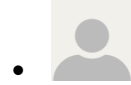
00:39:52 So as we were planning the budget and looking at what was happening districts were still sending students to our campus and we basically lost. I want to say 50 students out of what we had projected and

- 00:40:10 We took into consideration what was going on at the school districts budget wise and for us what we worked on doing was making sure that we kept the tuition. The same for both our secondary programs.



**Unknown Speaker**

00:40:26 And our ICT programs which are programs for our lower functioning special ed students to give them supports and get them ready to be able to move into the secondary programs.



## Unknown Speaker

00:40:43Next,



**djackson@swboces.org**

00:40:45So beyond the numbers and what's important and our story so many times. Like, right now I'm at home, but many times while we were doing our zooms we were having an issue with our broadband so

- 00:41:01I worked with Victor in the technology department and we work to upgrade our system so that way, our students and our staff campus wide would be able to have
- 00:41:14A stronger bandwidth to use utilize the zoom because during this time. Also we have now students based on
- 00:41:24Being quarantined they're working from home teachers are communicating with them from the classroom and a lot of times we were fading in and out. So I'm happy to say that we are 100% working well, since the upgrade that came
- 00:41:40I want to say last month. And we also were able to purchase hotspots also for individuals, if our students might have a need at home or even staff. So we now have a way that's better to provide
- 00:42:01This type of intranet for our staff and students.
- 00:42:06We also found out during the pandemic that we were able to provide students with virtual desktops, which means they have the opportunity
- 00:42:16To have software that they're using in the classroom at home, and these are in some of our programs such as CAD
- 00:42:23Interior Design TV and video and fashion design and commercial art. So now the students even now during the quarantine would be able to have access to the software that they normally would not have also with Perkins.
- 00:42:41There's a whole new formula that they're doing with her Perkins and we're not able to purchase.

- 00:42:49 Equipment as we were in the past. And that was a big thing that we were, we were able to ask the staff for a wish list of things that they needed based on craft committee recommendation saying in order to be up to date with your programs you need XYZ so now
- 00:43:09 What we're able to do with that is improvements to our programs and we're still working with the state on what that looks like.
- 00:43:19 We also still provide students with industry assessments. That's important. And those are the tests related to business and industry.
- 00:43:28 That allows for articulation ones and like our big one is our ASE for auto and when you go into an auto shop to get your car fixed you see assign ASE certified
- 00:43:42 Technician, so we produce those students. So that's a big thing for auto and we make sure we do that and the knock these and we have post them pre assessments for our students to prepare
- 00:43:56 To see where they are and this year also based on enrollment. Unfortunately, I had to reduce two programs from



### Unknown Speaker

00:44:06 Full time 2.5 and that's what's going on at Career Services.



### Steve Tibbetts

00:44:18 Great, thank you. Any, any questions for Dahlia

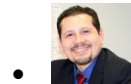


### Cathy Draper

00:44:22 I have, I have one diet. This may be too technical, but I'm just curious.

- 00:44:28 I think the idea of having the VDI for the kids who are doing certain kinds of computer based

- 00:44:33 Activities is great, but I'm wondering, doesn't that mean that they need to have in their own homes, a fairly up to date.
- 00:44:42 laptop or desktop computer that has a pretty up to date operating system has that been a problem for some of these students that they just don't have a word to do that in their homes. I'm not. Not sure Kathy. I'm not sure about that. Maybe Victor, victor. You're on here.



### **Victor Pineiro**

00:44:57 Yes, I'm here. Absolutely. So actually the VDI what's great about the VDI is that it does not require

- 00:45:06 You to have the latest and greatest hardware, you actually can utilize an iPad, a Chromebook a laptop a desktop.
- 00:45:12 P cause all of the processing power and all of the application power happens back here on our network, the student is just basically getting a door or window into that application.
- 00:45:25 They're not on their device really is not doing any of the real processing. It's really just a vehicle to get into the driveway and we take it from there.



### **Cathy Draper**

00:45:35 Thank you Victor. I'm really glad to hear that, especially since that was not the case from my office and I had to upgrade my computer. So thank you. Thanks.



### **Sheryl Brady**

00:45:44 And I have a question related to that. So these virtual desktops.

- 00:45:48 On to the software involved is this software that the students access normally in the classroom. Yes. Okay. So it's just a way for them to then be able to access it at home as well after this. Yes, thank you.



**lynn mcbride**

00:46:01 My question is, you said reduction programs. What are the two programs so



**djackson@swboces.org**

00:46:08 I reduce my fashion program from we usually remember we have an AM and a PM session so

- 00:46:17 We had a very low enrollment and the PM session so fashion was offered in the morning and also our office skills systema that class again had low enrollment and the afternoon.
- 00:46:31 And when I say low enrollment. There were two students that were registered for the classes and it did not make sense to run those two classes fashion and systema full time.



**lynn mcbride**

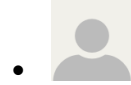
00:46:46 Okay, thank you.



**Steve Tibbetts**

00:46:52 Great. Any other questions for value.

- 00:46:57 Okay, thank you, Diane



**Cathy Draper**

00:46:59 Thank you guys.



**Unknown Speaker**

00:47:00 Have a good night.



**Steve Tibbetts**

00:47:01 YouTube

- 00:47:04 Um, so next up on the agenda which it's it's not. I didn't do a PowerPoint for this because it's one of our smaller centres is the transport transportation services we offer so that
- 00:47:13 That center consists of primarily two services. One is the district coordination of two different out of district transportation consortiums
- 00:47:24 Operated one is the best wouldn't call the best to Bronxville eastchester Pelham and taco outside transportation out of district transportation and the other one is the MVP them.
- 00:47:36 Pleasant Valhalla Pleasantville transportation consortium. So those districts in those groups have decided to work together.
- 00:47:46 And do have a joint contract with a third party contractor for the transportation of their students to out of district placements, whether it be special ed or private school and we act as the transportation manager.
- 00:47:58 shared amongst those seven districts. So the person who operates this program would field questions for parents does all of the routing addresses issues, it's, it's been a obviously a challenging year
- 00:48:11 For that program based on all of the schedule changes in all the districts, so



- 00:48:17 The district's very happy with that service and it saves them money to because they're able to pull the transportation together.
- 00:48:24 To one contractor for multiple districts. The other service, which is still operating and and and going strong is our transportation maintenance garage, our bus matanuska right so he
- 00:48:37 For the handful of districts in the region who still have their own bus fleets.
- 00:48:42 We maintain the buses and do all the Department of Transportation inspections for those vehicles as well as maintain other vehicles that a school district might own, whether it be operations maintenance.
- 00:48:56 Vehicles or career vehicles, things like that, as well as some various landscape equipment, whether it be snow blowers and lawn mower is
- 00:49:05 Our mechanics are very talented in that center and they basically save it has an engine, we should be able to fix it. So they try to fix.
- 00:49:13 All types of stuff for districts and the district. So utilize the service are very happy with it. And we have three MC three mechanics and ahead mechanic that operate that center.
- 00:49:26 Any questions on transportation



### Sheryl Brady

00:49:29 Steve, I have a couple of questions on consortia and the management services to the school districts pay us directly, or how does that work. Yep.



### Steve Tibbetts

00:49:39 So the, the contract with the with the third party contractor, the bus company the district's paid that entity directly

- 00:49:48 But that's another piece of our services. The, the bus we we handle the bidding for those services. So the cost. We built it out based

on the time we call them live hours that the bus is carrying students and so

- 00:50:05 A district bus might have eight students on it and from four different districts. So we receive the information from the bus contract to say, okay, the cost for that bus is I'm just making up a number of \$60,000
- 00:50:19 And so we tell the district's okay each district has two kids on the bus and they have to pay
- 00:50:25 \$15,000 per student or per district to the vendor. So the district's pay the vendor directly the service that you're seeing in the budget, there is for the operation of the people or the person who works in that center.



### **Sheryl Brady**

00:50:42 And on the vehicle maintenance so that came up right with our audit, if I have this all aligned again.

- 00:50:51 So does the budget reflect the changes that we talked about, you know, sort of making more consistent what we were charging on and you know looking at all the rates on things of that nature.



### **Steve Tibbetts**

00:51:05 Yeah, the, the budget itself is is more of the expenditure side of the equation for the for the cost to operate that the billing side of it, which

- 00:51:14 Is essentially to balance the budget would be that would be the mount, we would bill as well, but we haven't implemented the the recommendations from the audit yet okay but we plan to do that in the near future.



### **Sheryl Brady**

00:51:26 Thank you.



## Steve Tibbetts

00:51:29 Any other questions on transportation

- 00:51:33 Okay, great.
- 00:51:35 Um, so next up is is on the agenda is the administrative and capital budgets, so this this presentations, a little bit more lengthy
- 00:51:42 Because it's one of the but it's the the budget, the administrative budget that our districts voted upon
- 00:51:47 So as board members, you might receive questions from fellow board members of districts. So we just want to make sure that you had a more in depth understanding of what the components of the administrative and capital budgets are so if I could just have the next slide.
- 00:52:03 So, said the the ministry Budgets voted on by our 32 component districts
- 00:52:08 That will be the budget vote. You can see on the bottom there is April 20 and that's after our annual meeting. Not sure what that will look like this year. Hopefully it will be in person with a wonderful meal at our career center.
- 00:52:20 But we'll have to see what happens in the world between now and then.
- 00:52:25 But hopefully, we definitely will have an annual meeting, whether it be in person and virtually where will present the budget.
- 00:52:31 To our component districts, but the administrator budget, I said, is the one they vote on the capital budget is there assessed if they're a component of the both sees and the program budgets are
- 00:52:43 You heard to the programs tonight. So if a district chooses to participate in a program. There's there.
- 00:52:49 Is a tuition rate developed for Career Services or a rate of participation for professional development, whether it be PR workshop or part of a base fee, things like that.
- 00:53:01 It's a complex system of billing that we operate many different factors, but the basis for that is if a district chooses to participate.

There's a fee for the service and we build it to them. So, next slide please.

- 00:53:17 So you can see our administrative and capital budgets comprise approximately 8% of our overall budget, the significant portion of that hundred \$93 million figure that I referred to at the beginning.
- 00:53:27 Of the present of the of the evening 92% of that is programs or services. We sell to our component districts
- 00:53:37 Next slide please.
- 00:53:41 So just looking at our administrative budget.
- 00:53:44 There's really two sides to the operation are the components of that that day to day operations, which you can see the departments listed there. It's primarily the operations of Berkeley drive as well as
- 00:53:58 When you see the Board of Education there. That is our legal expenses. There's an insurance costs there and so forth, related to the operation of the both sees that's captured in the day to day operations.
- 00:54:12 The other side of the equation highlighted in blue, there is the retiree health insurance. So if a person retires from the both seas.
- 00:54:19 And they are eligible, either through terms and conditions of employment or bargaining unit contracts, if they're entitled to health insurance.
- 00:54:27 The costs for that health insurance by the rules and regulations governing both these accounting have to be accounted for in the administrative budget.
- 00:54:37 Next slide.
- 00:54:40 And if I'm going to quickly, please just jump in and slow slow me down and ask your questions as we go along.
- 00:54:48 But just looking at a high level of our day to day operations budget. So that would be that left side of the previous slide that budget is a projected 1.9% budget to budget increase or slightly over \$90,000 for the 2122 year
- 00:55:07 Next slide.
- 00:55:10 Some of the same significant factors driving that \$90,000 increase we've projected in contract either contractual terms and conditions of employment.
- 00:55:21 Compensation increases for the budget year. That doesn't mean they're guaranteed. It's just a budget figure

- 00:55:27 That is part of the process that we utilize in creating the budgets and then the projected fringe benefit costs. The two biggest drivers of those
- 00:55:37 Are pension costs so ERS are TRS the Teachers Retirement System or Employee Retirement System.
- 00:55:44 Those costs as well as health insurance for employees if they're eligible for health insurance those costs tend to go up each year, especially the health insurance. And so the the increase in those costs and as well as the Retirement System rates are going up slightly as well.
- 00:56:03 Based on what their charges for this current year as compared next year they're going up as well. So that's driving the increase and another increase which you heard in our previous presentation is we had to upgrade our
- 00:56:15 Bandwidth access or connectivity access. I'm not exactly sure the the correct term.
- 00:56:21 But for the Berkeley Dr administrative building since we were in a remote environment. And then people are working in the building, but still
- 00:56:29 On a lot of remote meetings. We had to upgrade our connectivity in the building, which drove an additional costs that we've projected the budget because
- 00:56:40 We don't know what the future holds for the next few years, and we want to maintain that level of connectivity as into next year's budget as well.
- 00:56:51 Next slide please.
- 00:56:54 So just looking at our f t cone over the past six years we've were projected to remain as similar f t
- 00:57:03 To what we have for the current year. And even if you were to take that slide back 10 years we were up around 2728 FT ease
- 00:57:13 Up to about 10 years ago. And then when budgets started to get tighter, we, you know, tried to realize some efficiencies through technology, as well as sharing of staff and really, you know, putting a full plate on everyone's
- 00:57:29 List of tasks and responsibilities in the in at Berkeley drive. And so we're able to consolidate some physicians and reduce our FDA is over the past 10 years so we feel now that you know we're running at a very efficient pace and we don't expect it to go lower than that.
- 00:57:50 Next slide.

- 00:57:54 So just looking at our expenses by category from a pie chart perspective rather there's four main pieces to this is the day to day piece. It's to have the slices of the pie or the salaries, the kind of the purplish as well as the
- 00:58:12 Sorry, the green slice. Those are the certified and classified salary lines the shaded the lightly shaded blue piece is the entire budget charges. So that would be charges for our
- 00:58:25 You know, our computer needs as well as the operations and maintenance of Berkeley driving the utilities and so forth, which you'll hear it a budget tomorrow night.
- 00:58:34 And then fringe benefits is the yellow piece of the pie, which is the health insurance dental insurance pension costs and so forth of the individuals who work at Berkeley. Dr.
- 00:58:46 Next slide.
- 00:58:49 So kind of switching gears a little bit to the other side of the administrator budget equation is the
- 00:58:55 retiree health insurance costs. So this pie chart represents the ages of our employees, kind of in the magic.
- 00:59:05 Buckets so the the parts of the pie chart here that are solid pieces that is anyone who is 55 and over
- 00:59:15 So almost half of our employees are 55 and over which means they're eligible for retirement and that's what drives our retiree budget costs that number actually has grown a little bit in the past year as a as a percentage of the pie.
- 00:59:33 There's really two factors related to that. One is we had a
- 00:59:38 group of employees just happened to be coincidence moved from that 50 to 54 bucket to the
- 00:59:46 Bucket this year which was a large piece, but the other pieces. We did have to have some layoffs in last spring.
- 00:59:55 For individuals that we did not recall. So when we lay someone off or riff reduction in force someone, it's, it's done based on seniority, which tends to be our
- 01:00:07 Individuals who haven't worked for the organization that long and tend to be on you know non retirement age people so that all that also impacted the pie chart there.
- 01:00:19 So we still have a, you know, very experienced work for us and what that translates to for this budget is that the admitted the retiree portion of our budget will continue to increase as these individuals do go off into the Promised Land of retirement.

- 01:00:39Next slide please.
- 01:00:42So just looking at our retiree trend over the past couple of years, you can see that the blue bars represent the budget figures and then the orange is the actual so for the for the three years from 1718 to 1920
- 01:01:02We were pretty
- 01:01:05You know, close to our budget. I think the the budget.
- 01:01:10For the 2021 year that's definitely a little bit lower, because I think people were a little bit nervous about retiring last year, just because the stock market was a little
- 01:01:21On uncertain at that time and so forth. So I think it, it caused people to maybe put a pause on their retirement plans, just until things settled out a little bit so we definitely
- 01:01:33Didn't have as many retirees as we thought we were going to have last year, but we're still projecting just based on our demographics still an increase for next year as well. I know retirees have a budget figure of 11
- 01:01:47Next slide. So just some facts about our retire retire retire resection of the administrative budget.
- 01:01:53The as I said early all the retirement costs have to be accounted for in the administrative budget that's something that varies throughout the state.
- 01:02:02But here at the boasts these we want to add is that Southern Westchester, we want to adhere to the handbooks and the regulations put forth by the state and account for those costs in the administrative budget.
- 01:02:13What a person receives as part of health insurance and retirement depends on their employment contract with the both sees upon retirement and you can see in the third bullet point there.
- 01:02:24Each retiree adds an average of \$13,000 to the administrator budget. One thing that is helpful is lower premiums when Medicare becomes primary so that helps out when someone reaches the age of 65 or older that their premiums do go down.
- 01:02:43Next slide please.
- 01:02:46So just looking at our retiree budget for health insurance, you can see that the proposed increases slightly under 2% that is a number that we haven't seen in a in a while.
- 01:02:58Here at the Moses, I think, just a few years back we were over double digits in a percentage increase

- 01:03:04 So there's two factors to that one is our retiree population or the number of retirements has kind of, it's still increasing but not at a rapid pace that
- 01:03:14 We had projected in the past because we were had so many people approaching retirement age.
- 01:03:21 And what other piece which is is a driving factor in all of the budgets throughout the both sees is the health insurance increases.
- 01:03:28 Have not been as significant as the trend has been open say the past 10 years. So we are primary insurance carrier is the nation's plan and those increases, especially in the
- 01:03:43 In the Medicare plans have not been as significant as as the trend has been self. The, the trend in health insurance.
- 01:03:55 In the industry is about a 7% increase
- 01:03:58 Year to year. That's what the projected increases and with our nation plan. The for the past, if we take our averages for the past three years in the past five years. They're essentially flat in the the Medicare plans so that certainly helps we do project an increase the the
- 01:04:21 Night Shift plan is a calendar year plan. So we just got our rates. The other day for the calendar 2020 plan. So we're projecting into
- 01:04:34 So we're going out a year and change beyond that. I'm sorry. We got our 2021 rates. So we receive the rate for half the year
- 01:04:43 For next year, but we don't know what the increase is going to be for calendar 22 so we project in an increase for that somewhere near the trend.
- 01:04:52 So because we've been trending a little bit higher than what the actual rates have been. We don't need necessarily need to increase such a significant amount the projected premium increases going forward, at least for this coming year for the 2122 year
- 01:05:09 Kind of a hard concept, understand that that's that's the
- 01:05:13 One of the benefits of of the plan, the increase is not being as much as we budgeted which is great.
- 01:05:19 So just looking at our total administrative budget. So we have our day to day operations and the retiree health insurance. Those pizzas combined comprise the total administrator budget, which is the budget that our districts will be voting on in April.
- 01:05:33 We're proposing a one point 90% budget to budget increase. So that's the expenditures side.



- 01:05:40 Of the budget, I'll get into the revenue side in a little bit, and in a few more slides, but that is the budget that would be presented to our component districts for their adoption with the one point 90% budget to budget increase the
- 01:05:57 Variable is what they pay, which I'll get into a little bit later, but are there any questions on the administrative budget.



### **Sheryl Brady**

01:06:06 I have a very in the weeds question. It was just something I noticed as I was reading under the superintendent's on budget.

- 01:06:15 Yeah, something called payments to other bonuses. I was just wondering what that was.



### **Steve Tibbetts**

01:06:22 Okay and so

- 01:06:25 I don't want to put Harold on the spot, but sometimes there are events that take place like at a statewide level. And one of the both sees will pay for it and they charge out to the other participants primarily at the superintendent, the district superintendent level.
- 01:06:41 So that's what those expenses relate to, as well as some consortiums that How old is part of their kind of housed in one both seas and they charge out to the other. Both sees
- 01:06:56 For the participation participation fees in those services. Okay.



### **Sheryl Brady**

01:07:01 Thank you. Just curious.



## Steve Tibbetts

01:07:05Any other questions.



## Unknown Speaker

01:07:07If



## John Filiberti

01:07:09Question.

- 01:07:10Yes. When remind me when
- 01:07:15What months to the retirees a future retirees tend to notify both seas of their plans.



## Steve Tibbetts

01:07:25So,

- 01:07:26In our teachers contract which we negotiated in a few years ago we were negotiating a notification clause of 120 days.
- 01:07:38So that is approximately march 1
- 01:07:42If, if they're if they do notify us by that date. They're eligible for what we're calling the both CS bucks, which helps offset part of their premium contributions for a specified period of time.
- 01:07:55So that's, that's one piece, but we almost half our employees are are not on the educational side of the house, they work at the Rick or the business office human resources throughout all of our different programs. So all of the different
- 01:08:10The non teaching staff there is no notification provision in their contracts or termination terms and conditions of employment. So the

retirements for those divisions tend to happen sporadically throughout the year.

- 01:08:24 It's just when a person feels it's the right time. There's no better time than then another time to go down that path.



### **John Filiberti**

01:08:36 Because what I was curious to is if you thought that last March, obviously was just before

- 01:08:46 The pandemic really hit you know as as February was closing and then you know the middle of March head and everything went to, you know, you know what, so what I was, do you think that had an impact on retirees going into
- 01:09:04 Last year, and and basically. And what I'm curious about is since from a financial markets perspective, there's been such a recovery. If you know it might actually drive up
- 01:09:20 Pushed people maybe that were in that that change their minds last year and now see the recovery in the financial markets, it might push them to to that to retire.



### **Steve Tibbetts**

01:09:32 Yeah, we haven't we haven't gotten notice have kind of an uptick in retirements as of yet. But I think obviously for for everyone no matter what the profession is it's a challenging time right now and so

- 01:09:48 This is just my opinion. I think we will see an uptick in retirement said if people are close this at the end of this school year.
- 01:09:57 You know in the in the fall in the winter time frame because they would want to put in that
- 01:10:01 Most people want to put in that notice by March 1 to take advantage of certain benefits. I think we'll see an uptick in that assuming that the equities market stay, you know, on the at least where they are now, which are record highs.
- 01:10:15 That everyone's for all three B's have most likely recovered and

- 01:10:22 You know, working through this challenging year retirement will probably look pretty good to a lot of people. Right.



**John Filiberti**

01:10:28 Great, thank you very much.



**Unknown Speaker**

01:10:29 Sure.



**Sheryl Brady**

01:10:31 Steve, will you be talking about on the contingent budget later or is this the time to ask about it or



**Steve Tibbetts**

01:10:40 Um, no, this time is fine. So in or docs, you will see a document entitled contingent administrative budget calculation, which is almost in the leaked on my screen in the middle of the attachments that are there.

- 01:10:58 So essentially the both sees budget and this is for any both season, the state that it's the voting processes, excuse me, a little bit different, where
- 01:11:09 When the districts gathered hopefully gather to vote in April, there's only one vote. So the vote is if a majority.
- 01:11:21 Excuse me for majority of the districts who gather to vote on that date approve our budget, then it passes and it and it goes on as is

- 01:11:30 If the budget if we do not achieve a majority of the districts who choose to vote we there is no revolt. We go automatically to a contingent budget.
- 01:11:40 And that calculation worksheets shows how the both sees contingent budget is calculated and so it's again a little bit different from a local district where it takes our prior year budget, which is our current year adopted budget.
- 01:11:57 It allows that all of the retiree or or
- 01:12:03 You know, I guess retiree costs are exempted from the calculation. So you back out the all of the retiree health insurance, as well as the pension system contributions for active employees you back those out of the adopted 2021 budget to come to a base figure
- 01:12:24 And that's that 4 million if you see if you're on the screen. It's \$4,252,331 then we take our proposed budget for 2122 back out the same items. So our
- 01:12:39 retiree health insurance, as well as current year contributions for pension systems, both the Teachers Retirement and Employees Retirement System.
- 01:12:50 And we get to that number which is 4,000,320 \$8,404. So the way that the contingent budget calculation is done for both seasons. You take your current year which is the figure.
- 01:13:07 Take away all the pension costs. So you have that \$4,252,331 then you add in the current year.
- 01:13:19 Exemption amounts of the retiree health insurance. So in this case, the 7,000,006 15 and the Teachers Retirement employees retirement and that's what your allowable budget is
- 01:13:31 So if you were to do that math that's what the 12,204,000 430 \$8,000 figure is. So if our budget was not to be approved, we would have to reduce out of our proposed budget, the \$76,073
- 01:13:50 Great.



**Sheryl Brady**

01:13:50 Thank you very much.



## Steve Tibbetts

01:13:51 Sure. It's definitely a little bit

- 01:13:53 Different than a local district and a little bit more



## Unknown Speaker

01:13:56 Confusing



## Steve Tibbetts

01:13:58 But it's, it's basically one vote. Go to contingent and we'd have to reduce the budget by that 70 \$76,000 figure

- 01:14:08 Any other questions.
- 01:14:12 Okay, next slide please.
- 01:14:16 So just looking at our administrator budget a pie chart. You can see the largest percentage of the pie. There is the retiree health insurance figure and then the other.
- 01:14:28 Programs primarily at Berkeley. Dr. You can see the pieces of the pie that they represent of the administrative budget.
- 01:14:37 So that 62% that number is actually the same as this current year but it's certainly increased over the past five years. It used to be around 50% and has health insurance rates have outpaced our
- 01:14:51 Growth in the other budget, you know, the other side of the equation of administrative budget, the day to day the the retiree section has continued to be a significant portion of our administrator budget proposed administering budget.
- 01:15:07 Next slide.
- 01:15:10 So just flipping gears to our capital budget. So again, this is a budget that's not voted on by our districts, but as a as one of the 32 components, they are assessed a portion of the
- 01:15:20 capital budget. And so there's, you can see the different pieces of the pie or different parts of the budget that it is so basically any

space that Southern wishes to both these two not occupied or does not own

- 01:15:34 The least costs for that space have to be accounted for in the admin. I'm sorry, in the capital budget so the the
- 01:15:43 Rental at 450 Mamaroneck Avenue. We rent that from a third party commercial lender, a commercial real estate entity. So the cost that we pay for that rent.
- 01:15:54 Comes out of the capital budget, as well as our adult programming in certain spaces in the county
- 01:16:01 Our special education non-district space. So that would be our space at St. Matthews and White Plains special education we rent.
- 01:16:09 Classroom spaces from two of our component districts, mechanical in Irvington, as well as rent an entire elementary school from the Tap and Hill are from the Tarrytown
- 01:16:19 District, which is the Tap and Hill School. We've maintained our transfer to capital fund and we have our energy performance contract annual payment.
- 01:16:28 Which we're getting close to the end of it. It's actually another four years after this for that payment. So all of those costs are accounted for in our capital budget.
- 01:16:40 Next slide please.
- 01:16:44 So just looking at the factors you know where we are in year, I believe, seven of our 10 year lease at 415 Mamaroneck Avenue.
- 01:16:53 And so one of the objectives of entering that lease was to stabilize costs, which certainly we have done the, the average increase in those rents is about one and a half percent per year.
- 01:17:07 So it's very favorable in the market, or at least pre-covert market and the
- 01:17:14 Specified the increased we've projected some increases in our space for our special education adult education rentals and we've continued our payments to those to the capital fund and the energy performance contract. Next slide.
- 01:17:30 So you can see because of all of those factors and we've had
- 01:17:34 We had a lease that was expired for a number of years in our adult education programming which we settled, and we were able to settle at what less than what we were rejecting have an increase
- 01:17:46 So all of those factors, meaning of the Mamaroneck Avenue, being a 1.5% budget increase and some cost savings and other leases, we are projecting a point six 2% budget to budget increase for

our capital budget so almost two thirds of a percent for next year. Next slide.

- 01:18:10 So just looking at our five year budget comparisons. So the left set of bars is the administrative the day to day portion. So you can see that as
- 01:18:20 remained relatively flat with a slight uptick each year in costs for that section of the budget for the administrative budget.
- 01:18:29 Real drivers. We spoke about earlier is in the middle section which is the retiree health insurance. So that's driven by the increased number of retirees.
- 01:18:39 As well as increases in the premiums, we pay for that insurance. So that's continues to be the driver and the largest portion of our budget and then the capital budget is on the right set of bars there. And you can see that as remained relatively flat over the past five years.
- 01:18:59 Next slide.
- 01:19:01 So the next question, and which I alluded to earlier, is where does the money come from. And so this flips to the revenue side.
- 01:19:10 Of the budget. So you can see that for our administrative budget to 12 \$12.2 million budget 87% of that is funded by our component districts
- 01:19:22 The biggest change for this year is that for a number of years we've been running out our post employment accrued liability and so that last year was about 5% of the pie and I left the graphic in that it's we've run it out. So this is the year that
- 01:19:44 There's no more money coming in to offset. It's almost like in a local district they use of fund balance and our fund balances gone
- 01:19:53 So the districts were made aware of this, you know, we, we've talked about it with them for a number of years we had our budget advisory committee reviewed with them I presented a number of times, but I think
- 01:20:08 During this time it's going to be a little bit challenging because we've had a lot of turnover in our business officials. So, a lot of them that were here when this was
- 01:20:19 Played out from a scenario standpoint. They've retired and there's new people in those positions that are going to see a little bit of sticker shock because this post employment liability is gone and



- 01:20:32 It's it comes on what we call off the cliff. Now it's it's it's completely gone. So the component assessment last year was their components were picking up approximately 81% of the budget.
- 01:20:45 Now it's increasing to 87% and should remain there for the foreseeable future, but it's going to be a little bit of sticker shock.



### **Sheryl Brady**

01:20:53 I'm sorry, Steve, can you explain. I'm not quite getting what the Post Employment liability what it represents.



### **Steve Tibbetts**

01:21:01 So what we what the boss sees decided to do many, many years ago.

- 01:21:08 Even before my time.
- 01:21:09 Was that and from an accounting perspective, it's, it's the right way to do it is that you've heard probably heard about Gadsby 75
- 01:21:19 Which is the Post Employment costs that districts had to have an actuarial review of and it's millions and millions of dollars of what their future costs are for health insurance and retirement. So at Southern wishes to both sides. We used to
- 01:21:35 Charge upper portion of a person's salary to the program that they worked in and created a liability.
- 01:21:44 That would be used to offset some of those costs when the person retired.
- 01:21:49 I would say about
- 01:21:52 Excuse me about maybe eight years ago, the State Controller did an audit of six both sees in the state.
- 01:22:01 And we were not one of the chosen both seeds, but they came out with a very strong report that said some both seeds have these accrued liabilities are reserves and they're not allowable under current
- 01:22:14 Statute. So at that time when that report came out. We got that our districts together and said,

- 01:22:21 We've been using the these funds to offset your assessments, similar to a fund balance in a school district. So if a budget was
- 01:22:29 A SCHOOL DISTRICTS budget was \$50 million and they were using \$3 million of appropriated fund balance, they would only assess out to the taxpayers \$47 million on a \$50 million expenditure.
- 01:22:43 We were doing a similar thing because we were accruing monies from the programs that people worked in and taking that money to offset the assessments to districts
- 01:22:54 When the controller said you shouldn't be doing that anymore. We decided, okay, we are going to give that back over a number of years to our districts
- 01:23:03 Because if we gave it all back in one year. It'd be a one time benefit and then the rates would have shot up
- 01:23:09 Sorry districts requested that we hold the money, a little bit longer and use it and just tear it down over time. So take a little bit away each year until it's gone. And so this is the year that it's gone.
- 01:23:25 Does that make sense. Yeah.



### Unknown Speaker

01:23:27 Totally



### Sheryl Brady

01:23:28 You know the history is very helpful.



### Steve Tibbetts

01:23:30 Thank you. Sure. Um,

- 01:23:32 So if you flip to the next slide.

- 01:23:36 So that that was the pie chart. And this shows the kind of the, the finance or the numbers behind it so you can see on the second line there that post employment. That was the accrued liability.
- 01:23:47 Last year we appropriate in the last \$650,000 from that account to offset the budget. And this year, with it being gone our other revenue sources.
- 01:23:59 From non components and other really don't change. So you can see that the the bulk or all of that 650,000 that we had last year is being absorbed by our components.
- 01:24:12 So our components. This for the proposed year coming, they're picking up that \$650,000 plus the entire increase in the budget, the 230 \$8,000 so the assessments to our components of proposed to go up \$880,000 for the coming year.
- 01:24:30 The significant, you know, if we if we didn't have that drop off in the post employment, the assessments, but already going up.
- 01:24:37 Yeah, that 1.98%. So after this year, they will level off but it's it's a tough year to have it happen because of the you know the challenges that our local districts are going to have with their own budgets.
- 01:24:55 And etc. Questions on the on the assessments.
- 01:24:59 For the ministry budget.
- 01:25:02 Okay, next slide please.
- 01:25:06 So this is a similar slide just for the for our capital budget. So these components of the of the pie remain relatively consistent from year to year. So our components of picking up about approximately 70%
- 01:25:19 Of the capital budget, the other both sees since the Rick serves three boasts these regions Southern Westchester Putnam northern and Rocklin
- 01:25:30 We charge our part of that least cost for for 50 Maranatha mamaroneck avenue to the other. Both Cs and interscholastic athletics serves four counties.
- 01:25:40 Or for both these regions. So we charge those both sees a portion of the athletic least cost as well. So that's where some that other both sees the blue piece of the pie comes from
- 01:25:53 In addition, where we're required to account for the costs associated with all of our leases.

- 01:25:59 In the capital budget, but for the adult programming that takes place we charge the adult programming back for the least for the least space that we utilize for that. So our
- 01:26:10 Excuse me, our component districts are not supporting the costs or not being charged for the costs of the adult education programming that takes place.
- 01:26:23 Next slide please.
- 01:26:25 So just looking at this numerically. You can see that the other both sees their assessments are going up like a one and a half percent
- 01:26:33 The adult education assessment is going down, because I said earlier part of the driving the budget down was we settle the least that have been expired for a couple years in a favorable lease term so that
- 01:26:45 Even though. Then, so the expenses going down for the adult diseases, but also the revenue we collect from them to offset it goes down because they're we're not paying as much
- 01:26:56 So you can see that the component assessments their assessment is going up about point eight 6%
- 01:27:03 As compared to this year.
- 01:27:06 Next slide please.
- 01:27:10 So the last kind of portion of the presentation just describes how the budget is assessed out. So it's assessed out to our components, based on the our water which is the resident weighted average daily tenants. So you can see in the first bullet point the weighting of
- 01:27:30 Students in the different grades, how that takes place. So a district could have exactly the same number of pupils that attends
- 01:27:39 You know, one district to another, but there are water would be different.
- 01:27:43 Because their grade structure, the number of students in each grade might be different, where your grade seven and 12 are waiting in a 1.25 verses case 612 are rated at once.
- 01:27:55 This is a formula that's dread driven by the state. So some people asked why, why are they waiting them differently. I actually don't know why they wait grade seven to 12 but it actually works.
- 01:28:09 For the both C's model because from a career tech perspective that's only secondary students that we have in that program so
- 01:28:17 They're, they're paying more if they have more students in that at least eligible to attend those programs and you could see on the

second bullet point there, you subtract out your non resident you add back in

- 01:28:31 Pro student students that are in programs that are attending, other than a public school that the district are still responsible for
- 01:28:41 So, next slide please.
- 01:28:45 So you can see the the assessments. This talks about what the districts are going to pay. So the, the, our water that we're utilizing for the assessment of our proposed 2122 budget is the
- 01:28:58 Our water from 2018 19 and that what a district pays depends on what they're changing resident weighted average daily attendances so the average increase to our districts is 9.1%
- 01:29:13 And again, thats related to that post employment placement assessment coming off the books, the capital budget appointed six. So the average is 7.52 of those two combined
- 01:29:25 And the our water in the region is a slight almost a half a percent decrease. So if a districts, if they if there are water decreased approximately half a percent.
- 01:29:35 Their assessments will go up about seven and a half percent. So in in board docs, you'll see the assessment pages by our districts
- 01:29:45 But if we flip to the next slide, you kind of get a flavor.
- 01:29:49 Of what what the increases proposed increases mean to our district. So we really have three different types of tiers of districts, we have
- 01:29:58 Six special acts that remain in the region. And then we have some smaller districts, we can see there are water average is about 1500 our medium sized districts
- 01:30:08 Which is about 3300 and then our large districts. So we have three large districts in the area and then the six special x. So that's nine so it's about 23 districts or main and they're almost split between the small and the medium range.
- 01:30:28 So you can see the different proposed increases that districts would be charged assuming the budget is approved.
- 01:30:40 Next slide.
- 01:30:42 Any additional questions.
- 01:30:49 I can't see everyone. So I'm assuming
- 01:30:53 There is not a



**Cathy Draper**

01:30:55Time for me.



**Steve Tibbetts**

01:30:56Okay, great.

- 01:30:58Um, so that that's all I have for the administrative and capital budgets.



**Cathy Draper**

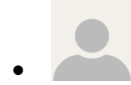
01:31:07Thank you, Steve, as usual for a very comprehensive presentation from you and your, your colleagues here.

- 01:31:14I know there'll be more than next few nights, so anybody who didn't ask all the questions that could think of. Tonight we'll have more opportunities to do that over the next couple of days.
- 01:31:22You can tell Cheryl's fairly new to this, and she's being so diligent and asking all these questions which I love because there may be other people who are too shy to ask if they forgotten the answers to those questions.
- 01:31:32So we always need somebody who will do it. So thank you, Cheryl for for asking the questions.
- 01:31:39That's always really helpful. So does anybody else have anything they want to say before I asked for a motion to adjourn.
- 01:31:49Say, seeing nothing. May I have a motion to adjourn.
- 01:31:54That's john celebrity okay me I have a second and Bob Johnson, all those in favor please raise your hand or say I

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**Robert Johnson**

01:32:02Hi.



**Cathy Draper**

01:32:03 Anybody post. Didn't think so. All right. In that case, sad. The motion carries. We are adjourned until tomorrow evening so

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**Robert Johnson**

01:32:11 So much Steve.



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**Steve Tibbetts**

01:32:12 Great, thank you.



•

**Cathy Draper**

01:32:14 See you.

- 01:32:15 again tomorrow or most of



•

**Sheryl Brady**

01:32:16 You thank you really clear. Thank you. Alright. Bye now Bye bye.