

Questions asked by community members via email and answered by district administrators.

- *I wanted to find out Max class size for Pace program?*

Here are the maximum class sizes for our PACE program at each level:

Elementary: 8

Middle School: 9

High School: 12

- *How many out of district kids do we have in that program?*

We have 6 (including 1 elementary and 5 secondary) students from other districts attending our Carmel CSD Pace classes.

- *How much are we spending on educating those out of district kids and what are we collecting from these districts to educate these out of district students?*

In 2022-2023 we earned \$577,920 in tuition revenue from other Districts. The District does not spend any of its own money on educating these students. When an already existing program (such as PACE or BRIDGE) is not at maximum capacity, we will consider student referrals from other Districts and then (after conducting an intake process) offer placement to any student(s) who meet the eligibility criteria for the program. This offsets the cost of running the program, which we would need to run anyway to meet the needs of our Carmel CSD students.

- *Should we charge more for out of district students?*

Office of State Aid calculates a Non-Resident Tuition (NRT) rate for each district, both an estimated rate and an actual rate. The estimated and actual rates are "maximum" rates. The Commissioner has held that districts must use the state calculated rate unless their accounting records are sufficient to warrant a greater charge. Generally, districts have not been able to demonstrate that their own accounting records are sufficient to charge a rate greater than what the state calculates. Formula for calculating non-resident tuition charges first established in 1949 in Matter of Common School District No.8, Town of Fayette (70 State Dept. Rep. 69). That decision first stated that the formula should be based on the total cost of instruction for all pupils in grades K-12, allocated proportionately among student categories, including grades 1-6 and grades 7-12. Now set forth in Part 174 of the Regulations of the Commissioner of Education. District-reported data, both revenues and expenditures, are used to calculate total costs among various student levels and categories of students (students with or without disabilities) that are then divided by the appropriate membership. Such charges may not exceed the actual net cost of educating nonresident pupils.

- *Years ago, I believe we had multi age Pace classes? Is that something to reconsider?*

Each of our PACE classes currently includes students of multiple ages and grade levels in a single classroom.

- *Wouldn't it make sense to house Pace program in 1 building?*

Our elementary PACE classes are currently housed in Kent Elementary School. Please let us know if you have further questions about the location of our secondary PACE programs.

- *How many unused classrooms do we have at each building?*

There are 2 at MPES, 4 at KPS, and 1 at KES.

- *I saw in a previous meeting that both MPES and KES each lost approximately 100 students in past 5 years. I'm thinking there must be space in these buildings.*

We do have a declining enrollment; however our special education numbers have increased and therefore, classrooms are used for additional programming. There has also been a steady increase in the number of students receiving ENL (English as a New Language) instruction. Further information about recent trends can be found in slides 9 – 18 of the following: [PPS Budget Presentation_March 12th 2024 \(1\).pdf \(boarddocs.com\)](#)

- *Lastly are there ICT classes in all the buildings. What is their max size?*

Our ICT classrooms are under the same maximum cap as our general education classrooms in K-4:

K: 22-24 cap

1: 24 cap

2: 26 cap

3: 26 cap

4: 28 cap

- *I hope we are still considering the Princeton model. It's possible by doing that we could increase kindergarten class and add aide. This is less expensive than adding a teacher.*

We are considering every cost-saving measure. The Princeton Model would need to be reviewed and it takes a great deal of time and consideration. We are able to cut 1-2 elementary teachers without the Princeton Model. As the idea currently stands, KPE can include grades K-2 and KES would include grades 3-4.

- *At CHS & GFMS what are sizes of classes -honors, AP & electives and what are max students allowed ?*

All classes at CHS and GFMS core classes are at 30 students max. The electives classes are 30 students as well, however they teach 6 sections.

- *I have seen classes run in recent years with 10 or fewer students. Perhaps we should consider a class only run if we have at least 15-18 students.*

The general rule is to only run classes of 10 and higher. The building principal has recommended cutting sections from every subject which eliminates low enrolled courses.

- *I was also curious about the nurse at St. James. Does CHS nurse go when needed (sick kid or injured kid) or is nurse there full time? I was under the impression we provide that at no charge- is that the case?*

One of our full-time CCSD nurses is assigned to St. James. When this nurse is absent, we seek substitute coverage. If we cannot secure a substitute nurse, we then explore the possibility of having one of our district float nurses cover. If neither a substitute nurse nor a float nurse is available, then we communicate this with the St. James administration and have our CHS nurses "on call" so they can assist in case of urgent need.

The District does not charge St. James (or the Archdiocese of NY). However, Carmel CSD charges the public-school districts in which St. James students reside for health services provided to them at St. James. Carmel CSD is then reimbursed for school health services by those districts.

- *Also SAT class at CHS would it be better served to do that after school and pay teacher a stipend and offer it 2x a year or bring in a private company to offer it as we did years ago? It's my understanding that class runs each quarter and that some quarters have very low enrollment. This would free up teachers to teach an English and Math class.*

After checking in with the high school principal, you are correct in that the SAT course has low enrollment. Courses run when there are 10 or more students interested and when there are the available periods to teach the course. At the beginning of the year, there were enough students to run the course, but with schedule changes, some students dropped the course, leaving low enrollment. It has already been recommended by the high school scheduling committee to not run this course again due to numbers for next year. Every year, the high school offers electives and they "run" the courses that have the highest enrollment and interest.

- *Would block scheduling save district money? I know this was something we considered years ago. I know this may take time to implement but perhaps something to consider in the future.*

We are in the process of exploring schedule options to maximize instructional time and our current staff resources. We will further explore the possibility of block scheduling and its potential for cost savings. In addition, there is a scheduling

committee that has been exploring the possibilities of block scheduling. They have also been to neighboring districts who operate under a block schedule to gain feedback. If block scheduling was to be in place, the district would not be able to implement this until the 2025-2026 school year.

- *Could we find part time grant writer or could someone from within district take on that responsibility?*

Currently, the Assistant Superintendents assume the responsibility of writing grants, submitting the necessary applications, and overseeing the use of funds for the purposes designated by each grant. We are committed to pursuing all grant opportunities for which the District may be eligible. We are also committed to building capacity in this area to maximize the District's access to available grant funds. The possibility of securing a part-time grant writer or assigning someone from within District to take on the responsibility is something we will give close thought to over time, with consideration given to the cost/benefit analysis.