

AGENDA

BUSINESS MEETING OF THE BOARD OF EDUCATION, SCARSDALE UNION FREE SCHOOL DISTRICT

MONDAY, NOVEMBER 16, 2015
ROOM 170-172, SCARSDALE HIGH SCHOOL
2 Brewster Road, Scarsdale

6:00 p.m. - Board Meeting with Designated Group (Representatives of
Scarsdale Principals Association)
7:00 p.m. - Work Session – World Language; Survey Results and Proposal
8:00 p.m. - Business Meeting

BOARD MEETING WITH DESIGNATED GROUP

1. ROLL CALL – 6:00 p.m.
2. Meeting with Representatives of Scarsdale Principals Association
3. Adjournment

WORK SESSION

1. World Language; Survey Results and Proposal – 7:00 p.m.
2. Discussion

BUSINESS MEETING:

1. ROLL CALL – 8:00 p.m.
2. STATEMENTS, COMMENTS, AND PRESENTATIONS
 - 2.1. President
 - 2.2. Superintendent
 - 2.3. Board Members
3. HEARING FROM THOSE PRESENT
4. ITEMS REQUIRING ACTION - [CONSENT AGENDA]
 - 4.1. Minutes. RECOMMENDED ACTION:
Approve the following minutes (sent to
the Board on 11/13/15): Board Meeting, November 4, 2015
 - 4.2. NYSSBA Membership Dues. RECOMMENDED
ACTION: Approve payment of 2016 membership
dues for District. (APPENDED)

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5. PERSONNEL REPORT

- 5.1. Personnel. RECOMMENDED ACTION: Approve the actions listed on the following schedules:

- 5.1.1. Professional (APPENDED)
- 5.1.2. Paraprofessional (APPENDED)
- 5.1.3. Civil Service (APPENDED)

6. INFORMATION ITEMS/DISCUSSION

- 6.1. 2014-2015 Annual Report for the Youth Services Project (APPENDED)
- 6.2. Enrollment Report - ***Correction***, October 2014 and October 2015 (APPENDED)
- 6.3. Lloyd Bishop, Enrollment Projection Report, 2016-2025 (APPENDED)
- 6.4. Solar Panel Proposal at Quaker Ridge and Scarsdale Middle School (APPENDED)
- 6.5. Greenacres Update
- 6.6. Bus Transportation Data & Information (APPENDED)
- 6.7. New Textbooks (APPENDED)

7. ACTION ITEMS

- 7.1. Flooring and Carpeting Bid, District-wide (APPENDED)

8. RESPONSE/QUESTIONS FROM THOSE PRESENT

9. GIFTS -

- 9.1. Report of Gifts under \$1,000 (APPENDED)
- 9.2. Gift over \$1,000: RECOMMENDED ACTION: Accept with thanks the following gift:
 - 9.2.1. \$2925 to be used towards gifts in support of the music curriculum units. Specifically, several STEAM centered projects will utilize the devices (kits) to be purchased for the Heathcote School. (Donor: Heathcote PTA)

10. WRITTEN COMMUNICATIONS

- 10.1. An email was received on 10/23/15 concerning Financial Guidelines for proposed School Budget for 2016-17. L. Maude replied.
- 10.2. An email was received on 10/28/15 concerning the Boys' Semi-Final Sectional playoff game. R. Pappalardi replied.

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- 10.3. Between 11/01/15 and 11/07/15, (43) emails were received concerning Scarsdale Busing Policies. These will all be responded to after tonight's Board meeting.

11. FOLLOW-UP ITEMS

12. MEETING DATES FOR THE COMING MONTH

- 12.1. Board Meeting - Consent Agenda, Wednesday, December 2, 2015, 8:30 a.m., Room 170-172, High School
- 12.2. Administration and Board Portfolio, Wednesday, December 2, 2015, 9:00 a.m., Room 170-172, High School
- 12.3. Study Session, Wednesday, December 2, 2015, 10:00 a.m., Room 170-172, High School

13. ADJOURNMENT (*INTO EXECUTIVE SESSION*)

The Board will adjourn into Executive Session for discussions regarding proposed, pending, or current litigation and matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation).

World Language Education Report

November 16, 2015

Background

During the last budget process, February, 2015, the Board of Education heard requests from parents to add Mandarin to the middle school world language choices, for implementation in the 2015-2016 school year. Given the timing of the request and the need to process the complexities of such a decision, the administration set out the following timeline for studying the issues involved:

May, 2015: Formation of K-12 World Language Review Committee

- A committee was convened that included teachers and administrators from elementary, middle, and high school levels:
 - Ken Bonamo, High School Principal
 - Larry Chatzinoff, Middle School Assistant Principal
 - Sylvie Corten, High School World Language Coordinator
 - Shaun Johnson, World Language Teacher, Middle School and Heathcote
 - Michael McDermott, Middle School Principal
 - Sue Peppers, High School Assistant Principal
 - Chris Renino, High School Assistant Principal
 - Lynne Shain, Assistant Superintendent, Curriculum, Instruction, and Assessment
 - Sarah Whittington, Elementary and Middle School World Language Coordinator
- The following charges were issued to the Committee:
 - Conduct a review of our world language programs, including the possibility of offering middle school Mandarin, starting in Grade 6, beginning in the 2016-2017 school year;
 - Consider requests from other parents to offer Urdu, Arabic, Italian, Hebrew, and other languages at the middle school and high school levels;
 - Develop surveys for parents and students to assess level of interest for adding additional world languages to middle school and high school; and
 - Make recommendations for future changes to the world language program offered in Scarsdale.

October, 2015: Survey Parents and Students were distributed.

- October 5-9 to parents of K-5 students
- October 11-16 to parents of K-11 students
- October 16-23 to students in grades 6-11
- October 26-28 to parents of grade 5 students

November, 2015: Present World Language Education Report, including survey data and recommendations to the Board of Education.

Review of Current World Language Program

Elementary

Spanish is offered in Grades 2-5, for two 40 minute periods, during each six day rotation.

Middle School

The Middle School offers students a choice of Spanish or French. Once students choose a language in grade 6, they study that language for all three years (grades 6-8).

Grade 6: World Language classes are taught one period every other day, alternating with reading.

Grades 7 and 8: World Language classes are taught one period each day. In most years, each of the four Middle School houses have three sections of Spanish and one section of French.

Spanish:

6th grade: 261

7th grade: 235

8th grade: 225

French:

6th grade: 87

7th grade: 73

8th grade: 86

High School

When students enter the High School, they have several choices:

- Students may choose to continue with the language they were studying at the Middle School at either Level 2, Level 2 Honors, or Level 3;
- Students may choose a different language to study, including French, Spanish, Latin, or Mandarin; or
- Students may choose to study two languages; either two different languages from the one they studied at Middle School, or continue with the same language and add a new one.

World Language courses meet four times per week. The total enrollment in each language during the 2015-2016 school year is as follows:

<u>Language</u>	<u>Number of students</u>	<u>Percentage of enrollment in all World Language courses</u>
Latin	49	3.7 %
Mandarin	61	4.6 %
French	295*	22.3 %
Spanish	919	69.4 %

*Please note, when this report was presented on November 16th, this figure was listed as 95. This was an error and has been adjusted accordingly.

Mandarin specific data:

For background, we have been offering Mandarin at the High School since 2011-12, so we are currently in our fifth year.

The Mandarin enrollment information for the 2015-2016 school year is:

Mandarin 313, two sections: 24 students. There are six heritage students* in the course.
Mandarin 323, one section: 17 students. There are five heritage students in the course.
Mandarin 334, one section: 13 students. There are six heritage students in the course.
Mandarin 344, one section: 7 students. There are no heritage students in the course.

*Heritage students refer to the language a child learns at home which is a minority language in society, but because of growing up in a dominant language, the speaker seems to be more competent in the latter and feels more comfortable communicating in that language.

Grand totals: Of the 61 students, 17 are heritage students.

One teacher (1.0 FTE) teaches all five sections .

The historical enrollment of first-year Mandarin students is as follows:

- 2011-2012: 50 students (open to all students in grades 9-12) [2%*, 14%**]
- 2012-2013: 18 students [6%*, 11%**]
- 2013-2014: 16 students [6%*, 18%**]
- 2014-2015: 27 students [0%*, 37%**]
- 2015-2016: [pending]

* Drop rate during the course.

** Discontinue rate at the end of the year (does not include graduates)

Survey Results

Survey #1: Parents of K-5 Students, October 5-9, 2015

Survey Purposes:

- To determine if adding additional languages to the middle school language offerings was important to parents
- To determine which languages parents would like to see added
- To determine the language choices by year, if Mandarin was offered

Current K-5 enrollment: 2101 students

Response Rate: 808 students (39%) were represented by 588 parents

Summary of responses:

Q. 1 How important is it to offer more world languages at Scarsdale Middle School? (**number of parent responses**)

Very Important	275	47%
Important	127	22%
Somewhat Important	84	14%
Not Important	79	13%
No Opinion	23	4%

Q. 2 If the District's world language offerings were expanded at the Middle School, which language would you like to see offered as your first choice? (**number of parent responses**)

Mandarin	327	55.6%
None	127	21.6%
Italian	43	7.3%
Hebrew	42	7.1%
Japanese	17	2.9%
Arabic	14	2.4%
Korean	8	1.4%
Urdu	7	1.2%
Cantonese	3	0.5%

Q. 3 If Mandarin was to be added as a world language option at the Middle School along with the current offerings of Spanish and French, please choose the one language you would like your child/children to study when they reach grade six? (**number of students**)

	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Spanish	78	69	60	75	75	83
Mandarin	49	39	44	45	39	37
French	18	19	18	23	15	22

Of the **588 parents** who responded, **327 parents** indicated that Mandarin was their first choice for world language study at the middle school.

135 parents (23%) responded that their children currently study Mandarin outside of school. This represents **41.3% of the parents** who chose Mandarin as their first choice.

Survey #2: Parents of K-11 Students, October 11-16, 2015

Survey purpose:

- To determine whether parents would like additional world languages added to the high school program
- To determine if parents were interested in their children enrolling in more than one language at a time in their high school program

Current K-11 enrollment: 4416

Response Rate: 423 parents responded representing 753 students = 17%

Summary of responses:

Q. 1 How important is it for Scarsdale High School to expand the World Language offerings beyond Spanish, French, Latin and Mandarin?

Not Important:	187 parents	(44.2%)
Somewhat Important:	117 parents	(27.6%)
Very Important:	99 parents	(23.4%)
No Opinion:	20 parents	(4.7%)

Q. 2 If the High School's World Language offerings were expanded, which language would you like to see offered as a first choice?

None of these*	157 parents	(37.1%)
Other:	57 parents	(13.4%)
Italian:	55 parents	(13%)
Arabic:	52 parents	(12.2%)
Hebrew:	34 parents	(8%)
Japanese:	33 parents	(7.8%)
Cantonese:	13 parents	(3%)
Korean:	12 parents	(2.8%)
Urdu:	10 parents	(2.3%)

*Current offerings are sufficient

Q. 3 It is possible to study more than one World Language at Scarsdale High School. Does your child plan to study more than one World Language at SHS?

	First Child	Second Child	Third Child	Total
Yes	145	98	24	267 (35.4%)
No	278	163	45	486 (64.5%)

Q. 4 If the World Language offerings were expanded, how many years of study would your child complete in the newly offered language?

	First Child	Second Child	Third Child	Total
Does not apply	269	118	32	419
one year	26	8	1	35
two years	31	9	4	44
three years	24	15	4	43
four or more years	73	52	12	137

Parents did not include all of their children when responding to this question.

Survey #3: Students in Grade 6-11 October 16-23, 2015

Survey purpose: To poll students as to their interest in adding an additional world language program

Current 6 -11 enrollment: 2315

Response Rate: 219 (9%)

Summary of responses:

Q. 1 How important is it for Scarsdale High School to expand the World Language offerings beyond Spanish, French, Latin and Mandarin?

Somewhat Important	50%	107 students
Very Important	31.8%	68 students
Not Important	11.2%	24 students
No Opinion	9.8%	21 students

Q. 2 If the High School's World Language offerings were expanded, which language would you like to see offered as your first choice?

Italian:	63 students	(28.8%)
Other:	37 students	(16.9%)
Hebrew:	33 students	(15.1%)
Japanese:	31 students	(14.2%)
None of these:	28 students	(12.8%)
Arabic:	18 students	(8.2%)
Korean:	10 students	(4.6%)
Urdu:	5 students	(2.3%)
Cantonese:	4 students	(1.8%)

Q. 3 It is possible to study more than one World Language at Scarsdale High School. Do you plan to study more than one World Language at SHS?

No: 132 students (61%)

Yes: 83 students (39%)

Q. 4 If the World Language offerings were expanded, how many years of study would you complete in the newly offered language?

Does not apply*	62 students	(29%)
Four or more years:	50 students	(23.8%)
Two years:	45 students	(21.4%)
Three years:	31 students	(14.8%)
One year:	27 students	(12.9%)

*Only plan to study Spanish, French, Latin, or Mandarin

Survey #4: Parents of Grade 5 Students October 26-28, 2015

Purpose: To get a more accurate count of probable 6th grade world language choices from parents of current 5th grade students

Current 5th grade enrollment: 372

Response rate: 202 out of 372 students' parents responded (54%)

Survey prompt:

Q. 1 Please indicate your child's first choice of world language to study in 6th grade:

Spanish	131	64.9%
Mandarin	36	17.8%
French	32	15.8%
No Language (LRC/ESL)	3	1.5%
Total	202	

Programmatic, Logistical and Financial Considerations:

- In order to offer Mandarin at the middle school and staff and schedule this program efficiently and effectively, the optimal minimum enrollment would need to be approximately 60 students, with a distribution of 15 students per house. This allows the District to hire a full time Mandarin teacher (one per year) during the three year implementation, rather than a part time teacher. This maximizes the possibility of attracting top quality applicants. While it is possible to set a lower minimum enrollment number, there are a number of additional questions that arise: (1) Is the staffing cost for a 1.0 FTE

justifiable with a lower number of Mandarin students; (2) How strong the applicant pool would be if the District decided to hire a part time Mandarin teacher; and (3) In order to hire FTE for a Mandarin program, there would need to be a corresponding reduction in other language programs . There are additional costs for administering a RIF (reduction in force). Would the combined costs of new FTE and costs associated with RIF be justifiable for the low enrollment in this program?

- Students must continue the study of the chosen World Language for all three middle school years. If High School data informs this work, there have been significant drop out and discontinuance rates for High School students taking Mandarin.
- World Language classes will not be leveled to accommodate incoming students with prior learning in a particular language. If High School data informs this work, there are a number of heritage students who may not find the rate and pace of the class appropriate to their comprehension, reading, writing, and speaking skills.
- To further elaborate on the above considerations, please note that given the complex organizational structure at the middle school, adding a third world language cannot be considered in isolation as it will impact many aspects of the middle school program. The explanations are lengthy to share, but here are two as illustrations:

1. Why is it necessary to have all four houses offer a language class?

The House placement process ensures that each Team is balanced by elementary school, world language enrollment, music class enrollment, gender, overall enrollment and academic level. If students enrolled in Mandarin were not placed in all four houses, it would limit our ability to effectively balance the four Teams. For example, if a disproportionate number of students from one elementary school enrolled in Mandarin and only one House was designated the Mandarin House, then the elementary schools would not be balanced across all four houses. The major concern of parents and their children when House placements are sent home is “how many students from their elementary school are in their House.” In addition, it restricts the subset of students that can be moved from one House to another House for purposes of balancing the gender, the music classes, and the academic levels.

There have been instances in the past where parents have tried to influence the house placement process by requesting to have their child placed in the same House as their friends. Parents would be able to accomplish this by having their child enroll in the Mandarin class, if it was offered in one House.

In summary, balancing the Teams is critical to the emotional, social, and academic growth of each student. We work very hard to make sure that Houses don’t become labeled, i.e. the French house, the band house, etc. Setting a minimum number of Mandarin students at 60 for 6th graders beginning Mandarin would allow a distribution of 15 Mandarin students per house.

2. Why do all introductory students have to be in the same grade?

The master schedule is built to support the House structure so that the students develop relationships with fellow students and teachers on their Teams. Each grade level within each house has a unique schedule. There is one period for each Team where the students attend their World Language class. Many schedules do not coincide with each other. Students would have to miss classes to accommodate their World Language class. This is a very different model than the High School or a Junior High where students are enrolled in courses across grade levels.

Another major reason why this request is not feasible is the impact on staffing. If we offered leveled classes for Mandarin students, we would have to offer this option to Spanish and French students. The Middle School World Language Department does not have enough staff to support students enrolling in classes a grade or two ahead of their current grade level.

Parent/Student Comments

Below is a sampling of representative parent and student comments. A full set of all parent and student comments can be found in the **Appendix**.

“Besides English, I think Spanish is the second important language in US. And it is not very important for kids to learn many languages, because as the technology improve, the phone will translate languages very easily in the future. It is very important for us to open some classes that may related to how to making translate easier in the future, like technology class.”

“We strongly support teaching additional languages as early as possible, ideally in Kindergarten.”

“I think the current choices are fine for my son because the real hurdle will be getting him interested in learning a language in general, but for others I think more choice is better than less, and offering a non-European language would give the students a more diverse choice.”

“Mandarin is an incredibly important language to understand and to speak in a modern business and political world.”

“It's critical for Scarsdale Middle School to expand the world language options in order to live up to the district's reputation and attract families who values high-quality education. With surrounding districts and nearby private schools in competition, we cannot afford to overlook this important curriculum issue any longer.”

“China is the now the largest trading partner of United States and will continue to grow. Learning Chinese at a young age will provide students a lifetime edge to succeed in the future economy. President Obama has recently urged a million americans to learn the Chinese language by 2020. Scarsdale has a well educated and successful Chinese population and we should leverage our resources to provide world class forward looking education to our students.”

“I am against offering Mandarin. It is a waste of district funds. Those who are interested in Mandarin know it already outside of the school program. My children know other foreign languages and are almost fluent in it, but we are not pushing our language on the community.”

“I would rather resources be put into other areas of education. Music & Arts & PE. Addition of another language is minimally important to me.”

“I believe adding additional languages will dilute focus on excellent teaching of languages we already have in the system.”

“There are not enough resources to offer more languages, and it would only add more burden to the school's budget. The languages offered now are sufficient. Students who want additional offerings can do it outside of the school.”

“I strongly feel that the languages offered are sufficient and that no additional tax dollars should be spent on new language programs outside the ones currently offered.”

“Mandarin should be offered at as many levels (advanced, intermediate) as French or Spanish. Mandarin should also be expanded to earlier grade levels, such as 6th grade (middle school) or 4th grade (upper elementary school). Some other school districts are already offering Mandarin in middle schools.”

“Languages can be studied in different ways not necessarily through school curriculum.”

“A great effort. In today's global economy having a working knowledge of other languages opens doors and facilitates business. Numbers and foreseeable future trends favor Arabic, Urdu, Korean and Japanese in more or less that order.”

“American sign language is my first choice for an expanded program. It offers a unique opportunity for students to learn a non verbal language and exposes them to another form of communication. I do feel the language dept needs a larger infusion of choices. Thank you.”

“The languages at SHS are limited: do a survey like this and then actually introduce a new WH program-- German/Finnish/Serbian/Russian-- other great languages! Let students choose and then just guide them!!”

“Scarsdale Schools should definitely expand their world language options to more eastern languages such as Hindi (or Urdu), Korean, and Japanese, because a significant number of people from these countries live in the United States.”

“The world language offerings are fine. Adding new offerings would be a luxury, but not a necessity. Personally, I'd focus on expanding in the STEM fields. However, I love the world language I am taking right now (Spanish), and I think it is important to maintain a good quality standard.”

“Mandarin class offered at middle school is very important for my children since they will take Mandarin at high school. It lays out the foundation at middle school so that it is easier for them to pick up the language at high school.”

Recommendation

We concluded that, based on the low response rates to the surveys, the majority of the parents and students are satisfied with the current world language offerings at the middle school and high school.

Survey #1: Parents of K-5 Students	Response Rate	39%
Survey #2: Parents of K-11 Students	Response Rate	17%
Survey #3: Students in Grade 6-11	Response Rate	9%
Survey #4: Parents of Grade 5 Students	Response Rate	54%

Specifically, in terms of offering Mandarin at the middle school, the data from **Survey # 1 Parents of K-5 Students**, reflects that 41.3% of the parents who chose Mandarin as their first choice also reported that their children currently study Mandarin outside of school. The data:

Of the **588 parents** who responded, **135 parents (23%)** responded that their children currently study Mandarin outside of school.

Of the **327 parents** who indicated that Mandarin was their first choice for world language study at the middle school, **135 parents** responded that their children currently study Mandarin outside of school. This represents **41.3% of the parents** who chose Mandarin as their first choice.

Furthermore, as previously noted, the middle school organization, staffing, and scheduling structure is based upon the understanding that:

World Language classes are not leveled to accommodate incoming students with prior learning in a particular language.

If we offered leveled classes for Mandarin students, we would have to offer this option to Spanish and French students. The Middle School World Language Department does not have enough staff to support students enrolling in classes a grade or two ahead of their current grade level.

Given that the survey showed that 41.3% of parents who chose Mandarin as their first world language choice for their children to study at the middle school also reported that their children currently study Mandarin outside of school, the data raises the question of whether these children would be best served by a middle school Mandarin sequence that starts with a beginners level in grade six.

Based on all the aforementioned data and feedback, the administration recommends continuing the current world language offerings at the middle school and high school for the 2016-2017 school year.

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Appendix

Disposition of Students Who Enrolled in First-Year Mandarin, 2011 - November 10, 2016					
Year	First-year course title	# of students starting in the first-year course	# of students who dropped the course	# of students who finished the course but didn't continue studying Mandarin	# of students who finished the course and continued studying Mandarin
2011-12	Mandarin 312	50	1	7 discontinued Mandarin, 1 left SHS, 11 graduated from SHS	30
2012-13	Mandarin 312/313	18	1	2 discontinued Mandarin, 1 left SHS, 3 graduated from SHS	11
2013-14	Mandarin 312/313	16	1	3 discontinued Mandarin, 2 left SHS, 4 graduated from SHS	6 (plus 3 who entered the program in 2014-15 at the 323 level)
2014-15	Mandarin 313	27	0	10 discontinued Mandarin, 1 left SHS, 3 graduated from SHS	13 (plus 3 who entered the program in 2015-16 at the 323 level)
2015-16	Mandarin 313	27	3	course is ongoing	course is ongoing

OFFICE OF NEGOTIATIONS CLEARINGHOUSE SERVICES

Putnam/Northern Westchester BOCES

WORLD LANGUAGE IN THE ELEMENTARY SCHOOL

Name of District	Does your district have a foreign language program in your elementary schools?		In which elementary grades do you have a foreign language program?	What language(s) do you teach?	Do you have a FLES (Foreign Language in Elementary School) Program? FLES programs are designed to provide a sequential language learning experience aiming for some degree of language proficiency.		Do you have an Immersion program? Immersion programs combine foreign language instruction with content learning from the regular curriculum.		Do you have a FLEX (Foreign Language Experience/Exploratory) Program? FLEX programs are designed to provide limited exposure to one or more foreign languages for pre-secondary students.	
	Yes	No			Yes	No	Yes	No	Yes	No
Ardley		X								
Blind Brook	X		K-5	Spanish		X		X	Yes	
Byram Hills Central Schools		X								
Carmel		X								
Cedar Knolls		X								
Clarkstown	X		K-5 in one building	Spanish	X					
Croton-Harmon UFSD		X								
Eastchester UFSD		X								
Elmsford UFSD	X		K, 1, 2, 3	Spanish	X		X			X
Garrison UFSD	X		Grades 4 and 5	Spanish	X			X		X
Harrison CSD		X								
Irvington		X								
Lakeland CSD		X								
Mount Pleasant CSD		X								
New Rochelle	X		Kindergarten - grade 5	Spanish, Italian, Mandarin.	X		X			X
Pearl River		X								
Peekskill City School District	X		We have dual language (2 way) in grades K-5	Spanish		X	X			X
Pelham		X								
Pleasantville			Grade 6	French, Spanish and Italian	X					
Port Chester-Rye UFSD		X								
Rye City	X		Grades 1 thru 5	Spanish	X			X		X
Rye Neck UFSD		X								
Scarsdale	X		2-5	Spanish	X			X		X
Somers CSD		X								
Tarrytown		X		Dual language program English/ Spanish			X			
Tuckahoe UFSD		X								
White Plains	X		6	French, Italian, Mandarin, Spanish, Spanish for Spanish Speakers, Spanish Language Arts		X		X		X

Survey #1: Comments from Parents of K-5 Students, October 5-9, 2015

Is there any other input, which you would like to tell us regarding the addition of other World Language offerings at Scarsdale Middle School?

Students should be able to opt out of a world language in middle school if they are taking language classes at an accredited program outside of school.

I think there should be more effort put in to doing a better job teaching Spanish at Greenacress. Many Greenacres kids feel like they have to switch languages once they enter middle school since they don't know any spanish and the kids from the other elementary schools do. Mandarin should not replace spanish. It could be offered after school for those interested.

Offer language option for after school club/extracurriculum would be another option.

In addition, the levels of language would be very different by children, split student by levels would be beneficial to the language study.

Perhaps Latin in the middle school to strengthen vocabulary skills by understanding Latin roots.

I don't think another language at all necessary and too expensive

German

There should be an ability for children to take more than one language in middle school.

Also, although I put Japanese and Italian as possible language offerings, I feel that German and Russian should be offered.

Would like Latin to be offered.

Spanish is the most useful language, by far, in NYC & the USA. Mandarin is second globally.

Believe Spanish and french are enough. Spanish is second language and widely spoken. Children should learn and master spanish

English, Spanish, and Mandarin are all you need in this century. All others are boutique endeavors. Nice to learn and speak, but not vital.

If a third option was available, I would want to see Latin added to help promote vocabulary building. It would also be interesting to have 6th graders get a sampling of 2 different languages. For example, 1/2 the year of one language and 1/2 a year of the other). The students would be exposed to 2 languages. Then, students could choose a language for 7th grade. Currently, students are exposed to Spanish and then have to choose without having any exposure to French. Personally, I think 2 languages in the middle school is sufficient.

There is no reason that Spanish was taken away from the 1st graders this year. Absolutely wrong to not start any language till 2nd grade. Every study out there shows how important language study is for brain development and how starting as young as possible is best. Scarsdale is an amazing school system with a huge flaw in it that we don't emphasize language study.

Please start Mandarin. You should have started it in elementary school. I'm surprised that this school district doesn't realize the benefits of learning the language spoken by over 1 billion people and used in almost every cross-border business transaction. I'm also surprised that this school district which touts its "Center of Innovation" and "excellence" doesn't organize itself to maximize a child's potential during the time period in a child's development when MOST learning (highest absorptive time in a human being's life) takes place from age zero to age seven. Children really should be given this opportunity to learn Mandarin from elementary school onwards. Please get on the ball with this! Thank you!

We think it is very important to increase the quality and depth of the foreign language experience in Spanish and it French at the K-5 level. The Spanish offered currently at K-5 is minimal. I think this is a priority over offering a large sampling of additional languages. We would not be interested in Mandarin at the elementary or Middle school level.

They should learn the relevant second and third languages for US citizens: Spanish and Mandarin.

All other languages are very nice from an aesthetic point of view, but useless in today's world. I am a fluent french speaker, I love it, but it is utterly useless in life.

Today's languages are English, Spanish and Mandarin. Period.

Also interested in Latin.

My husband and I stand ready to volunteer in whatever capacity to expand language choice in Scarsdale from elementary all the way to high school. Thanks for sending out the survey. Regards, Kirkendall-Rodriguez

German must be offered in addition to Spanish and French. It is my first choice, beating all options your have proposed. Please add it to the lineup. German fluency opens exceptional educational opportunities in science and engineering fields, and is very useful in high-tech industries.
Students should not be confined to studying one foreign language. Those able to learn multiple languages must be given opt-in opportunities to study multiple languages as soon as possible. Ample research shows that starting early - way before middle school - is highly beneficial for learning.
We would gladly put our children in German language classes.
Russian
Languages should be offered only based on their importance to world economy
More important than adding another language would be to change the curriculum and/or hire a new Spanish teacher at Greenacres. I am trying to teach my daughter Spanish at home to prepare her for SMS. She has learned embarrassingly little Spanish from the Greenacres teacher, but she has watched countless videos and done way too many word searches. She loves school but completely dislikes Spanish, as do most of her classmates. Why turn kids off to foreign language at such a young age?
I think that mandarin would be a great third choice in this day and age. The other options above are not that important.
Please offer Russian.
Latin?
If another language is going to be offered, Latin should be considered
Latin?
If the district has budget concerns, my ranking would be Spanish, Mandarin, Latin and French.
You can't please everyone! Good luck! I still think Spanish is most useful day-to-day if you live and work in the United States. Thanks!
In my opinion, the sooner the kids are exposed to a language, the higher are the chances for them to learn it better. To extent possible, it would also be great to differentiate the level of teaching based on kids knowledge or ability. Presently, in Elementary School, all kids are in the same language class - whether they are native Spanish speakers, have a decent background, or are (still) complete beginners. As a result, their advances are rather limited. Another option to help develop language would be to bring enthusiastic parents, who can help with fairs, trips, and just day-to-day language acquisition by making it more fun and engaging. The options you listed somehow omit German, which is another useful language. I would certainly put it ahead of Italian.
American schools do not teach foreign languages well, and unfortunately that includes Scarsdale. True fluency will never be achieved if one begins to learn a language in high school. Adding Mandarin in Middle School is the LEAST that we can do to remedy this. It is a step in the right direction. Ultimately students should be studying a language daily beginning in K or 1 - really learning conversational skills, not just singing songs and memorizing nouns. Spanish and French are important and lovely languages, but our kids should also be offered Mandarin and Arabic so that they may one day be competitive in a global job market.
When there are a couple children (now for example in Kindergarten 3, Second 4) children learn the language Dutch in the middle school time it would be great..... I'm a teacher and would love to do it in the middle time school time
We believe learning foreign languages (multiple!) are crucial to a child's development, and should be part of the curriculum in elementary, middle and high school. Very happy that Spanish is offered in elementary and the time spent on it could be expanded. In middle/high school, it would be great if students can choose between various languages - e.g., Spanish, French, Mandarin, German, Latin and (ancient) Greek (in particular the addition of Latin to other 'living' languages would have our interest).
German should be an option. That would have been my first choice.
I would like to see more Spanish given in Elementary than twice per week. I am fine with two languages in the middle school.
Not at this time
Foreign languages should be taught by native speakers. If a child already speaks the languages being offered, teachers should make arrangements to help that child learn at a faster pace. My sons speak both French and Spanish and when I asked the Spanish teacher in elementary school if my oldest son could learn to read

(instead of learning things he already knew), the answer was no. He had to follow the class's pace. It is a waste of children's time to teach a child to count in Spanish when Spanish is his mother tongue.
We strongly support teaching additional languages as early as possible, ideally in Kindergarten.
Yes--please offer different levels for the students at middle school, in particular with Spanish, the most common foreign language. My kids take both Mandarin and Spanish classes outside of school and have been doing so since 2 years of age. I would love to see Mandarin offered in middle school, mostly because it is such an important world language. That being said, I would not enroll my kids in it because their level would be too high for such a class (they learned Mandarin before English, although English is now dominant, and have been learning reading and writing since age 5 at a Sunday Chinese school). Also, my kids have been taking Spanish since 2 and 3 years old, in immersion programs. I really would like a program that would cater to their level. I can't expect that with Chinese because you would be starting a new program. Right now, I feel conflicted on whether I would let them stay in Spanish in middle school because they have invested so much time in it already and will likely be more advanced than the majority of their peers. Yet the biggest pity for me would be for them to not continue improving on their investment in language skills. It will also get continuously harder to invest out of school time in foreign language skills for our family as the kids' other extracurricular activities increase. Therefore, I would propose more levels for Spanish in middle school, and I also support adding Mandarin to the curriculum. Thank you.
Our children speak Spanish at home and take native Spanish classes outside of school. There are a number of native speakers in Scarsdale who would benefit from the academic side (e.g. grammar and literature) of an advanced class. Having bored native speakers in the same class creates disruption for the rest of the class (currently the case in elementary school). Absence a native Spanish class, the current middle school options limit these kids to French only, so it would be good to have an additional option. German was not included in the drop down list of alternatives to suggest. Thanks for running this survey.
I would like to see Russian as an option
I find it a shame that it cannot start earlier in the academic grades; studies have shown that earlier exposure to secondary languages are so beneficial to children
Cantonese is definitely not a world language. It is a dialect. This is a very basic fact. I am surprised that whoever designed this survey didn't know this.
Having only 2 Romance languages is not sufficient for the Scarsdale school district when even small NYC public schools offer 3 languages. With globalization, having students learning a language that is not Western European based would help them become the global citizens Scarsdaliens want their children to be. So much business is being done with China that having knowledge of Mandarin and an understanding of the customs would help our children better prepare for life after college graduation.
I am currently a Spanish teacher at SMS.
I am against offering Mandarin. it is a waste of district funds. Those who are interested in mandarin know it already outside of the school program. My children know other foreign language and are almost fluent in it, but we are not pushing our language on the community.
I think it's essential that teachers are native speakers if we want the kids to learn the correct pronunciation and accent.
I would like to see Latin offered as a choice.
Strongly support adding Chinese as US-China relation is the most important bilateral and global relationship in the 21st century. Chinese is also spoken by one-fifth of the world population. It's a strategic language that everyone needs to learn in the US.
Mandarin is an incredibly important language to understand and to speak in a modern business and political world.
None
Hindi
The only language that would interest my family besides French would be Latin.
You hired people for Spanish in Elementary grades less than 10 years ago, have already cut back their hours, and are planning on doing it again next year. You have no plan. These are people you are dealing with. First secure Spanish long term before starting anything new.
My child already speaks Spanish at home as his first language, which I think is a very important language to know living in the US. Based on this, I would be choosing a language different from Spanish and I believe Mandarin would be more useful due to the amount of people worldwide who speak Mandarin vs French.

<p>Latin and Greek are foundational languages for English and Romance-language speakers. Our family believes these two languages would be more helpful to our students than most of the languages listed. For example, many of the languages listed are likely already spoken by some segment of the Scarsdale population. But Latin and Greek are classics that will not be taught in other settings. In addition, we're surprised to see Korean listed rather than German or Russian.</p>
<p>Latin</p>
<p>No, but we are very disappointed that Spanish was eliminated in the earlier grades in the elementary school. We feel as though MORE emphasis should have been placed on it as part of the elementary school curriculum -- not less (i.e., none in the early grades). In order for kids to actually pick up the language in any meaningful sense, they have to have more exposure to it than they're given.</p>
<p>No, just that I think we really should be teaching languages much more intensely at an earlier age.</p>
<p>Kids whose second language is Spanish should be taking a higher level. My kids find it unfair to their classmates and boring to them</p>
<p>Given the current global economy dependence on China, Mandarin is definitely one of the important world languages.</p>
<p>The introduction of any language at an early age enables children to learn that language with much greater facility. Offering Mandarin in the middle school is a logical step in maintaining Scarsdale's reputation for excellence in educating tomorrow's global leaders. We must be sure to evolve our curriculum offerings to keep with the times.</p>
<p>I am disappointed to say that I have found the Board of Ed's reception of the idea of Mandarin at SMS to be tepid at best. This survey is a step in the right direction and I am glad to see it.</p>
<p>If you are not going to offer Mandarin in the elementary school then what is the point in introducing it in 6th grade? It seems to me that the interest in adding Mandarin in the middle school is coming from the parents with this cultural background. If it is added I will not be persuaded to have my child take Mandarin since he was not introduced to it at an earlier age. I think he would be at a disadvantage in a class with children who have parents who may speak Mandarin at home and have been exposed to the language.</p>
<p>Would like mandarin to start in 3rd grade.</p>
<p>Languages should be started and focused on much before middle school. The addition of a reading specialist in place of Spanish for first graders was a terrible mistake.</p> <p>Children should be able to take two languages in middle school if desired vs having to choose one.</p>
<p>Studying a language is not just an academic exercise. The previous superintendent referred to the study of languages as academic. Languages are the way CULTURES communicate. There are many cultural aspects to learning a "foreign" language. I would only prefer my son to study French because a large number of my family members speak French - and we will go to France to visit with them. We also have some family members who speak Italian and live in Italy - and we plan on visiting them. We also focus on the cultural aspects of those countries, even from a distance. At least if our son learns French, he can use that language to work at the UN or at a Swiss bank. And we can support that language as a family, although we do have too many languages spoken to learn them all well. Very tricky subject. I learned three, myself, and many in my family spoke/speak four. I think only offering French and Spanish is a bit backward, although those are the languages spoken in North America and South America.... Tough to please everyone. English is still a VERY important language, to top it all off.</p>
<p>Consider adding Hindi</p>
<p>Would like to see foreign languages taught earlier than middle school.</p>
<p>We would like Russian offered.</p>
<p>I don't think French is a very useful language to offer. An analysis should be performed to see which languages are being spoken most and effort should be made to offer those choices. All choices offered should start from elementary till high school so that the language gets reinforced.</p>
<p>Coding or programming languages should be offered.</p>
<p>I would like to see Portuguese being offered as there are quite a number of Portuguese speaking households in Scarsdale as well.</p>
<p>I feel the greatest exposure children can get to another language at an early age, the better it is.</p>
<p>You didn't list Latin but I would like to see that as an offering.</p>

My son is in 6th grade at SMS. If a new world language is offered in 2016 would it be offered to him in 7th grade and could he switch from Spanish to it?
Why isn't German an option?
I hope students can have the option to choose more than one world language. I really wish my children will have the opportunity to study Mandarin at school, but I'd like them to learn French as well.
I think that Latin would be a great option since it is the base of all of the Romance languages.
Any new language introduced should be taught in a way that doesn't require additional tutors outside of school as it is currently for Spanish and French. Need for tutors may put undue financial burden on parents.
Would not support any additional language at the expense of the existing choices/programs.
I think children should be taught all 3 languages during middle school. That's how it is done in Europe.
What I would like to have my children study is VERY different than what my child would like to study. Not ever child is going to want to take Mandarin, my 4th grader included. I blame myself for this b/c I introduced him to the language when he was 3 and apparently he was very good except for the fact that he did not understand it and by the time he was 5 he said forget it, it's too hard! I do believe in a third language option but I think we should be have an open mind as to what the third language option could be. I do not want my children to take TWO Romance languages, I would prefer a different language family as a second foreign language. I put down Korean, Hebrew and Arabic b/c they are all alphabetic systems, not Romance languages, and useful. Scarsdale is and has always been a very diverse community and language is an opportunity to showcase it.
Nope--thanks for the opportunity to contribute!
Yes. I think the Spanish is too easy. Maybe, instead of introducing a new language, the Spanish could be more advanced.
I would like to see Mandarin, or any other language options, but they need to be done well. The elementary school language program is very weak. My kids are in second grade and can't say much more than numbers and colors in Spanish. They can't form a sentence. So as much as I'd like to see new languages, I'd say don't bother if it's going to be run like the elementary school program. If it's going to be done well, then I'm all for it.
I am surprised that Latin isn't under consideration as a language offering. Although not currently spoken, Latin is extremely useful for vocabulary and as a basis for Romance languages. If it were offered, I'd sign my children up for it.
As you probably know, if you rank the languages by population, Mandarin and Spanish are number 1 and 2. French is 19th. If we want a modern foreign language program, we should definitely offer Mandarin.
I find it preferable for my child to continue studying Spanish (which he is already getting at Greenacres) and to get a real mastery of this language through middle school, rather than starting another language.
Hindi is the most spoken language of India, a growing economic power that shares the core values of democracy, individual freedom and secularism with the United States. Would have been nice to have Hindi offered as a choice.
Mandarin is the most useful language after English in the business world. To keep Scarsdale's high standard for education, mandarin should be included to benefit the students and better prepare them to be global citizens.
You have it on the mark. I have always envied people who speak other languages, looking around today's world it seems that Mandarin, Arabic and possibly Urdu/Hindi can cover another 2 billion of the world's population alongside the usual world languages of English, Spanish and French. Thanks.
I think the current choices are fine for my son because the real hurdle will be getting him interested in learning a language in general, but for others I think more choice is better than less, and offering a non-European language would give the students a more diverse choice
While I very much would like to see Mandarin offered, I wonder whether Spanish and French (as Romance languages) are helpful in acquiring deeper knowledge of English itself.
It might be helpful if the District could provide residents reference to studies about the efficacy of secondary languages (and which) towards in-depth English language acquisition.
I am also interested in getting more information regarding the curriculum should Mandarin be implemented in Middle School.
Approve Mandarin as a language option for Scarsdale Schools.

Would be great if offerings could be expanded at elementary level as well, especially for those with already spanish-english bilingual children. thanks
Arabic and Urdu, Really?
I wish for Hindi to be offered in schools here as there are quite a few Indians
Why not offer more than one language?
Mandarin is crucial to start at SMS. We are learning Mandarin outside school.
Being multilingual is an extreme advantage in a COMPETITIVE GLOBAL economy. Having to choose one language only is not enough. Our children should grow up learning, at a minimum, Spanish/Mandarin/French starting from Elementary school. Most foreign workers in the US speak at least 2-3 languages. Why are our children not exposed to the value of being multilingual when our world economy depends on cross-cultural and international business?
Moreover, the US is a land of immigrants. We are a multicultural society and yet our education curricula does not reflect or embrace this quality.
Thank you.
It's not on the list, but Latin can be helpful for learning roots of words and vocabulary.
Portuguese
I think one of the upcoming languages nowadays is Mandarin and it will be great if we can offer Mandarin at MS. Also Mandarin is offered at high school but not middle school? It seems to me that there is no continuity ...if you are learning Spanish or French till 8th grade what's the point of starting a new language in HS? I think that whatever languages are offered at elementary school should continue till High school and if there is a demand for Mandarin it should be offered. I certainly would welcome that change. Thank you.
Asian is a very big potential career field for our kids future. My Mandarin speaking background helps me so much in my conversations with my clients. Scarsdale has very good educational exposure for European backgrounds and knowledge. Enhancing Asian background introduction will enhance our kids' international viewing.
Thank you so much for helping our school system!
NYC has very big Asian population. Knowing Mandarin will help our kids know more about their neighbors or family background. It also helps them service the community or their jobs better. In medical field, if the doctors or nurses can speak multiple languages, it will help so much to know the patients.
Thank you so much to keep improve our school system! Cheering for Scarsdale schools!
I am not familiar with all the options available for world languages in the high school but assume there is more than Fr, Sp and Mandarin?
I grew up and went to public school in Missouri, and we had the choice of French, Spanish, Latin or German starting in jr. high (7th gr). It isn't clear to me here what the tradeoffs are of expanding the World Lang. program in the MS, but assuming no budget changes, I believe a district like Scarsdale should offer more than just Fr or Sp in 6th grade. If anything, the world is much more accessible than when I grew up and the global economy favors those who can easily work in different regions.
I appreciate your taking the time to survey parents, and also hope that you consider globally what languages may of value (and not just lean towards adding one language b/c of a large local population).
I am not sure my kids would be interested in learning anything but spanish
Don't dilute resources for fleeting fads. The same popularity of Chinese today is what we saw with Japanese in the 1980's. Latin would be a better language to teach (as a foundation for English).
Immersion is the best way to learn a language. 1-2 x per week for an hour is a waste of time.

Being able to speak a World Language is a lifelong advantage, this is why we find it very important to learn it at an early age. Thank you
I think adding languages like Mandarin, Urdu etc is tough. These are languages that you can only learn if you are truly immersed in them. What you will see is that the children who speak these languages at home are the ones who will participate.
Other than that, I would like to see more native speakers teach the languages.
if you are looking to spend money on the curriculum add more hands on stem work or add an art history course. also please drop the farce of a music (non-instrumental) program.
If there were a budget issue, then I would actually choose to replace French with Mandarin.
Teaching a second language to our kids is extremely important. i would like to see this program start at Kindergarten and continue as the kids move up. i would like the curriculum to be strong and really focuses on getting out kids fluent in whatever language they choose, and not just basic skills. Starting young is the key, i don't believe starting Mandarin in middle school will be effective. if we are going to introduce a new offering, we should consider introducing it earlier than later.
German
As a member of the group of moms urging our District to expand Mandarin from current High School offering only into the Middle School, I support the inclusion of Mandarin in MS curriculum whole heartedly! Our District is already fallen behind compared to neighboring school districts (White Plains, Larchmont, New Rochelle, New York City to name a few) in this area. It is time to put Scarsdale back on the map as we are renowned nation wide, and the world to a certain extent, as a District historically grounded in exceptionally high quality liberal art education!
I would like my child to be able to study 2 world languages in 6th grade and onwards, not just one. If Mandarin were available as a 2nd language, we would pick that.
Can you please add German to the list?
We would like to see offering of second language specifically Mandarin in middle school at the latest, but hopefully at an earlier age starting in elementary school. Thank you.
Should you decide to add additional languages, I hope that Spanish continues to be an alternative.
I am confused by this survey. It asks questions about languages in SMS in theory, but only asks about our children in k-5, not those currently or previously in SMS. I think before we add more languages, we should do a better job with the languages we currently offer k-5. Many of the teachers regularly make spelling and grammatical mistakes in elementary Spanish.
Latin - it helps people learn how to write better
We are Chinese Americans and we would very much like for our children to master Mandarine starting an early age.
By the time our children reach Grade 6, their level of Chinese would surpass the Level 1 Mandarin offered at Grade 6 of Middle School. Our children would greatly benefit from studying Mandarin at a higher level at the Middle School. It would be very welcome if there are various entry levels for Mandarin offered at the Middle School that allow all Scarsdale students regardless their background to progress in their mandarin study at their appropriate levels.
Offering Mandarin has been standard practice in Mamaroneck Middle school and HS for years.
Mandarin is so important these days, not because I am Chinese.
Why weren't other languages included on the survey questions for "expanded language offerings" at SMS? If there was an "other" option, I might have chosen Russian, German or Portuguese as some of my additional choices. I believe Mandarin and Arabic to be important languages for the future, but not necessarily over these other languages not mentioned in this survey.
China is the now the largest trading partner of United States and will continue to grow. Learning Chinese at a young age will provide students a lifetime edge to succeed in the future economy. President Obama has recently urged a million americans to learn the Chinese language by 2020. Scarsdale has a well educated and successful Chinese population and we should leverage our resources to provide world class forward looking education to our students.

I selected Mandarin not for personal reasons but to serve as a introduction to the course at the high school.
Many chinese kids who have been to outside weekend chinese schools will be in advanced level in Mandarin when they reach middle school. If Middle school decides to open Mandarin class, I hope there will be advanced class (corresponding to 6th grade Mandarin level) for these group of kids.
Besides English, I think Spanish is the second important language in US. And it is not very important for kids to learn many languages, because as the technology improve, the phone will translate languages very easily in the future. It is very important for us to open some classes that may related to how to making translate easier in the future, like technology class.
Japanese
Top ten economies based on the criteria of GDP, current prices (US dollars) which is simply known as nominal GDP. The rankings differ if the same list is prepared using the GDP based on purchasing-power-parity (PPP). As a general rule, developed countries have a smaller gap between their nominal GDP (i.e., current prices) and GDP based on PPP, while the difference is greater in developing countries, which tend to have a higher GDP when valued on purchasing-power-parity basis. 1. United States 2. China
China is ranked #2. Learning to speak Chinese is a great way to give our children well prepared in the increasingly competitive business world.
Asian languages are much harder to pick up at later stages of language learning curve, thus instilling our pupils with early exposure to them is immensely beneficial.
more intensive training in 4th and 5th grade (at least 3 times per week) instead of once every 6 days K-5. seems so ineffective.
offer "trial" classes for a month in 4 or 5 so students can make an informed decision based on experience rather than picking one based on nothing other than parents choice.
Mandarin is becoming more and more important as the trading/cooperation and other business between China and USA grows over the years. It is already a most spoken language in the world, and I am expecting it will play a more important role in the future.
The current elementary school spanish program is inadequate. regardless of what language is offered in middle school, spanish or mandarin or whatever should be started in kindergarten!!!
Mandarin lessons seem to be just like kale - popular at the moment because everyone has decided its the key to some broader, higher aspiration (eternal health?), but not that great or fun to eat/learn.
I'm a fan of languages and of people learning many of them, but on the whole I think our curriculum is pretty aggressive and we should ease up on our kids a bit.
If you're going to add any language at all at SMS, I'd add Latin and leave it at that. I would even go so far as to say that Latin should be required for all 6th grade students, with Spanish and French moved to 7th and 8th only. Or go crazy, scratch Spanish in the elementary schools (the five years of Spanish classes that my 6th grade twins took taught them virtually nothing) and teach Latin for K-5.
Multiple level of language class should be offer and place children in a level based on his or her language level instead of grade
I think Latin would be a valuable option for students More importantly, though, I believe students need more class time in the languages we already offer if they are going to progress in foreign language.
It's critical for Scarsdale Middle School to expand the world language options in order to live up to the district's reputation and attract families who values high-quality education. With surrounding districts and nearby private schools in competition, we cannot afford to overlook this important curriculum issue any longer.
Actually, which world language we will choose will depend on the level of the language class offered. We are Mandarin speaking family. We teach our children Mandarin at home. We also send them to Chinese school every weekends since kindergarten. They are

advanced Mandarin speakers. What they need to be strengthened are reading and writing in Mandarin. If school can offer advanced Mandarin class for their level, we will definitely choose mandarin. However, if it was for beginner level, we may choose French...
Mandarin is a very important language and I want to give my children every opportunity to master this language and if possible have daily exposure.
I think you should offer Russian.
Thank you for the survey. We are also hoping to see Mandarin be added to elementary school's after school club curriculum.
Thank you.
No
Manderin has been offered at so many private and public schools all around. Some private schools even require is as second language.
Any other language from African Sub Region or Latin American such as Swahili, Portuguese etc.
Even though Daisy would continue her study of Spanish in elementary school, we believe she may be quite interested in learning Mandarin at SMS.
No.
I think it's critical to expand foreign language offerings and to do it as young as possible. I had much greater success learning a foreign language and acclimating to the grammar rules, idiomatic expressions and culture than in later years. I would like mandarin offered at the grade school level and Spanish and French offered starting in 1st grade.
N.A.
Not at this time
I have heard that Mandarin is a very difficult language. I wonder of introducing it early would make it more easier for children to grasp the concepts of the language so that it would be more accessible should they want to pursue it later on. I also heard that because it is picture based it appeals to younger children.
Your list of choices above ommitted Hindi, the 2nd or 4th most language spoken in the world, depending on source. https://en.wikipedia.org/wiki/List_of_languages_by_number_of_native_speakers http://www.vistawide.com/languages/top_30_languages.htm
As of today, the United States has the world's largest economy and China the second largest. The two countries are major trade partners and have become more and more intertwined as great numbers of Chinese and Americans have experience visiting, studying, working and living in the others' country. Learning Mandarin, the official Chinese language, from middle school or even elementary school as a foreign language for Scarsdale students can be very helpful for their future career. Through learning the language, the students will also have the chance to study about the country and its culture, which can be very important as being a global citizen and to understand the cooperative and mutual beneficial relationship between the US and China.
I think school subscriptions to Rosetta Stone would cost effective tools to teach additional languages
Our son is Dyslexic and really struggles with any language. We prefer that he not be REQUIRED to study any language other than English, but if an additional language is required, we prefer it be Spanish because we have Spanish speakers in our home. Our situation may be somewhat unique...but I answered based on our need and preferences. Thanks!
Latin would be a nice offering. Is that offered at the high school?
Please consider adding mandarin class of various levels to accommodate students with prior exposure to the language.
No other languages besides Spanish and French are needed at the middle school.
My daughter would take Hebrew if it was offered in 6th grade. She is currently in 5th.

I do believe aside from Mandarin being offered as a World language, Spanish should also be offered in light of the current dynamics of the world economy and cultural interaction.
Thank you.
Maybe set up a dual language program for students
She's taking 1 st grade level mandarin at edgemont high school. Not sure how to integrate all the various levels as many there started at age 4. That would be a challenge. But offering mandarin in some form would be great exposure to all!
German would be a great addition.
Although I selected 'None of these. Current offerings are sufficient', that was not what I really meant, in that I'd like to see if anything, Latin offered at Middle school (I realise that is a classical language rather than what would maybe be considered 'World language'). Also would like to see either Russian or German on the list. Other than that, I am happy with current offerings.
No
It would be fun for the Jewish kids to be able to take Hebrew and or Yiddish:D
I don't understand how I was supposed to fill in the above chart but I have 2 children currently in grades 2 & 4. I would like them both to learn Spanish. My second choice would be mandarin (not French).
The most valuable addition would be some way to maintain their proficiency status during the summer rather than having it all fade away. Perhaps there are online language labs (written and oral?). I would think students out of the US might be a natural and low-cost counterpart.
The Spanish program at the Elementary level could benefit from a better methodology and could be encouraging more proficiency.
Would like to see mandarin and Hindi offered!
Hindi as another world language option.
Scarsdale school district should consider to offer Mandarin at elementary school. Due to the complexity nature of the language, it will be better to start the language at earliest possible.
Teachers should have the appropriate accent (ie native accent)
Russian Language
If a small group wants Mandarin, I suggest they get together and hire a tutor outside of school. Additionally, I think this survey is very poorly worded. The answer to "If the District's world language offerings were expanded at the Middle School, which language would you like to see offered as your first choice?" is presented as conditional, yet presents the option to say no additional language is necessary. This can lead to very misleading conclusions.
Could German be provided?
Could German be provided?
Current language offerings at middle school are sufficient, no need to raise your costs and our taxes.
My son learned some Mandarin last year in an immersion program and I wish he could continue it
We don't need more, we need better.
As a member of the group of moms urging our District to expand Mandarin from current High School offering only into the Middle School offering. I support the inclusion of Mandarin in MS curriculum fully! Our District is already fallen behind compared with neighboring school district (white plains, Larchmont, New Rochelle, NYC and etc) in this area. It is the time to put Scarsdale back on the table as we are renowned nation wide. Thank you!
It would be a wise and forward looking decision to offer maderin as early as possible given China's rising influence worldwide.

It will be great to set up different levels of Mandarin courses in the middle school.
You asked if the children are studying Latin outside the school, but did not make that an available choice for an expanded offering. I would have chosen that.
It is important to have the opportunity to choose.
I would be interested in seeing Russian being offered as a world language at the scarsdale middle school
I love the idea of having my child learning Mandarin at school. However, if the school would consider to offer an option of taking "Traditional Chinese" instead of Simplify Chinese. If the Mandarin class is going to teach Simplify Chinese only, I don't this this option will benefit my child, I would rather my child select another language.
Please offer Hindi. Thanks.
I would rather resources be put into other areas of education. Music & Arts & PE. Addition of another language is minimally important to me.
I THINK SPANISH WOULD BE A GREAT SECOND LANGUAGE TO BE ADDED AT ELEMENTARY SCHOOL TOO.
It is important to introduce Mandarin as a second language.
Languages should be taught so they don't cause undue burden on families to hire supplemental tutoring outside of school.
I think additional language offerings are always an enrichment, as long as students keep up with their choices. Once the choice for the second language is made, it should be kept until the end of Middle School, in my opinion.
Spanish is meant to be the second language in the US and a third language with more variety of choice than just French could be great.
It would be a wise and forward looking decision to offer maderin as early as possible given China's rising influence worldwide.
German - Far more relevant for global business today than many of the Asian choices which were our only choices in the drop down menus. It is in the top 5 economies today and will be in 2030 as well.
I feel that the Spanish at Greenacres is extremely weak and they are at a great disadvantage in middle school in compared to the other four elementary school. Since the new Spanish teacher came my kids have learned less and less Spanish than my older kids and a lot of their friends either drop foreign language since they are so behind or pick French since they feel they are starting new anyway. The supposed review in sixth grade is brand new information for them. Please bring us changes to Greenacres to make Spanish to the level of the other elementary schools.
The families pushing for Mandarin classes in the Middle School all already speak Mandarin fluently and attend Chinese school regularly. They are looking for an easy A for their child, to inflate their GPA, and NOT to actually learn anything from the class. No one who is not a fluent speaker will be able to enroll for these classes as they will not be able to compete with the native or first generation students. Please do NOT offer Mandarin in the school!
Spanish and Mandarin are two languages besides English used widely with large population. To prepare out kids for world-class citizen, we wish our kids have opportunity to learn these 2 languages earlier.
No
Focus more on math, the languages are alright
I would rather spend money on improving what the school system has than adding to it. Scarsdale parents in general are rich enough. If they want to teach their children mandarin, they can eliminate one of the 3 travel sports team they are currently participating in, and replace with mandarin. Pleaes don't burden the school system and taxes anymore. Spanish has already been removed from the schools for 1st. Please don't alter anymore.
I believe adding additional languages will dilute focus on excellent teaching of languages we already have in the system.
In the USA only English and Spanish are relevant languages. All the other ones are "nice to have" and non-essential. It's way more important to reach an exceptional level in English and Spanish than a mediocre level at best in any other language. There are too many different cultural backgrounds in Scarsdale and whatever language you offer would only benefit one of the groups, which will always be always be a very small fraction of the population.

So therefore we think that if parents would like their children to learn other languages they should use their own money, NOT tax payer dollars. It is also inconceivable to us that taxes would have to be raised to fund somebody else's wish list.

My child is actually in private school now. She completed the 5th grade at Greenacres last year. A major reason why she no longer attends Scarsdale Schools is because of the importance to our family of having her begin to learn Mandarin in a dedicated manner (not only on weekends or at night) at an earlier age than high school. Mandarin is a language that is difficult to learn after the younger years. It takes years longer than for a romance language to become fluent in Mandarin for those of non-Mandarin speaking families. Ideally, children should be exposed to Mandarin prior to age 7 so that the ear can acclimate to the tonal nature of this language. Given the spotty and inconsistent approach to Spanish at the elementary level in Scarsdale (i.e. the poor instruction at Greenacres which is well documented by the District and known by all parents in that school), it might even make sense to replace Spanish with Mandarin in elementary school with the goal of training the young ear to listen and hear. Further, the actual writing of Mandarin uses a different side of the brain than the speaking of the language (left vs. right (or perhaps it is the other way)) which makes this language much different than romance languages which use only one side of the brain. Additionally, I would also like to see Latin offered in some form. Latin provides an excellent foundation for English and many other languages. It would augment both the study of some second languages while simultaneously improving English vocabulary and comprehension. Latin is important to many fields such as law, science and medicine. Although my child no longer attends Scarsdale and would be unlikely to benefit from an addition to the Middle School curriculum 2 or 3 years from now, we would definitely support the addition of languages - particularly Mandarin and Latin and will happily approve a budget with these items even if it is over the cap. A decision to add a language should not be predicated on having that magic number of 20 or 25 kids per section. In fact, the class size for languages should ideally be very low to provide the individual attention needed to truly master a foreign language. We are particularly concerned that the Scarsdale schools are at a competitive disadvantage both in terms of their language offerings and in terms of producing students with adequate language skills for the 21st century workplace, or even for adequate preparation for college. This should be a concern for all in the community, not just those with kids who may benefit years from now.

Is there anything else you would like to tell us regarding the World Language offerings at Scarsdale High School?
Enough Already!!
Rather than offering more language classes the district could put the money to better use offering SAT classes which would help the less advantaged children attain better grades. Being a high achieving school district should not mean that the education has to be supplemented with tutors so that those grades can be achieved.
My oldest child is now a freshman in college. He was not eligible to take a language until 7th grade, when he started with French. In 9th grade he added Mandarin and in 11th grade he added Spanish. For four years he took two languages and for two years he took three languages. I am a huge proponent of taking multiple languages in the High School. It served my oldest child well. I have two kids entering the high school next year and they are both talking about taking a second language in 10th grade. I feel very lucky that we had multiple languages offered in our high school. Keep it up Scarsdale. Happy to participate in any discussions going forward.
I think if you made the SECOND foreign language a pass/fail class you'd have more interest. Sometimes the stress of their grade point average is what deters them (understandably) from doing it and that's really quite a shame. I had the opportunity to learn 3 languages in school K-12 (the 3rd one was a pass/fail class) and consider myself fluent. I have since learned 2 more but age made a big difference, I can "manage" in both of them, but unless I move to those countries and become immersed, I will never be as fluent as with the ones I learned in childhood.
Don't spread the existing resources too thin. Focus on the languages you offer now and do it well.
Instead of increasing the World Language offering at the high school level, it would be better to offer the current languages, specifically Mandarin, in the middle school level. Starting a language in high school is okay, but there would be significant advantage in starting a language earlier.
If at all possible, it is very important to have native speakers teach foreign languages starting in elementary through high school. It is also to have different levels in all grades. Otherwise students will not learn languages well.
My son is currently taking Spanish but also has some exposure to/knowledge of Mandarin. I wish it was easier to fit 2 languages into his schedule all 4 years of high school.
My younger son has been dying to really learn Hebrew - my other two are done - not really interested in languages - struggling through Spanish...
There are many opportunities to study language outside of school with tutors and special language schools. I believe this is sufficient.
languages should be supported earlier in schooling.
Languages can be studied in different ways not necessarily through school curriculum.
Anil who is attending university of Chicago took 4 years of Spanish and mandarin. That was perfect for him.
There is a wealth of research showing that early start is highly beneficial for language acquisition.
Work with middle and elementary schools to introduce languages early, in a rigorous and systematic way. Cutting Spanish in elementary school is a mistake.
By the time the student reaches high school, s/he should be building their language skills on top of years of study. Starting a new foreign language as late as high school is not cost-efficient, and will be an uphill battle for an average learner. Learn from european educational system; start earlier.
I think Scarsdale covers all the languages truly needed in our changing world. But English is the language of the elite for a reason. It is the language of math science and business. Don't waste money on minor languages. Good luck.
I believe the languages offered are sufficient and even question the importance and impact of offering Madarin. I prefer my children to focus on the core educational requirements of math, reading, sciences, etc.

For Latin, combining students who are in their third year and students in their fourth year of student is not optimal. For Mandarin, combining students who speak Mandarin at home or attend a Chinese school with students who are just learning the language is not optimal.
I believe the World Languages offered now are sufficient. The only reason I wrote in Greek is for the benefit of a better understanding of the entomology & meaning of English words used in Math, Science, etc.
Ancient Greek
When I moved here 10 years ago I was shocked at the limited World Language choices. A district of this caliber should have more. At least Mandarin has been added, I hope to see the choices expand for future students who will be living in a global society.
A great effort. In today's global economy having a working knowledge of other languages opens doors and facilitates business. Numbers and foreseeable future trends favor Arabic, Urdu, Korean and Japanese in more or less that order.
The Spanish program is great. I do think an expansion of language opportunities would be useful for some kids. My own daughter would likely choose computer sciences or additional math, however.
not really necessary to modify world language, use that proposed money elsewhere where really needed.
Cantonese is NOT a language. It is merely a dialect of the Chinese (Mandarin) language.
would prefer resources go elsewhere one of my children did want to take a second language but there was no room in the schedule
n/a
I think that there should be a stronger focus on basic English literacy, including writing essays and research papers, and that is a higher priority than expanding the world language offerings.
The existing Spanish and French program is very strong at SHS. Not too sure if Mandarin has been much of a success at SHS beyond a few students though there probably is a need to have Mandarin teaching. You could do a trial period for another language like Arabic, Korean or Italian to see if there is enough interest.
It would be good to expand offering Language choices. Even if they cannot be offered at the High school. Equivalent programs offered outside be considered for credits.
Example programs SAFL is a program offered for learning Sanskrit as a foreign language. Tamil is Offered by various institutions through an accredited program with California.
There are not enough resources to offer more languages, and it would only add more burden to the school's budget. The languages offered now are sufficient. Students who want additional offerings can do it outside of the school.
For kids to start learning world language(Mandarin), it is so important to begin when they are younger in elementary school and middle school. My kids would want to learn Mandarin but they can't start learning until high school which does not make any sense. We would strongly propose the district starting to offer Mandarin class from elementary and middle school. Thank you very much!
Appear sufficient.
The current school day at SHS makes it very difficult for a child to take a second language. If they decide to take a second language, which two of my children considered doing, they gave up almost all free periods, thus making it very complicated to meet with teachers. This issue is part of a larger issue in how the high school day is constructed. I hope that this issue will bring forth this larger issue to the Board of Education's attention.
The Spanish program is great. I do think an expansion of language opportunities would be useful for some kids. My own daughter would likely choose computer sciences or additional math, however.
The Spanish program is great. I do think an expansion of language opportunities would be useful for some kids. My own daughter would likely choose computer sciences or additional math, however.
I think the level that anyone can learn a language without being immersed is somewhat limited but it's good to be exposed to languages. However, we already pay such high taxes for our kids' education and I think breadth of choice can be a superficial offering, it looks good,

but do we need it and do we lose depth in the subjects already offered. I just think it's frivolous to add more languages. That's what college is for. If people want to pay for more education let them Get private lessons. I'd rather see improvements in the quality of what is already offered.
Many high schools and colleges offer Italian. My daughter, now in 2nd year is taking it at her college. It would have been great if Scarsdale High still offered the Italian language as it would have been helpful for my daughter. I really hope they bring it back to the HS. It is a language and culture loved by many. I
I think it is sufficient. If parents want their kids to learn other languages, they can afford to send them for private lessons.
The quality of instruction varies widely. The Advanced French offering is not interesting and redundant from year to year. More works of fiction and nonfiction should be read in non Honors courses. Less emphasis should be placed on rote memorization and more on analysis.
We have plenty of options. If parents want other language options they can arrange for instruction outside of school
Mandarin is the most useful business language after English. Many neighboring towns are offering mandarin already. Offering Mandarin in Scarsdale will help the students to be more worldly and ready as global citizens.
Italian was once offered in the school district and it was removed. I would remove Mandarin. Only a fe students study mandarin
In the USA only English and Spanish are relevant languages. All the other ones are "nice to have" and non-essential. It's way more important to reach an exceptional level in English and Spanish than a mediocre level at best in any other language. There are too many different cultural backgrounds in Scarsdale and whatever language you offer would only benefit one of the groups, which will always be always be a very small fraction of the population. So therefore we think that if parents would like their children to learn other languages they should use their own money, NOT tax payer dollars. It is also inconceivable to us that taxes would have to be raised to fund somebody else's wish list.
Kids who second language is one of the ones offerings should be at a higher leave than kids who don't know the language
I would remove Mandarin. I believe the language poses numerous challenges for a student to master , especially High School. I believe it is currently popular because of China's economic power. However, once or if China's economy implodes , interest will wane. The result will be similar to the 1980 's when Japanese was extremely popular until Japan's economy spiraled downward.
I think it's more important to strengthen the existing language programs - both in the high school and the middle school- rather than expanding.
i believe that there are many places that any additional money in the scarsdale system should be applied, prior to expanding the language program.
Mandarin should be offered in the Middle School, at the same time when French is offered. It is difficult for 9th graders to consider a new language, while it is much easier for 6th graders to pick up a new language. Since French is the only other option available in 6th grade, it has a significant advantage over Mandarin--which is offered when students are 3 years older and busier. Why should French have this advantage over Mandarin? If both languages were on an equal footing, the district will see how much more popular Mandarin is. Mandarin is the more spoken, more valuable and more useful language by far. The district needs to correct this disservice to students as soon as possible!
I think funds should be used in another way.
I believe that we have a full offering in this area. There are other areas of study that need expansion more. Also would like to see more emphasis in developing current curriculum and teacher aptitude rather than expanding into new areas.
It is good to have choices so the children can think outside of convention and explore ways to utilize their language skills. I also feel emphasis should be given to the spoken language in addition to the written as many leave high school with multiple years of language study but weak verbal skills and lack of confidence in their ability to converse
As the parent of a current 5th and 8th grader, I find it difficult to say with strong certainty how many years of foreign language instruction my children will complete in the future. I am unclear on the purpose/validity of this question. Is the purpose to gauge how committed parents would be to having their child study a certain language, given the associated resources/expenses involved? If so, the better question may be, if X language is offered, would you be willing to commit to a minimum number of instruction years.
Current offerings seem sufficient to me especially if a child can select more than one foreign language
No

<p>It must be started in early elementary grades</p> <p>It is not worth adding extra languages when we are not starting the languages at K level</p> <p>This is where the money should be spent ,</p> <p>In my opinion</p>
<p>I strongly feel that the languages offered are sufficient and that no additional tax dollars should be spent on new language programs outside the ones currently offered.</p>
<p>We have limited resources. I do not think language is the priority. I would rather see district expend more resources on technology. Those seeking expanded language offerings can pursue it privately.</p>
<p>We could work with Middlebury College as we broaden our offerings since their programs are so strong.</p>
<p>The current languages to not inspire all the students at SHS. More offerings would meet the needs of wants of more students. Mandarin is too hard for many children who are not Chinese to learn. Latin is also very challenging although I feel it's very valuable. Some more options like Hebrew and Italian would meet the needs of more children.</p>
<p>I would rather see the focus on languages start as early as possible, rather than letter. Children pick up much more at an earlier age, prior to middle school. also we should focus on the quality of the program rather than expanding the program's offering.</p>
<p>Students should be taught to converse, rather than stressing reading and writing which is important but will not be used as much as conversation.</p>
<p>Note, my third child is graduating this year so extra languages would not benefit him.</p> <p>I know it is touchy in Scarsdale, but German is a world language that is truly missing from Scarsdale. It is important for study of literature, music, medicine etc, and it opens up doors to other Germanic languages like Yiddish, Dutch, and Scandinavian languages.</p> <p>I see no reason why interested students could not take 3 or more languages at SHS. That is what I did growing up. Perhaps this would be sensible:</p> <p>* English - all years</p> <p>* Spanish = A language - 1st - 12th. Spanish is so important now it cannot be ignored. It should be mandatory for all. And to start early is key. In my opinion, Spanish is currently a 'joke' in K - 5. It should be taught with much more rigor. Young kids are very good at learning foreign languages. Words should be sent home each week, and grammar should be studied.</p> <p>* B language, French, Spanish, Mandarin, German etc.- 6 - 12th, and</p> <p>* C language optional 9th - 12th.</p> <p>Students would truly benefit from speaking at least 2 languages very well.</p>
<p>The study of world languages is critical to our children's education and, I believe, to the future of our country. I would like to see more comprehensive world language study initiated in the elementary schools, though it is too late for my children. In addition, I would like to suggest an integrated study abroad program at the high school level. The current offerings feel a bit piece meal but unrelated to the students' course of study. My daughter went on the Australian exchange this summer, a valuable life experience unrelated to language study. Thank you for conducting this important survey,</p>
<p>I think there should be different levels of language courses. There should be beginners, Intermediate and advanced classes.</p>
<p>I am enthralled that there is consideration underway to add to foreign language options that are currently offered!</p>
<p>I am more concerned about the ability of language teachers to get our students enthusiastic about and engaged in learning a foreign language. My child who is in 12th grade elected to stop Spanish this year. She has not had a good experience with Spanish teachers, although she has received good grades. She said class is just boring. I think there needs to be more interactive ways to learn language. Regrettably, foreign language has not been a positive experience for either of my High School Students.</p>
<p>IF there's any chance for the ESL student to take French/Spanish, that will be great.</p>

My daughters have benefited greatly from having started a world language in the elementary school. It has really aided my eldest in succeeding in the honors world language classes. We wanted them to focus on learning one language well and they are not interested in learning additional languages at this time. Thank you for surveying the parents.
I think adding ASL would be a great idea.
When my children entered the high school, I was ,honestly, surprised about the limited foreign language offerings. Scarsdale has a stellar reputation of providing a liberal arts, pre-collegiate program and that includes a variety of foreign language opportunities. When I went to high school, there were at least 7 foreign language offerings. At the time my oldest child entered the high school, he graduated in 2014, there were only 3 language offerings. Mandarin was just getting started and I thought the high school was lagging in this area. My children , like many others, have an aptitude for language and they should have an opportunity to study additional languages. My oldest child enrolled in the latin program al the high school and in college he is studying a third language.. Many students would benefit from the opportunity to study additional world languages in the high school.
I believe SHS should consider adding Hebrew as an option, especially given that more than half of families in Scarsdale are Jewish. In addition to being one of the most influential languages in the history of humanity and the official language of Israel, one of US' strongest allies and an important global center for technology and science, Hebrew is also very important part of the heritage and tradition of many Scarsdale families, and would provide a valuable base for the many Scarsdale children who will be preparing for their Bar-Mitzvah, planning to study or work in Israel at some point, or trying to maintain strong ties with their roots, religion and/or family and friends in Israel. I speak for mainly for my family, but I am confident this is the also the case for many of the other Jewish families in our district.
I don't think that Mandarin should be offered.
We would rather see the the current offerings with improved teaching.
It IS very important to start learning second or third languages in earlier years of life, to adapt correct pronunciation
I hope you will keep Latin.
If we are being honest, this is not a particular strength at Scarsdale. Would prefer higher quality than higher quantity.
More languages should be offered earlier in middle and elementary school. Westport schools already teach mandarin in elementary school because of the tonal differences. In high school it is too late to learn.
Drop French
I think is vital is that the Middle School teaches language every day; and that is key. If languages are not practiced every day, they are not effective. So thank you for that and I hope it is the same case at the high school.
You cannot be everything to everyone. It is not economically feasible to offer additional languages to meet the needs of special groups.
If they are that passionate about it they should seek resources outside the school system.
I feel the current number of world language offering is good. The problem is the level of the classes. It's important that the High School place students in the appropriate level to ensure their progress in the language and culture understanding. That's the only way to cultivate their world language interests and benefit their life/career in college and beyond.
the answer to this question "If the World Language offerings were expanded, how many years of study would your child#3 complete in the newly offered language?" depends on which language was added
I know that this is not what you are asking, but the elementary program in Spanish was useless in preparing my son to study language. For one, it never seemed like a program. Material seemed to be random. I had no idea how he was evaluated or what the goals were. In order for any new initiatives in language to be successful, you first have to look at their language foundations.
There are many opportunities to incorporate basics of language in the social studies and music curriculum from grade 1 onward and these should be explored
I think other languages are very important to others - for us, we are fine with Spanish as it is extremely practical and useful in the US and beyond.
This is a great initiative; I hope it passes
I'm very glad that Mandarin is being offered at SHS.

The kids are so busy that they can't fit any more coursework into their schedules but they are so behind on computer languages compared to others applying to cal tech and MIT. They just don't have enough background in computers. I think exceptional kids have to do enrichment classes in order to be competitive for colleges They need to take computer languages and logic classes as well as intro to engineering in private enrichment classes. New Rochelle gets more kids into the top technical schools than Scarsdale because of the limited course offerings
Pleas leverage school subscription to Rosetta Stone in order to expand offerings.
Russian and Arabic are two of the six official UN languages (En, Fr, Sp, Ch, Ru, Ar)
Russian is widely spoken in Eastern Europe and Central Asia.
Anything we can do to increase dialogue and understanding with Arab states is important.
Thanks
My daughter took Mandarin on her own in elementary school but it was too onerous to do out of school. I believe Mandarin should be an option in the elementary schools so that kids can take it when their ear is still developing. Had that been possible, I believe she would have continued with it.
Would rather see funds/resources dedicated to more creative ways of teaching math than to teaching additional languages. They can learn these in college if they wish.
I can't predict what my children will choose to do. Wish I could! Thus, I had difficulty answering these last two groups of questions. My elementary student has no plans, and if she did, they would likely change. I can say that I believe the offering is sufficient at SHS.
Intensive language training must begin at a very early age; current program is a joke to any international person;
A student should have the option to choose two languages other than English to study in high school, even early in elementary school.
I think the level that anyone can learn a language without being immersed is somewhat limited but it's good to be exposed to languages. However, we already pay such high taxes for our kids' education and I think breadth of choice can be a superficial offering, it looks good, but do we need it and do we lose depth in the subjects already offered. I just think it's frivolous to add more languages. That's what college is for. If people want to pay for more education let them Get private lessons. I'd rather see improvements in the quality of what is already offered.
No.
Hindi is significantly more prevalent than Urdu. Why is it not being offered? Borg languages are closely related and could even be taught together
I would like there to be more offerings in the earlier grades - beyond Spanish and French. For example, my younger daughter had Chinese in her kindergarten before we moved here. I would love to see an Asian language offered in elementary and middle school.
I view world language lessons should be chosen to reach wide participation. I think German should be part of the curriculum.
The current Spanish, French, Latin or Mandarin four language choices are good enough for my kids' studying. Too many choices can over warm the students' high school studying. They are busy enough with the current study, sports and social activities. The students should have enough time to discover their own favor fields before entering the college. They don't need to be good in all fields, but they should be excellent in one specific area, which can be further enhanced as their life driving.
I would like there to be language courses tailored for students who are studying Spanish or French who are interested in picking up the basics of the language they are not currently studying.
I love that the school has a global perspective, but I think the current offerings are sufficient. If a child is interested in other languages there are plenty of colleges that can offer those learnings.
Mandarin should be offered at as many levels (advanced, intermediate) as French or Spanish. Mandarin should also be expanded to earlier grade levels, such as 6th grade (middle school) or 4th grade (upper elementary school). Some other school districts are already offering Mandarin in middle schools.
I have four children. There was only room to answer which languages three of them take. My second does not, so I skipped her & included answers for the three who do study a language in school.

None
I would suggest that the school allocate funds to enrich current language programs and create a more effective learning environment rather than offer additional languages. Young adults who like languages will make an effort to learn additional languages in the future, if so inclined. It has been my experience that depth and not breath is more important and a strong foundation in a second language would be beneficial.
Nothing in particular to add about high school, but I'd like to take this opportunity to express my strong support for the elementary school language program. I feel my high school junior was very well served by her early exposure to Spanish.
No
We would rather see the money spent on coding/computer science courses.
While it is certainly possible for children to learn more than one foreign language, it likely is better for most to attain deeper knowledge of one. My SHS student currently is in honors Spanish and will continue; she is considering taking Latin for a year to gain a historical perspective on language in general.
Rather than expanding the number of offerings, SHS should consider making the current offerings better. Currently, the regular level foreign language classes (Spanish & French, don't know about Mandarin) do not cover very much, and the honors level, which teaches in the effective, immersion style, is only open to students who get an A in middle school foreign language. No other SHS honors class that I'm aware of requires a grade that high to get into the honors class the next year. If there were more honors level sections, very capable A- and B+ students would be offered the opportunity to learn at a level (and in the effective style) commensurate with what the honors kids get.
Have you surveyed the students? What do they want?
It may also be a good idea to avoid jumping on the current trends of language learning where languages like Mandarin and Cantonese, although currently trendy, are not realistically acquired without many years of study.
It is impossible to answer how many years of study one might choose in a newly offered language without first knowing what the newly offered language is.
The level of the elementary Spanish was very poor. No textbooks. No structure. Kids could be bilingual at age 10 if thought well from beginning.
The last question is hard to answer as it depends on what the newly offered language would be.
I do not think Latin is a useful offering, and if those resources could be put toward a new language, I think that is a better use of resources. I would prioritize languages in this order: first priority is to languages spoken in several countries (English, Spanish, Arabic, etc.); second priority is given to languages in which the number of countries might be limited, but the number of people who speak it is vast (Urdu, Mandarin, Cantonese, etc.); last priority is given to languages spoken in only one country whose population is smaller than our own (Hebrew, Italian, etc.).
NA
I would be great to see teacher that are native to the languages that are being taught.
Scarsdale High School has been a role model for many programs across the country. Like many outstanding programs, we value our ability to teach our students to think expansively and outside the box. This is why we should be offering a language that provides for multiple benefits above and beyond what any other spoken language can offer at this time. Like any other important course offered at Scarsdale, foreign language is an essential and vital part of a child's curriculum and should be made available to every child regardless of their ability or need. Not only do many people learn ASL for the beauty of the language, Offering ASL allows Scarsdale to make foreign language accessible to all, regardless of learning styles whether they be visual or auditory. This allows a large number of people to benefit from learning a rich language that is based on a rich history and culture in ways that a spoken language will not allow.

ASL has also proven to be a very useful tool as one begins to consider possible careers including speech pathology, teaching in the area of special education, sign language interpreting , working in careers that are more visual-spatial such as art and graphics or teaching in environments where ASL is used as the main language just to name a few.

The benefits of ASL is widely recognized and is already offered for foreign language credit at many high schools and Universities across the country. For Scarsdale, offering this language as opposed to yet another spoken language not only widens the learning horizons for many students, it is what a top notch model program should be providing for all.

Please feel free to contact me should you have any questions.

Expanding the language offerings at the high school is mandatory if our children are to be competent and competitive global citizens, and if our school system is to earn its accolades. Adding Mandarin and at least one other language at the middle school level is critical too. However, we need to fundamentally re-examine how we are teaching languages. In America, no one emerges from high school bilingual, no matter how impressive their school. But in other countries, even the store clerks, taxi drivers, and hotel bellhops are bilingual and trilingual. Scarsdale needs to implement a truly immersive language program beginning in K or 1. Singing songs in Spanish is insufficient.

This survey is confusing. I don't understand the purpose. Thought it was directed at whether we wanted Mandarin as a second language for SMS, but this survey didn't seem to serve that purpose. What's the purpose of adding Cantonese while even people in HK are speaking Mandarin.

comparing the importance of French, Spanish and Mandarin, it seems Mandarin comes first, not just because more people are speaking it, but also that it is a totally different language system that people can open up to a new horizon.

We would like the high school to continue offering Mandarin and also improve it. Thanks

This is an addendum to the comments I have already submitted with regard to the offering of American Sign Language (ASL):

ASL is also the third most widely used language in the United States. It is a visual and formal language that is completely separate and distinct from English. It contains all the fundamental features of language—it has its own rules for pronunciation, word order, and complex grammar.

I went to Horace Mann, which always offered German. Having lived and studied there, and as a leAding global nation, it is imperative to offer it as a language option. It leads in industry and manufacturing, medicine and finance. There are many German speaking families in Fox Meadow and all of Scarsdale.

I would reduce the number of Latin courses. It's a dead language and only used to potentially help students with SAT and ACT test scores. I understand that the course offerings are similar to what's offered at our peer schools but it's not practical. Mandarin needs to start at the middle school. It's a complex language to learn and students don't want to start Mandarin in high school when they've already studied Spanish or French in the middle school.

Omit Spanish as the only choice in elementary school.

Scarsdale does not do enough about being "international". Lip service is paid in various clubs, etc. but my take is that the school is focused on the local rather than the international. Adding one more language is not going to change that. My daughter started French in elementary school, learned very little, but has continued due to family encouragement and summer study/homestay in France.

The current World Language offering at the SHS is sufficient.

However, I really would like to see Mandarin to be included in SMS curriculum. Our District is already fallen behind compared to neighboring school districts in this area. Since our district is historically known to be very strong on liberal art education, it is time to put Scarsdale back on the map again.

American sign Language is my first choice for an expanded program. It offers a unique opportunity for students to learn a non verbal language and and exposes them to another form of communication. I do feel the language dept needs a larger infusion of choices. Thank you.

Scarsdale school district should start introduce Mandarin from elementary school. Then officially have Mandarin as a choice in middle school (together with French and Spanish). Mandarin has been more and more important in our life and work. Scarsdale should be better prepared students in Mandarin.

I think the languages offered are sufficient. I would prefer to see offerings broadened at the MS and strengthened at the elementary level. I'd prefer to see Mandarin at the MS level as an option. The elementary level just is not enough time or quality to make a real impact.

You should offer Italian.

It is very important to us that French and Latin are offered on an ongoing basis.

Hello,

I suspect there is a mistake in this survey, as I think you meant "Mandarin" and not "Cantonese". There is a difference between the two, and I believe learning Mandarin would prove more useful than learning Cantonese.

As a professional interpreter, I believe students should be able to learn other languages than French and Spanish. I also believe those who already speak French and Spanish (like my oldest son, who is perfectly trilingual) should have the option to learn Spanish or French at a higher level.

I also believe that textbooks and teaching methods should be adapted and modernized. My son's French textbook (7th grade) uses French francs (instead of euros) and is almost 20 years old. Pictures show video tapes and cassettes/tapes instead of tablets and iphones. The characters in the book have old-fashioned French names.

I am sorry to say that I am not sure Latin is the best option. I learned Latin for 7 years, and everything I learned could be summarized in a few hours. I understand this is not necessarily a popular view !

Thank you for this wonderful initiative to expand language offerings.

Is there anything else you would like to tell us regarding the world language offerings in the Scarsdale Schools?
No
School is hard enough already
nah
We should expand the Mandarin program down into the middle school- not starting until high school discourages a lot of students from taking it, because they have been taking Spanish or French for 3-4 years already.
I really don't think Cantonese should even be counted as a language - It's a dialect, like tens of other dialects of Chinese, and was much more oral than written. Anyway, that's just an opinion. Thanks for the survey! About me not taking another language - I'm just starting Spanish this year, and my schedule will be too busy for the other languages.
I think that it would be great to have more languages- I had actually already wished for a Japanese class. It would be interesting to me to see how it would be taught. Who knows, I might even help out when I'm older!
Urdu deserves respect because my dermatologist speaks it.
Since the start of my Freshman Year, I wish SHS had ASL. I think it is really important and it is more of an alternative than regular language.
More languages should be offered in shs. This would have a more diverse choice of picking a language. My friends from the other schools nearby say that their schools offer what we have plus Italian and other languages too.
I would like to learn many languages, however I don't know how learning a lot at once will affect my learning overall.
I'd love to take another language, but I don't have enough time in my schedule.
Urdu will expand my horizons as a critical and creative learner. With mostly Ukrainian spoken at home and English at school I really need that third language. Urdu is something that has always interested me in many ways. This is because India is a growing country and Urdu is mostly spoken in India and Pakistan. With Urdu not offered at most high schools I really would love to have the once in a life time opportunity to learn how to speak it. I can use this language in the future and I think it will really help me in the long run as a student and as a citizen in the U.S.
no
Are you actually going to install more World Language classes? If so, is it going to be there by 2017?
More people would choose those new languages if they could start them in Middle School! Also German could be a good option.
Spanish or world language more often so than we can grow and get more advanced at the language that we are learning
Children and students should be able to have a large range of languages to pick from to continue their future with.
It would be hard for many people to take multiple languages, since we already have electives, so just one more language would be great.
The languages at SHS are limited: do a survey like this and then actually introduce a new WH program-- German/Finnish/Serbian/Russian-- other great languages! Let students choose and then just guide them!!
Mandarin should be offered in the Middle School. 9th Grade is so late to learn.
No
no
nothing
No
No
No
No

No
No.
Nothing else
Nothing else
I have done french for 3 years before middle school
Mandarin
The world language offerings are fine. Adding new offerings would be a luxury, but not a necessity. Personally, I'd focus on expanding in the STEM fields. However, I love the world language I am taking right now(Spanish), and I think it is important to maintain a good quality standard.
No
No. Not Really.
No
No
No.
No thank you.
No
No
Nope
You should add German to the list of languages
I think that people on reg/adv/honors tracts should stay on that track unless failing. The drop off from advanced to regular is much too large.
I think that learning new languages is very important, especially for when we grow up. We may be traveling, and it would be extremely helpful if we knew how to speak the native language. Also, studies have shown that bilingual students learn faster than students who only know one language. In my opinion, having the ability to speak in more than one language is pretty cool. When I start high school, I will most definitely study more than one language. I am learning so much in Spanish this year, and I hope I can feel this enthusiastic about learning so much when I am in high school as well.
No
Nope
no
Nothing
I think it is good that Scarsdale Schools are trying to add more and different languages. Some say that speaking more than one language will be EXTREMELY useful to my generation. So to those that are running this program, thank you!
I also think Portuguese would be a nice option. It would be my second choice after Italian.
I really like the different levels of each language. I am in Spanish and love it so much and I am so happy that there are different levels because it allows me to learn difficult and very interesting things
There could also be a one semester course for this language so that it fits easily in the schedule
no
I really want ASL and think it is extremely important to know
None
No

There should be more diversity in the languages taught in Scarsdale Schools. Also, there should be more than 2 options of language in the middle school so students are able to learn that language from the middle school and have more advanced classes at the high school. We should be more open to other languages and cultures instead of just teaching very basic and common languages.
No.
The curriculum should be more clear.
Nope
I would add Mandarin to the Scarsdale Middle School
I know that many people talk about how they wish we had an Italian class at Scarsdale High School.
no
Since I will only be attending one year, I have checked off the 11th and 10th options. But, if I had a choice, language would be necessary, and these options would be available.
Scarsdale Schools should definitely expand their world language options to more eastern languages such as Hindi (or Urdu), Korean, and Japanese, because a significant number of people from these countries live in the United States.
Extra help should be offered everyday after school by every teacher
No
No.
Yes. Last time I said something about Cantonese that is not correct - unlike many other dialects, it has a written form. Sorry for being not knowledgeable and jumping to conclusion.
No
The choices in the middle school are too limited because there are only French and Spanish and I am half Peruvian and half French so I speak both of these languages fluently at home.
I think that the teachers need to have a more authentic accent to help the students understand the language in greater detail.
I think, for me, it would be important sign language be offered.

Additional Comments
Will not change language for liam or patrick. If we change in 6, why have languages in 2 -5?
Not certain mandarin is needed in middle school
Our son has been learning Spanish since K and will hopefully be bi-lingual when he graduates. Not to mention he attends Religious School and is learning a 3rd language. I don't want him learning Mandarin at this time.
I am not sure if my daughter will participate in a Spanish language class or she will be part of the LRC program.
Matthew has completed multiple years of basic Spanish education while attending QR and we have a strong preference he continues this in Middle School.
The survey is not designed well. You force someone to choose a language when, in fact, they might never choose it which is going to warp the results. For example, I would never sign my child up for Mandarin.
David goes to Chinese school on Sundays so he will not take Chinese as secondary language in the middle school.
David goes to Chinese school on Sundays so he will not take Chinese as secondary language in the middle school.
I would never choose mandarin beginning in 6th grade. It should start earlier due to level of difficulty. I would choose Latin as a third choice if offered as it is the root of all languages.
We only have an interest in her taking Spanish next year.
Please do not be pressured into offering mandarin at SMS! My kids pursue many interests outside of school, academic and otherwise, that are not offered in our schools. For those who want their children to study mandarin, they can do the same. Any available resources should be invested in technology, not into expanding the middle school language dept.
Henry will continue with Spanish
We are NOT interested in learning French.
How about Portuguese ?
Mandarin class offered at middle school is very important for my children since they will take Mandarin at high school. It lays out the foundation at middle school so that it is easier for them to pick up the language at high school.
Thank you for considering Mandarin as a language choice! Would there be different levels of offerings (beginner, intermediate etc)? We would take it if intermediate level is offered. Thank you
She has elementary Chinese knowledge but not a native speaker. She said that she would continue with Spanish in Middle School. Parents would like her to switch to Chinese.
Not interested in Mandarin
I am not sure what Nathaniel's academic program will be like. I hope that he will be able to take a World Language.
He's interested in Mandarin now but is likely to change his mind
I would prefer Hindi to Mandarin.
I would prefer Hindi to Mandarin.
Carson enjoys Spanish and would like to continue learning it in 6th grade.
Please note that Spanish is really the only language I would want her to study. Thank you.
Sorry if I've completed the survey more than once. Also, if I inadvertently completed one for my older son, Lukas, who is currently in 7th grade.
Would love to see Latin as a language choice
Not sure yet.

Given the degree of difficulty of Mandarin, I'd deter my kids and others not to participate in such a class straight out of elementary school.

Won't be certain until we have to sign on the dotted line, but these are the priorities...

Would very much prefer Spanish, thank you.

Teacher excellence should be paramount; it is far more important than the choice of languages. Relatedly, please note that neither "licensed" nor "competent" are synonymous with "excellent."

DRAFT
MINUTES
BOARD OF EDUCATION
SCARSDALE UNION FREE SCHOOL DISTRICT
Scarsdale, New York

BOARD MEETING

NOVEMBER 4, 2015

1. ROLL CALL

The School Board meeting was called to order by Board President Ms. Maude at 8:34 a.m. The meeting was held in Room 170-172 in the Board of Education wing of the High School. Ms. Maude noted that all Board members were present (William Natbony, Suzanne Seiden, Chris Morin, Scott Silberfein, Pam Fuehrer, and Arthur Rublin).

Also present were:

Dr. Thomas Hagerman, Superintendent of Schools

Dr. Bernard Josefsberg, Interim Assistant Superintendent for Human Resources and Leadership Development

Lynne Shain, Assistant Superintendent for Curriculum, Assessment, and Instruction

Stuart Matthey, Assistant Superintendent for Business and Facilities

Eric Rauschenbach, Director of Special Education and Pupil Services

Jerry Crisci, Director of Instructional Technology and Innovation

Rachel Moseley, Director of Information Technology and Chief Information Officer

Ray Pappalardi, Director of Physical Education, Health and Athletics

Victoria Presser, Public Information Officer

Honore Adams, District Clerk

2. STATEMENTS, COMMENTS, AND PRESENTATIONS

Board President: Ms. Maude commented on the Scarsdale Assessment Report that Ms. Shain presented at the October 19th Board meeting. She explained that the report helped to put NYS assessments into perspective and provided data on assessment results for K-12 tests, including Regents, SAT's and SAT Subject tests, among others. Ms. Maude noted that the results are reassuring and impressive, and she urged the audience to view the presentation, which may be accessed [here](#).

Ms. Maude acknowledged that the Board has received a multitude of emails regarding the current busing policy. In response to the emails, the administration will speak on this issue at the November 16th Board meeting. She also noted that the Board and the Superintendent are engaged in a cooperative effort to implement the 2015-18 Transition Plan. The Plan focuses on detailed goals that have been set to achieve the overall mission which is to provide the best

education for our children, sustain educational leadership, and provide innovation in our practices.

Superintendent: Dr. Hagerman did not have a formal report to present; however, he reminded all that the 2015-18 Transition Plan goals can be found on the District website and have been made available for public viewing. He also announced that the Board mid-year retreat has been set for January 2016.

3. ITEMS REQUIRING ACTION - *CONSENT AGENDA*

Upon proper motions, the following recommended actions of the Superintendent were approved unanimously by all Board members present, unless otherwise noted:

Accepted minutes for the following
meeting: Business Meeting, October 19, 2015
(Moved, Mr. Rublin; seconded, Ms. Seiden)

MINUTES ACCEPTED
(*Consent Agenda*)

Approved the new textbooks on the list
presented. (**Attachment #1**)
(Moved, Mr. Rublin; seconded, Ms. Seiden)

NEW TEXTBOOKS
(*Consent Agenda*)

4. PERSONNEL REPORT

Dr. Josefsberg presented the Personnel Report, including professional, paraprofessional, and civil service positions. Ms. Seiden moved to accept the personnel report, and it was seconded by Ms. Fuehrer. **The motion passed unanimously. (Attachments #2, #3, #4)**

5. ADMINISTRATION AND BOARD PORTFOLIO

Dr. Hagerman introduced Ms. Maude who gave an update on the Board of Education Development, Leadership, Succession Planning and Staff Relationship portfolio group.

BOE Development Portfolio: Ms. Maude reported that she met with the Scarsdale Mayor and Village Manager. The Village plans to move towards the redesign of their website and paperless agendas in the near future. The District and the Board have been their inspiration for this change. The proposed plans for a tennis comfort station at the Middle School were discussed. Mr. Matthey commented that the allocation of money for the tennis comfort station was not included in this year's budget and will have to be part of the 2016-17 budget. Additionally, the Village requested that the school facilities stay open longer in the summer

for their programs. Financial matters, including this year's tax cap and the settling of the majority of home property tax claims, were also discussed.

Human Capital and Leadership Development Portfolio: Dr. Josefsberg, in collaboration with Ms. Fuehrer, Board member, reported on the coalescing of the Human Resources (HR) department and thanked his team for their efforts, talent, and commitment. The tasks that have been completed to date are: the implementation of the Aesop attendance system, staffing updates, enrollment reporting, professional development for aides, major strides accomplished in the hiring process for all employees, and the coordination of flu shots for staff at White Plains Hospital.

The following tasks are still in process: State reports, i.e. BEDS; health benefit oversight; retiree Medicare reimbursement; Affordable Care Act compliance; staff directory; position control; and work on integrating Aesop and Smarts systems.

Dr. Hagerman noted that the head of the aides union had made a request for staff development for the aides. For this year's Superintendent's Conference day, the HR team organized CPR training for the District aides which was well received.

Communications, Community Involvement & Political Outreach: Dr. Hagerman, in collaboration with Ms. Seiden, Mr. Rublin, and Ms. Fuehrer, Board members, reported on the implementation of the District's new Communications Plan. Part of the plan is the design and development of the new District e-Newsletter, the "Dale Dispatch." Final touches are being made to the Constant Contact template, and Cabinet members are working on their first pieces. There has been a continuous conversation with the PT Council about the kinds of information that the District will be sending out, and that which will be sent out through individual PTA newsletters. District-wide information, such as the announcement of teacher tenure candidates will be featured in the first blast of the e-Newsletter going out just prior to the Thanksgiving holiday.

An email list of community leaders has been created to expand the audience that will have access to not only this new medium, but others that are working as well, including Board Highlights. One other new development in the communications arena is that we will be expanding what has been the media press release prior to a Board meeting to include more detailed information on any "Work" and/or "Study" sessions at the given meeting, and we will be sending this out broadly as a community message prior to BOE meetings.

Dr. Hagerman reported on the efforts that he and the Board have made to amend the APPR rules. They have been very active in discussions on efforts toward legislation to amend APPR law, with the School District's legislators; our area's Regent, Judith Johnson; NYSSBA and the regional school boards association; and with other superintendents and school

administrators. He also announced that: two teachers were selected to serve on the State Committees that will work on improving student assessments; the District-wide Compact Committee met, was well attended, and started a lively and interactive discussion that will continue at the next meeting in January. In closing, Dr. Hagerman noted that in the event of inclement weather, safety protocols have been reviewed, and Blackboard Connect messages have been updated and are ready to go.

Construction and Facilities Portfolio: Mr. Matthey, in collaboration with Mr. Silberfein, and Mr. Morin, Board members, reported that the portfolio group met with the reconvened Greenacres Feasibility Committee and completed a building tour with community members. A second meeting is planned to continue looking at needs for the instructional program and the building and how it complies with the 2017 bond plan. The building-level committees for each building will start meeting next month. The principals will meet to discuss the results of the building condition survey. Further information will be presented to the Board at its December meeting.

Plans for a District field study will begin with the collaboration of the Business Office, Buildings and Grounds, and the Athletic Department to assure all deadlines and goals are being met. Mr. Matthey also reported that NYSED is still in the process of reviewing the 2014 bond projects. Although they are hearing positive feedback from NYSED and responding to suggestions, the process is still ongoing.

Curriculum, Assessment, and Instruction: Ms. Shain, in collaboration with Mr. Silberfein, Board member, reported that the elementary rollout of the new ELA helping teachers, Trent DeBerry and Susan Luft, has been well received. Mr. DeBerry and Ms. Luft led a program for elementary teachers as part of Superintendent's Conference Day, and Teachers College staff development members completed their first round of professional development for teachers and principals in the elementary schools. Ms. Shain noted that balanced literacy implementation has been successful.

Ms. Shain also reported on the progress of the K-5 report cards and World Language surveys and noted that the discussion will continue on both topics at the November 16th Board meeting.

Finance, Budget, and Negotiations: Mr. Matthey, in collaboration with Ms. Seiden, reported on the work being done to prepare for the 2016-17 budget. He explained that the planning begins with reviewing the current budget, fund balance, and working with the HR team in projecting salaries, benefits, and expenditures based on the 2015-16 budget. This gives a good starting point for the 2016-17 budget. Mr. Matthey also reported on the fine tuning of the budget calendar and meeting with individual building committees to gain a better understanding of what makes up building budgets. The "in-house" work has consisted of

working on a five year budget model and meeting with the Portfolio group to discuss the various opportunities on spending, understanding how the money is spent and asking the questions: “Can we spend differently? Do we take advantage of State aid that is available?”

Technology Portfolio: Mr. Crisci and Ms. Moseley, in collaboration with Mr. Morin, BOE member, gave an update on their work and focus areas in technology.

Mr. Crisci reported on the new K-12 Technology Committee, the completion of phase one of the SMART Schools Bond Act and implementation of the second phase, the Smart Schools Investment Plan. As part of the Superintendent’s Conference Day, Mr. Crisci met with the Middle School team and Principal Michael McDermott to begin work on creating the K-12 STEAM articulation. This consists of: model wind turbines, programming, energy, and a 3D printing project involving the design of a village. Mr. Crisci also discussed plans to publish a document which incorporates the current program, as well as plans for the future, including the High School pre-engineering course proposals. He also reported on Professional Development for the Central Office staff, CFI Grants, and the work being done to redesign the District website, scheduled to launch in December.

Ms. Moseley reported on the infrastructure upgrades, #7 on the Transition Plan, and the completion of #7D, the upgrade of the switch blade modules. The Technical Services team has successfully completed the implementation of the following:

- IMC (Intelligent Management Center) from HP. All devices connected to the network will now be managed from a single console.
- Wake-on-LAN which allows the team to push out software upgrades to PCs without having to first walk through buildings to start them up.
- Backup internet failover circuit (#7E). *Still testing; it is anticipated that it will take a few more weeks to complete successful testing.

The Technical Services team is beginning work on the network cabling and the installation of new wireless access points at the Middle and High Schools. This upgrade will make the wireless network faster and will ensure the accommodation of more mobile devices. The phone and PA system installation (#8) is complete, but speakers are being added in areas with poor coverage, especially the high school.

Ms. Moseley also reported on the work of the Data Services team:

- Federal and State Reporting
- The development, testing, and refining of the new elementary report card.

Special Education, Pupil Services: Mr. Rauschenbach, in collaboration with Ms. Maude, gave an update on the draft emotional support program that was presented to the high school

faculty and was well received. The plan consists of clinical individual and support groups that provide targeted academic support and are scheduled to accommodate students during the school day. Formal recommendations will be presented to the Board in December or January.

Mr. Rauschenbach reported on the work completed on Superintendent's Conference Day: The K-12 aides were brought together for training in positive behavioral intervention strategies, including positive reinforcement tools, redirection, and student engagement, as well as CPR training.

A training course was given in compliance with the Dignity for All Students Act (DASA) on how to handle bullying, and the Middle School hosted a coffee hour for parents to discuss the transitioning period for sixth graders. Additionally, in the next two weeks, a survey for feedback on special education services will be going out to elementary, middle, and high school parents of special education students.

Ms. Fuehrer inquired about the emotional support program and asked what students the program serves. Mr. Rauschenbach clarified that the program serves classified students in the High School, specifically, students who are having difficulties managing their workload and dealing with social and academic pressures.

6. STUDY SESSION

The Study Session focused on the Entry Plan updates presented by:

Dr. Bernard Josefsberg, Assistant Superintendent for Human Resources and Leadership Developments: Dr. Josefsberg reported on the transition that he and the whole HR team have made over the past few months. He discussed the framework that needs to be in place for hiring a permanent Assistant Superintendent for Human Resources. He emphasized that the right candidate for the job needs to be a leader who respects tradition and can build upon that. Additionally, the candidate will exemplify experience as an educator, systems designer, manager, colleague, and much more.

The position will be posted before winter break, and the interview process will begin the end of February and the beginning of March. Dr. Josefsberg expressed the need to meet with the Board to hear their views, to obtain a list of requirements or profile, and identify recurring themes in the process.

Stuart Matthey, Assistant Superintendent for Business and Facilities: Mr. Matthey reflected on the last four months that he has been transitioning into the Scarsdale School District. He noted the many differences from his previous district and the new challenges and wide spectrum of responsibilities that fall under his leadership: finance, facilities, transportation,

and food service. Mr. Matthey explained that his approach in becoming more familiar with this new culture, the staff, and the community as a whole, is to make a concentrated effort in “taking the long way.” In other words, seeing first-hand what the issues are, meeting new people, becoming familiar with the District buildings/facilities and giving appropriate guidance.

Another step in understanding the culture of the District has been meeting with staff, bus drivers, custodians, et al. He noted that the culture is something to be proud of, and there is a certain level of care that the staff exhibits. Mr. Matthey plans on continuing the outreach to the community throughout his first cycle of this new experience.

Ray Pappalardi, Director of Athletics, Health, and Physical Education:

Mr. Pappalardi explained that this is the precursor to what he will be presenting at the December 14th Board meeting. He outlined the three areas he will be focusing on: physical education, health and athletics, and the continual development and evaluation process. On Superintendent’s Conference Day, District staff met to discuss the “common work.” They defined wellness to be in three parts: physical, family, and mental health.

Mr. Pappalardi has met with community groups, coaches, and administrator to help to discuss current expectations for programs, factor out perceptions and dispositions from the actuality of what goes on and set short- and long-term goals. He has reviewed daily and seasonal operations to determine how it can be improved. Electronic team registration is one operations improvement that Mr. Pappalardi is considering and hopes to implement by next fall, but possibly have solutions in place for spring sports. Other areas of improvement and focus are: processing athletic exemptions with outside vendors, using school email addresses for student athletes, recruitment/retention of staff, and a planning process for programming, forecast a year in advance. Mr. Pappalardi concluded his entry plan presentation by asking the Board for any questions and or topics they would like him to address at the December Board meeting.

Ms. Maude noted that kids in high school tend to struggle if they’ve been out sick and have to make up gym classes but also have missed exams and class work to make up. Mr. Pappalardi noted that this will be added to his December 14th Board presentation.

7. WRAP-UP

Ms. Maude explained that Wrap-up Agenda Item #7 has been added to provide time to review and reflect on what was discussed in the meeting. Ms. Maude recapped the meeting’s topics of discussion, as follows:

- Ray Pappalardi - 12/4/15 Board Meeting - Giving December Presentation

- Lynne Shain - 11/16/15 Board Meeting - World Language Survey
- Busing Policy Discussion - 11/16/15 Board Meeting
- Reminder: Each Portfolio group is responsible for updating plan on the goal sheet so that community members will be able to follow work in real-time.
- Plans for the January Board mid-year retreat include marking off goals that were accomplished on the 2015-18 Transition Plan by “striking-through” the goal.
- Follow-up with Village to sign up for District e-Newsletter.
- Dr. Josefsberg proposed a.m. and p.m. meeting times with Board members to discuss the HR Administrator search.

Dr. Hagerman thanked everyone for their informed presentations.

8. MEETING DATES FOR THE COMING MONTH

Mr. Natbony announced the following upcoming meetings:

- . Board Meeting with Designated Group (Representatives of Scarsdale Principals Association), Monday, November 16, 2015, 6:00 p.m., Room 170-172, High School

Work Session (Open to community), World Language survey, Monday, November 16, 2015, 7:00 p.m., Room 170-172, High School

Board Meeting, Monday, November 16, 2015, 8:00 p.m., Room 170-172, High School

9. ADJOURNMENT (INTO EXECUTIVE SESSION, IF NECESSARY)

On a motion by Mr. Natbony, seconded by Mr. Silberfein and unanimously carried, it was voted at 10:17 a.m. to adjourn into executive session to discuss collective bargaining.

Respectfully submitted,

Honore Adams
District Clerk

The Board continued its meeting in the Board conference room in the Central Office at 10:30 a.m. All Board members were present. Dr. Hagerman, Dr. Josefsberg, Mr. Matthey, and Ronald Longo, District legal counsel, were also present.

On a motion made by Mr. Silberfein seconded by Ms. Seiden, and unanimously carried, Mr. Natbony was appointed secretary pro tem.

On a motion made by Mr. Silberfein, seconded by Ms. Fuehrer, and unanimously carried, the Board returned to Open Session at 11:58 a.m.

There having been no action taken following the executive session, on a motion made by Ms. Seiden, seconded by Ms. Fuerher, and unanimously carried, it was voted at 11:59 a.m. to adjourn

EXECUTIVE SESSION

APPOINTMENT OF SECRETARY PRO TEM.

RETURN TO OPEN SESSION

ADJOURNMENT

Respectfully submitted,

William J. Natbony
Secretary pro tem.

SCARSDALE UNION FREE SCHOOL DISTRICT
Scarsdale, New York

MEMORANDUM

DATE: October 16, 2015
TO: The Board of Education
FROM: Thomas Hagerman
RE: **NYSSBA Membership Dues**

Background:

The Scarsdale School District, as a member of the New York State School Boards Association (NYSSBA) pays annual membership dues each year following NYSSBA's annual meeting in the fall. In October 2010, the school board member delegates approved the recommendation of NYSSBA's Board of Directors to freeze membership dues for existing members for 2011 and 2012. At the 2012 annual meeting, the school board member delegates approved an increase in the dues for 2013, increasing the dues for Scarsdale by \$261.00, or .024%, and in 2014, the dues increased by \$161.00, or .0145%. The dues for 2015 increased by \$231.00 to \$11,538. The dues for 2016 have remained the same.

Recommendation:

I recommend that the Board approve the payment of the District's membership dues for the 2016 calendar year to New York State School Boards Association in the amount of \$11,538.

TH/ha
Attachment



New York State
School Boards
Association

Scarsdale Union Free School District
2 Brewster Rd
Scarsdale, NY 10583-3049

MEMBERSHIP DUES INVOICE

DUES PERIOD	1/1/2016 - 12/31/2016		
INVOICE DATE	INVOICE NO.	PREVIOUS DUES PAID	DUES AMOUNT
10/28/2015	2176	\$11,538	\$11,538

The annual dues shall be based upon the amount the member board paid in the previous year plus an adjustment limited to 2 percent or the Annual Consumer Price Index (CPI), whichever is less.

Thank you for your continued membership!

Your membership dues includes services such as:

- Advocacy
- Legal assistance
- Expert assistance in areas of research, policy development, public relations and leadership development
- Daily E-Clips with links to timely newspaper articles
- Monthly webinars featuring important school board and school district matters
- On Board Newspaper/App – a one year subscription for school board members and administrators valued at \$100 each
- Critical leadership development opportunities, including seminars, workshops and our annual convention at special member rates

LEGAL AUTHORITY FOR EXPENSES

The expenditure of public funds in payment of annual membership dues to the Association has legal basis in Section 1618 of the Education Law. Expenses of school board members and school officials incurred in attending conventions and conferences are authorized under Section 77-b of the General Municipal Law.

The counsel to the New York State Education Department has ruled in Formal Opinion 213 that expenses in connection with membership in the New York State School Boards Association are ordinary contingent expenses and may be paid even through a budget has been defeated by the voters.

✂ Please detach here and keep the top portion for your records.



New York State
School Boards
Association

Scarsdale Union Free School District

Send payment to:

New York State School Boards Association
P.O. Box 305
Canajoharie, NY 13317-0305

REMITTANCE COPY

INVOICE DATE	INVOICE NO.	PREVIOUS DUES PAID	DUES AMOUNT
10/28/2015	2176	\$11,538	\$11,538



Please pay this amount

Thank you for your continued membership!

BOARD OF EDUCATION AGENDA
November 16, 2015
CONTENTS
PERSONNEL ITEMS

5.1.1 PROFESSIONAL STAFF

- A. Extra-Curricular Assignment
- B. Athletic Coaching Assignments
- C. Program Improvement
- D. Revision of Accompanist Rate *Note: Board tabled this matter on 10/7/15.
- E. Addition to Accompanist List
- F. Addition to Substitute List

5.1.2 PARA-PROFESSIONAL STAFF

- A. Appointment of Teacher Aides for the 2015/16 school year
- B. Resignation of Teacher Aides for the 2015/16 school year

5.1.3. CIVIL SERVICE STAFF

- A. Probationary Appointments
- B. Retirements

5.1.1 PROFESSIONAL STAFF

A. Extra-Curricular Assignment

In accordance with Article 15 of the BOE/STA Negotiated Agreement for the 2015/16 school year the following should be appointed:

<u>Name</u>	<u>Position</u>	<u>Points</u>
Sarah Robbins	HS Drama Director	35
Stephen Bogardus	HS Technical Director	30
Amadee Williams	HS Musical Pit Director	20
John Cuk	HS Musical Production Coach	30

B. Athletic Coaching Assignments

In accordance with Article 14 of the BOE/STA Negotiated Agreement for the 2015/16 school year the following should be appointed.

The following Middle School intramural supervisors are recommended for the second marking period.

	<u>Hours</u>
Kaitlyn Schmier	35
William Maldarelli	29
Cara Forray	18
Marcel Jorg	18
Robert Cazzoli	53
Tina Foley	35
Andrew Verboys	35

C. Program Improvement (see supplementary material-Addendum 4)

D. Revision of accompanist rates for 2015/16 School Year
(see supplementary material)

E. Addition to Accompanist List
Celestino, Dana

F. Addition to Substitute List
Iannitti, Danielle
Johns, Samantha
Hurley, Jean
Ekberg, Kent
Gutierrez, Ellen

5.1.2. PARA-PROFESSIONAL STAFF

A. Appointment of Teacher Aides for the 2015/16 school year

<u>School</u>	<u>Name</u>	<u>Hours</u>	<u>Step</u>	<u>Rate</u>
Middle School	Janay Moss	25	1	\$16.45
Middle School	Kathleen Mandarano	17.5	1	\$14.74
Greenacres	Stacey Webson	15	1	\$16.45

B. Resignation of Teacher Aides for the 2015/16 school year

<u>School</u>	<u>Name</u>	<u>Date</u>
Greenacres	Maria Denet	11/6/15
District	Scott Napolitano	11/6/15

5.1.3. CIVIL SERVICE STAFF

A. Probationary Appointments

William Ramos, Head Bus Driver, Transportation Dept. probationary appointment,
effective October 26, 2015 (see supplementary material 5.1.3.a)

B. Retirements

Vito Camposeo, Cleaner, retirement effective November 27, 2015
(see supplementary material)

Mike Quinn, Head Custodian, retirement effective December 8, 2015
(see supplementary material)

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PROGRAM IMPROVEMENT
Addendum 4

<u>TEACHERS</u>		<u>SCHOOL</u>	<u>PROJECT</u>	<u>DAYS</u>	<u>80% DAILY</u>	<u>TOTAL</u>
Kim Criscola Theall	Criscola Theall, Kim	Edgewood	TC Writing Workshop Overview	1	568.32	568.32
Kim Criscola Theall	Criscola Theall, Kim	Edgewood	Pre-planning day for TC	1	568.32	568.32
Aberman, Celeste	Aberman, Celeste	Edgewood	Pre-planning day for TC	1	434.27	434.27
Joann Mraz	Mraz, Joann	Edgewood	Pre-planning day for TC	1	568.32	568.32
Sara Magnotta	Magnotta, Sara	Edgewood	Pre-planning day for TC	1	359.50	359.50
Anne Stokes	Stokes, Anne	Edgewood	Pre-planning day for TC	1	515.56	515.56
Liz Waltzman	Waltzman, Liz	High School	Instructional Technology Committee	2	564.32	1,128.64
Doug Vermes	Vermes, Doug	High School	Instructional Technology Committee	2	531.81	1,063.62
Katja Rossi	Rossi, Katja	High School	Instructional Technology Committee	2	316.76	633.52
Heather Waters	Waters, Heather	High School	Instructional Technology Committee	2	434.27	868.54
Julie Chen	Chen, Julie	High School	Instructional Technology Committee	2	564.32	1,128.64
Sandra Chan	Chan, Sandra	High School	Instructional Technology Committee	2	408.73	817.46
Dina Hofstetter	Hofstetter, Dina	High School	Instructional Technology Committee	2	564.32	1,128.64
Jodi Giroux	Giroux, Jodi	High School	Instructional Technology Committee	2	580.72	1,161.44
Laura Estersohn	Estersohn, Laura	High School	Instructional Technology Committee	2	568.32	1,136.64
Karine Schaefer	Schaefer, Karine	High School	Instructional Technology Committee	2	496.98	993.96
Lisa Yokana	Yokana, Lisa	High School	STEAM Committee	2	499.30	998.60
Jeremy Szerlip	Szerlip, Jeremy	High School	STEAM Committee	2	580.32	1,160.64
Elise Levine	Levine, Elise	High School	STEAM Committee	2	564.32	1,128.64
James Williams	Williams, James	High School	STEAM Committee	2	485.36	970.72
Jennifer Wagner	Wagner, Jennifer	High School	STEAM Committee	2	564.32	1,128.64
Joseph Vaughan	Vaughan, Joseph	High School	STEAM Committee	2	568.32	1,136.64
Nelson DaSilva	DaSilva, Nelson	High School	STEAM Committee	2	564.32	1,128.64
Vanessa Blood	Blood, Vanessa	High School	STEAM Committee	2	506.27	1,012.54
Monica Palekar	Palekar, Monica	High School	STEAM Committee	2	568.32	1,136.64
Margaret Favretti	Favretti, Margaret	High School	STEAM Committee	2	568.32	1,136.64
Christopher Sipe	Sipe, Christopher	High School	STEAM Committee	2	564.32	1,128.64
George Olivier	Olivier, George	High School	Wellness Committee	2	550.39	1,100.78
Oren Iosepovici	Iosepovici	High School	Wellness Committee	2	563.25	1,126.50
Seth Evans	Evans, Seth	High School	Wellness Committee	2	532.52	1,065.04
Jessica Levenberg	Levenberg, Jessica	High School	Wellness Committee	2	348.35	696.70
Stephen Mounkhal	Mounkhal Stephen	High School	Wellness Committee	2	568.32	1,136.64

PROGRAM IMPROVEMENT**Addendum 4**

<u>TEACHERS</u>		<u>SCHOOL</u>	<u>PROJECT</u>	<u>DAYS</u>	80% <u>DAILY</u>	<u>TOTAL</u>
Amanda Filley	Filley, Amanda	High School	Wellness Committee	2	522.52	1,045.04
Jennifer Morgan	Morgan, Jennifer	High School	Wellness Committee	2	376.88	753.76
James Tulley	Tulley, James	High School	Wellness Committee	2	397.12	794.24
Kate Krah	Krah, Kate	High School	Wellness Committee	2	554.39	1,108.78
Tom Conrad	Conrad, Tom	High School	Wellness Committee	2	542.52	1,085.04
Beth Colleary	Colleary, Beth	High School	Wellness Committee	2	568.32	1,136.64
Brittan Lambrix	Lambrix, Brittan	High School	Wellness Committee	2	264.74	529.48
Elizabeth Ungar	Ungar, Elizabeth	High School	Wellness Committee	2	531.81	1,063.62
Susanne Conklin	Conklin, Susanne	High School	Wellness Committee	2	568.32	1,136.64
				76		38,921.27

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SCARSDALE PUBLIC SCHOOLS
2 Brewster Road
Scarsdale, NY 10583

Accompanist Salary Policy for the 2015/16 School Year

Daily rates will be determined by employment date in the district.

After three years in the district, an accompanist moves to the higher of the two daily rates, those being \$150 and \$180.

All accompanists will be paid at their daily rate on a per service basis. The time of the service is calculated as follows:

- up to three hours constitutes one-half day
- three hours or more is payable at the full daily rate

"Per service" -- if an accompanist changes schools during the school day, the time at each school is considered on a stand-alone basis. (i.e. an accompanist goes to Greenacres from 8am to 10am and then goes to Edgewood from 10:30 to 11:30 and then to the MS from 1pm to 3pm, each session would be billed at half day rate. On this day, the accompanist would receive 1.5 days pay.)

If an accompanist returns to a school for a separate session, each time period stands on its own. (i.e. Accompanist goes to MS from 8am to 9am and returns from 1pm to 2pm - would get a half day for each session).

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Board Meeting
Agenda Item #5.1.3. B
11/16/15

CONFIDENTIAL

Board Meeting
Agenda Item #5.1.3. B
11/16/15

Scarsdale § Edgemont Family Counseling Service

YOUTH SERVICES PROJECT ANNUAL REPORT CONTRACT YEAR 2014 – 2015

James Genova, LCSW
Executive Director

Submitted By:
Justine Carino, LMHC
Allison Hartman, LCSW
Jenna Horowitz, LMSW
Lauren Pomerantz, LCSW
Emily Vallario, LCSW

**Scarsdale Community
Youth Services Project**

STAFF LISTING

James Genova, LCSW

Executive Director

SCARSDALE HIGH SCHOOL TEM

Allison Hartman, LCSW

Lauren Pomerantz, LCSW

SCARSDALE MIDDLE SCHOOL TEAM

Justine Carino, LMHC

Jenna Horowitz, LMSW

Emily Vallario, LCSW

PARENT SUPPORT GROUP

ADJUNCT LEADERS

Amy Shustack Smith, LCSW

Dr. Mitchell Shapiro, Ph.D.

YOUNG MEN IN LEADERSHIP

Timothy Nelson, MA

Robert Villanova, MA

Scarsdale Community Youth Services Project

MISSION STATEMENT

The Scarsdale Community Youth Services Project is a program of primary prevention and crisis intervention for youth who are growing up in a period of stress and turbulence. It is not a program of therapy in the schools, or recreation for youth, or family counseling. Rather, it reached out identifying early behaviors of concern and young people who may be at risk. It supports parents as the primary safety net for youth. It teaches problem – solving and offers alternatives to alcohol and drug use. It advocates for a chemical free adolescence, collaborating with parents and all who work with youth village – wide, in a partnership for prevention.

The Youth Services Project offers help to teens and parents at a time when hope is easy to lose and caring is hard to find.

SCARSDALE COMMUNITY YOUTH SERVICE PROJECT

2014-2015

EXECUTIVE DIRECTOR'S INTRODUCTION

JAMES GENOVA, LCSW

This past year marks a milestone anniversary of service to Scarsdale adolescents and their families. For thirty years, the partnership between the Scarsdale School District, the Village of Scarsdale and Scarsdale Edgemont Family Counseling Service has remained stable, serving as a model of safety and a beacon of hope and support for countless teens and their families.

While the positive impact of school based mental health services on a child's learning, development, interpersonal relationships and social-emotional learning is well documented, the partnership between school and village is unparalleled and goes beyond what other school-based services can provide. The availability of a team of dedicated and qualified mental health professionals in both the school and community is unique to Scarsdale and reflects Scarsdale's ongoing commitment to its youth. Nationally acclaimed adolescent therapist, author and speaker Ron Taffel commented positively upon the comprehensive nature of support being provided to Scarsdale's youth through the Youth Services Project following his presentation to Scarsdale faculty and parents last year. In fact, he asked if our model of service delivery was being "written anywhere" and if it was being prepared for publication.

The story of the Youth Outreach can be hard to tell. Case narratives can reveal a families identity even when names are changed or exclude, and an individual workers accountings of their service provisions and community collaboration can be redundant. This year, the youth outreach team wrote their reports from a team perspective and highlighted the issues that they believe were most prominent. That being said, this year's report will be shorter than past years reporting, but we trust it will be as informative as it is concise. Listed below are some services highlights from the 2014-2015 year:

- *5 full-time mental health professionals were in place serving middle and high school age youth and their families*
- *2,000 individual group and family counseling sessions were held*
- *486 parent support group sessions were facilitated serving 752 parents*
- *1,105 youth group contacts were made through the Leadership Initiatives*
- *Countless classroom presentations and educational initiatives were presented on topics such as stress management, cyber-safety, healthy relationships, safe driving and alcohol and other drug prevention*

- 9 Adventure Based Counseling participants engaged in challenge by choice adventures
- Six summer-time safety assessments were completed for the Scarsdale Recreation Department to insure camper safety

Youth Outreach Team Members meet regularly with their respective school administrators and they serve as liaisons to all youth serving village councils and boards. This past year, the YSP worked closely with the Scarsdale Drug and Alcohol Task Force preparing a plan for sustained leadership, The Center@862 exploring meaningful youth led projects and they assisted the PTA's with appropriate program planning and advertisement. Youth Outreach has strengthened its relationship with CHILD in an effort to insure that parents and children with special needs are receiving the same supports as other members of the community and Youth Outreach Workers continue to work alongside the Scarsdale Police Department keeping Scarsdale teens healthy and safe.

Scarsdale Edgemont Family Counseling Service is committed to its mission to support and strengthen family and to contribute to the well being of the community. We remain dedicated to advocating for a substance free adolescence and we will continue to assess and respond to the evolving needs of 21st century youth and families. While some of our youth related funding streams have changed, we are committed to providing only the highest quality of service, and maintaining Scarsdale's safety net for youth. We look forward to many more years of positive collaboration.

YOUTH OUTREACH ON THE MIDDLE SCHOOL LEVEL

“OH THE TWEEN YEARS”

*Emily Vallario, LCSW
Justine Carino, LMHC
Jenna Horowitz, LMSW*

The preteen or “tween” years can be a very challenging time for both parents and their children. Children who had previously been comfortable giving their parents hugs and sharing their secrets, often do not want to be seen in public with their parents and now want to pretend they do not exist. Pre-adolescence is a time of growth and a time for children to explore their newfound abilities. The journey toward adulthood will likely include many successes, but also some mistakes along the way.

During early adolescence, tweens seek support outside of their family and put tremendous importance on their friends. This allows teenagers to explore their independence and begin the process of more self-sufficiency. Youth Outreach workers are a safe and consistent presence in the lives of Scarsdale’s tweens, providing them with healthy outlets to express themselves, problem solve and obtain an outside perspective on how they are navigating their everyday lives. Through group and individual work, the middle school youth outreach team held 1,298 counseling sessions. In addition, Youth Outreach Workers collaborated regularly with health teachers making educational presentations to middle school students about topics such as online safety, social media and bullying prevention.

So what are pre-teens talking about? It may surprise you to hear that tweens as young as eleven are experiencing intense anxiety. Pre-teens are acutely aware of the performance standards being established for them academically, athletically, and socially. Research shows that pre-teens are constantly comparing their performance to peers, considering the consequences of failure, and dealing with low levels of confidence, excessive worry and a loss of self-worth. Additional research shows that parent pressure is associated with even greater worry and stronger physical symptoms.

*Tweens not only deal with stress about performance, but also about the transitions they are experiencing and about their social status with peers. Like it or not, social media is an integral part of adolescent life. Preteens compulsively check how many “likes” they get on their **Instagram** post, who commented on their **Snapchat** story, or if anyone made commented about them on **ASK.FM**. A preteen’s presence on social media appears to have significant impacts upon a child’s self-esteem. Social media and text messages are often places where teens make mistakes by writing hurtful comments or posting explicit pictures without understanding the consequences.*

The stress teens experience can manifest in a number of ways including isolation, depression, poor academic performance, and behavioral disruption. Changes in family structure and the stress of family divorce can also have profound impacts upon a child’s anxiety. Youth Outreach Workers take an active role in supporting and guiding tweens during a critical time of their development. Youth Outreach Workers work from a strength based perspective and promote pro-social emotional and social development. So whether it’s teaching coping skills, mediating peer or family conflicts or educating teens about safe online presence, Youth Outreach Workers are doing their part in helping to build resilient young adults.

YOUTH OUTREACH ON THE HIGH SCHOOL LEVEL “CRITICAL TRANSITIONS”

***Lauren Pomerantz, LCSW
Allison Hartman, LCSW***

The high school years are, almost by definition, a time of transition. In fact, teens experience several transitions during these four years. Most will experience significant cognitive, emotional, physical and social growth as well as their share of excitement and challenges. Research shows that transition and mobility is a risk factor for several adolescent risk behaviors including teen substance abuse. Youth Outreach Workers play a vital role in supporting teens and families during what can be a turbulent time of change.

Youth Outreach Workers help to reduce the stress associated with transition both in large groups and individually. Some of the more visible and publicized interventions include facilitating the 9th grade orientation, the Freshman Seminars and the new student orientation class, titled “ SHS Intro.” SFCS Peer Leaders and the SHS Counseling Department work collaboratively with Youth Outreach Workers, to engage new students, recognizing that they make up one of the most at risk populations. One student commented that the transitional programs made her feel “visible” and “helped her make friends.” The groups offer unique opportunities for teens to openly discuss topics such as binge drinking, healthy relationships and peer pressure. As teens prepare to leave high school, Youth Outreach Workers provide seniors with the support and skills they need as they plan to enter college and enter the next chapter of their lives.

Transitions are not always geographical; they are physical, social and emotional. It is often during high school that teens begin to drive and date. Youth Outreach addresses these transitions as well. In collaboration with the PTA and SHS, Youth Outreach presented the Fifth Annual Safe Driving Assembly, a mandatory program for all seniors seeking on campus parking permits. In an effort to prevent distracted driving, unsafe speed and driving under the influence, parents and teens must attend the assembly. Special guest speakers are invited and literature and resources are provided. This year tallied the largest number of attendees.

"Love Shouldn't Hurt," is both the title of an annual symposium held here in Westchester and the fundamental message delivered to teens as they explore romantic relationships. Youth Outreach, in collaboration with the Scarsdale Coalition on Family Violence and STAR (Students Terminating Abusive Relationship) hosts an annual assembly for ninth graders focusing on identifying the signs of an unhealthy relationship and preventing dating abuse. One in three adolescents in the U.S. is a victim of physical, sexual, emotional, or verbal abuse from a dating partner; a number that far exceeds rates of any other type of youth violence. It is critical that teens recognize their rights to relationship safety, irrespective of their gender, sexual identity or preference.

While the large initiatives are most easily recognized, individual and family counseling remains the core of the Youth Outreach program. Students are referred to Youth Outreach Workers by administration, deans, teachers, parents, and peers. There were six hundred and twenty-three students seen by the High School Youth Outreach team from July 2014-June 2015. Six hundred and seventy-seven sessions were held.

Themes of individual and small group sessions included, but were not limited to, anxiety, academic stress, divorce, family conflict, interpersonal and romantic relationships, sexual and gender identity, substance abuse, transitions, and social decision making. It is here that Youth Outreach Workers make their biggest impact. Students report feeling safe, comfortable, and that they can be "themselves" with Youth Outreach Workers. It is common for students to share the sentiment that they feel they could not have gotten through the day without the time spent in the Youth Outreach offices.

THE LEADERSHIP INITIATIVES

“An ounce of prevention is worth a pound of cure.”

Benjamin Franklin

*It has long been established that teenagers encounter risk. Providing teens with pro-social opportunities is a research based strategy for keeping teens safe. The SFCS Leadership Project includes three separate leadership development programs; **Young Men in Leadership** for boys ages 12-14, **Young Women in Leadership** for girls ages 12-14 and **Women in Leadership** for girls ages 14-18. By engaging youth through positive connections, the groups work toward improving decision-making skills, learning stress reduction and improved coping and developing methods for safe conflict resolution.*

*Recognizing that unsupervised and unstructured time can lead to increased risk taking behaviors, the **Young Men in Leadership Program** meets on select Friday evenings October through May from 7:00-9:00PM. Through a shared meal, discussion topics and recreational activities, SFCS Staff members Timothy Nelson and Robert Villanova identify individual strengths and emphasize the importance of healthy communication and appropriate peer socialization. The group utilizes varied settings including the Scarsdale Middle School gym, The Center@862, and the Rock Club in New Rochelle. In 2014-15, YMIL served 27 boys and had 273 group contacts.*

*Teenage girls and young women are being inundated with messages and images from the media and popular culture, which can distort a young woman's view of herself. **Women and Young Women in Leadership** provides a safe and confidential environment for girls to examine issues such as self-esteem, independence, body image, friendship, interpersonal relationships, family and culture. Program objectives include strengthening identity, improving self-worth, and obtaining a more accurate framework for body image.*

Each year, the YWIL program engages in a community service component while The Women in Leadership program initiated an intergenerational program with senior women from

the community. Young Women in Leadership and Women in Leadership served 62 girls for 832 group contacts.

Funding for the Leadership Project has historically been provided by the United Way of Westchester and Putnam. Sadly, the UWWP has changed their methods for grant allocation leaving the Leadership Projects un-funded for the coming year. SFCS is committed to continuing the Leadership Initiatives, but financial challenges exist. Supplemental areas of funding are being explored with the hope of continuing these important initiatives.

PARENT SUPPORT GROUPS

Rules without Relationship= Rebellion
Relationship without Rules= Chaos
Relationship + Rules= Respect + Responsibility
...Anonymous

Parenting is hard work and parenting adolescents has its rewards and challenges. It is not easy finding the right parenting formula. Parents are typically trying to navigate the often, murky waters of raising healthy and happy teenage children. Parents must adjust as their once adorable, compliant and easy going child argues, rolls their eyes, tests limits and slams doors. Parent support groups assist parents recognize that they are not alone as they seek the right balance between relationship and rules, freedoms and limits and rewards and responsibilities.

Parent Support Groups are designed to provide members with an opportunity to establish an atmosphere and structure to help one another deal with the challenges of parenting adolescents. Groups provide a format for parents to ask questions and gain mutual support about the social, emotional and physical development of their children and an opportunity to keep up with current trends in pre-adolescent and adolescent culture. Typical themes include interpersonal relationships, social media, limit setting, substance use, stress management, sexual development and transitions. Specialized Parent Support Groups are also available for parents of children with special needs. One participant commented "The PSG is an enormously helpful concept." "Participation should be mandatory."

Parent Support Groups are professionally facilitated and are available to mothers and fathers living in the Scarsdale community. Groups are first offered to parents of 5th graders to assist with the transition to middle school. They culminate at the end of their child's senior year of high school, as they transition to college. Groups meet monthly, are an hour in length and generally meet in the homes of parent participants. This year, 752 parents participated in 54 separate groups totaling 486 parent group meetings. 90% of group participants reported that their knowledge of adolescent issues improved by participating in the Parent Support Groups.

For more information, or if you are interested in joining a group, please contact Parent Support Group Coordinator, Lauren Pomerantz, LCSW.

SCARSDALE UNION FREE SCHOOL DISTRICT
Scarsdale, New York

MEMORANDUM

DATE: October 29, 2015
TO: Thomas Hagerman
FROM: Bernie Josefsberg
RE: Enrollment Report Correction

I regret to inform you that I needed to correct my enrollment report delivered earlier this month. Using the wrong screen on an Infinite Campus report, I inadvertently included 30 outplaced students within the high school numbers. The correct high school number is 1504 – not the reported 1534. Total enrollment is 4778 – not the reported 4808.

Reported enrollments do not include 48 outplaced special education students.

The correct figures are closer to our demographer's projections.

I've been in touch with our demographer and have provided him the correct numbers.

My apologies. Please share this memo with the BOE.

District Enrollment as of October 7, 2015

	Kg	1st	2nd	3rd	4th	5th	Total	6th	7th	8th	Total	9th	10th	11th	12th	Total
Edgewood	66	59	76	62	67	79	409									
Fox Meadow	75	74	89	72	75	95	480									
Greenacres	59	67	68	60	85	49	388									
Heathcote	55	60	74	58	66	68	381									
Quaker Ridge	63	84	59	79	77	81	443									
Middle School								403	382	388	1173					
Senior High												357	383	402	362	1504
Total	318	344	366	331	370	372	2101									

Total Enrollment 4778

District Enrollment as of October 7, 2015 W/O Staff Children

	Kg	1st	2nd	3rd	4th	5th	Total	6th	7th	8th	Total	9th	10th	11th	12th	Total
Edgewood	66	57	74	62	66	78	403									
Fox Meadow	75	74	88	72	75	93	477									
Greenacres	57	66	68	58	85	49	383									
Heathcote	53	58	73	56	64	66	370									
Quaker Ridge	62	83	59	77	75	79	435									
Middle School								391	374	375	1140					
Senior High												353	383	397	374	1507
Total	313	338	362	325	365	365	2068	391	374	375	1140	353	383	397	374	1507

Total Enrollment 4715

2015-16 Enrollment Update

Scarsdale School District

**Enrollment Analysis,
Enrollment Projections 2016 – 2025
And
Housing Analysis**

Lloyd Bishop, PhD
LBishop Associates, Inc.

November 2015

ON ALL TABLES THE ENROLLMENTS INCLUDE THE STAFF STUDENTS

**TABLE 1
SCARSDALE SCHOOL DISTRICT -- 2015/16 UPDATE
K-12 ENROLLMENT TRENDS 2009 - 2015**

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
BIRTHS 5 YRS. PREVIOUS	421	383	309	364	318	319	316	314	355	264
GRADES										
K	322	321	329	314	303	303	309	346	321	318
1				354	346	322	319	317	356	344
2				345	365	352	338	333	331	366
3				373	357	357	372	355	358	331
4				371	374	362	375	368	355	370
5				386	381	368	372	372	382	372
6				368	407	380	376	380	382	403
7				394	372	411	379	367	385	382
8				338	398	365	413	385	360	388
9				338	346	393	366	399	378	357
10				360	335	355	400	369	401	383
11				369	354	330	355	404	362	402
12				353	364	355	323	350	399	362
K-5 TOT					2126	2064	2085	2091	2103	2101
6-8 TOT					1177	1156	1168	1132	1127	1173
9-12 TOT					1399	1433	1444	1522	1540	1504
K-12 TOT					4702	4653	4697	4745	4770	4778
SP. ED.					63	53	45	40	52	**
TOT ENROLL					4765	4706	4742	4785	4822	4778
CHANGE						-59	36	43	37	-44
% CHANGE						-1.2	.8	.9	.8	-.9

2011 - 2015 FIVE YEAR AVERAGE % ENROLLMENT CHANGE = .1% 3 STUDENTS AVERAGE CHANGE/YEAR

**SPECIAL EDUCATION STUDENTS INCLUDED IN THE REGULAR GRADE ENROLLMENTS IN 2015-16.

TABLE 2
SCARSDALE SCHOOL DISTRICT -- 2015/16 UPDATE
MIGRATION (SURVIVAL) RATIOS
GRADE-BY-GRADE AND AVERAGE MIGRATION RATIOS

	2010 TO 2011	2011 TO 2012	2012 TO 2013	2013 TO 2014	2014** TO 2015	MR 5 YR AVERAGE	AVE	FORECAST MR LOW	MR HIGH	MR 3 YR WTD	MR 2 YR WTD
B - K	See Table 3										
K - 1	1.063	1.053	1.026	1.029	1.072	1.048	1.027	1.026	1.029	1.050	1.061
1 - 2	1.017	1.050	1.044	1.044	1.028	1.037	1.032	1.028	1.036	1.036	1.032
2 - 3	.978	1.057	1.050	1.075	1.000	1.032	1.019	1.000	1.032	1.033	1.019
3 - 4	1.014	1.050	.989	1.000	1.034	1.017	1.005	1.000	1.015	1.015	1.025
4 - 5	.984	1.028	.992	1.038	1.048	1.018	1.018	1.005	1.035	1.035	1.045
5 - 6	.997	1.022	1.022	1.027	1.055	1.024	1.040	1.024	1.040	1.040	1.048
6 - 7	1.010	.997	.976	1.013	1.000	.999	1.000	.999	1.003	1.000	1.003
7 - 8	.981	1.005	1.016	.981	1.008	.998	1.001	.998	1.001	1.000	1.001
8 - 9	.987	1.003	.966	.982	.992	.986	.986	.984	.989	.984	.989
9 - 10	1.026	1.018	1.008	1.005	1.013	1.014	1.011	1.010	1.014	1.010	1.011
10 - 11	.985	1.000	1.010	.981	1.002	.996	.997	.996	1.000	.997	.997
11 - 12	1.003	.979	.986	.988	1.000	.991	.994	.991	.997	.994	.997

** NOTE: MIGRATION RATIOS FOR 2014 TO 2015 WERE ADJUSTED TO A SLIGHTLY SMALLER VALUE TO ACCOUNT FOR THE SPECIAL EDUCATION STUDENTS INCLUDED IN THE REGULAR GRADE ENROLLMENTS IN 2015.

TABLE 5
SCARSDALE SCHOOL DISTRICT -- 2015/16 UPDATE
K-12 ENROLLMENT PROJECTION 2016 - 2025 -- AVERAGE FORECAST

	FORECAST MR	ACT ENR 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
BIRTHS 5 YRS. PREVIOUS		264	270	276	225	245	243					
GRADES												
K	1.182	318	313	312	297	305	304	307	307	306	306	306
1	1.027	344	327	321	320	305	313	312	315	315	314	314
2	1.032	366	355	337	332	331	315	323	322	325	325	324
3	1.019	331	373	362	343	338	337	321	329	328	332	332
4	1.005	370	333	375	364	345	340	339	322	331	330	333
5	1.018	372	377	339	382	370	351	346	345	328	337	336
6	1.040	403	387	392	352	397	385	365	360	359	341	350
7	1.000	382	403	387	392	352	397	385	365	360	359	341
8	1.001	388	382	403	387	392	353	397	385	366	360	359
9	.986	357	383	377	398	382	387	348	392	380	361	355
10	1.011	383	361	387	381	402	386	391	351	396	384	365
11	.997	402	382	360	386	380	401	385	390	350	395	383
12	.994	362	400	380	358	383	378	399	383	387	348	392
K-5 TOT		2101	2077	2046	2038	1994	1960	1948	1941	1934	1944	1945
6-8 TOT		1173	1172	1182	1131	1141	1134	1148	1110	1084	1060	1051
9-12 TOT		1504	1525	1503	1522	1547	1551	1522	1515	1514	1488	1495
K-12 TOT		4778	4774	4731	4691	4682	4646	4617	4567	4532	4492	4491
SP. ED.		INCLUDED IN THE REGULAR GRADE ENROLLMENTS										
TOT ENROLL		4778	4774	4731	4691	4682	4646	4617	4567	4532	4492	4491
CHANGE			-4	-43	-40	-9	-37	-29	-50	-35	-40	-1
% CHANGE			-.1	-.9	-.8	-.2	-.8	-.6	-1.1	-.8	-.9	.0
2016 - 2020 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-.6%	-26 STUDENTS	AVERAGE CHANGE/YEAR				
2021 - 2025 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-.7%	-31 STUDENTS	AVERAGE CHANGE/YEAR				

TABLE 6
SCARSDALE SCHOOL DISTRICT -- 2015/16 UPDATE
K-12 ENROLLMENT PROJECTION 2016 - 2025 -- LOW FORECAST

	FORECAST MR	ACT ENR 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
BIRTHS 5 YRS. PREVIOUS		264	270	276	225	245	243					
GRADES												
K	1.182	318	306	307	295	302	301	302	302	300	300	300
1	1.026	344	326	314	315	303	310	309	310	310	308	308
2	1.028	366	354	335	323	324	311	319	317	319	319	316
3	1.000	331	366	354	335	323	324	311	319	317	319	319
4	1.000	370	331	366	354	335	323	324	311	319	317	319
5	1.005	372	372	333	368	355	337	324	325	313	320	319
6	1.024	403	381	381	341	377	364	345	332	333	320	328
7	.999	382	403	381	380	340	376	364	345	332	333	320
8	.998	388	381	402	380	380	340	376	363	344	331	332
9	.984	357	382	375	395	374	374	334	370	357	339	326
10	1.010	383	361	386	379	399	377	377	338	373	361	342
11	.996	402	381	359	384	377	398	376	376	336	372	359
12	.991	362	398	378	356	381	374	394	373	372	333	368
K-5 TOT		2101	2055	2009	1990	1942	1906	1889	1884	1877	1882	1880
6-8 TOT		1173	1165	1163	1101	1097	1080	1084	1040	1009	984	980
9-12 TOT		1504	1522	1498	1514	1531	1523	1482	1455	1439	1404	1395
K-12 TOT		4778	4742	4670	4605	4570	4508	4454	4380	4325	4271	4256
SP. ED.		INCLUDED IN THE REGULAR GRADE ENROLLMENTS										
TOT ENROLL		4778	4742	4670	4605	4570	4508	4454	4380	4325	4271	4256
CHANGE			-36	-72	-65	-35	-61	-54	-75	-55	-54	-15
% CHANGE			-.8	-1.5	-1.4	-.8	-1.3	-1.2	-1.7	-1.2	-1.3	-.4
2016 - 2020 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-1.2%	-54 STUDENTS	AVERAGE CHANGE/YEAR				
2021 - 2025 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-1.1%	-50 STUDENTS	AVERAGE CHANGE/YEAR				

TABLE 7
SCARSDALE SCHOOL DISTRICT -- 2015/16 UPDATE
K-12 ENROLLMENT PROJECTION 2016 - 2025 -- HIGH FORECAST

	FORECAST MR	ACT ENR 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
BIRTHS 5 YRS. PREVIOUS		264	270	276	225	245	243					
GRADES												
K	1.182	318	319	326	301	306	306	312	312	310	310	310
1	1.029	344	327	328	335	310	315	315	321	321	319	319
2	1.036	366	356	339	340	348	321	326	326	333	333	330
3	1.032	331	378	368	350	351	359	331	337	337	343	343
4	1.015	370	336	383	373	355	356	364	336	342	342	348
5	1.035	372	383	348	397	386	368	369	377	348	354	354
6	1.040	403	387	398	362	413	402	382	383	392	362	368
7	1.003	382	404	388	399	363	414	403	383	385	393	363
8	1.001	388	382	405	388	400	363	414	403	384	385	393
9	.989	357	384	378	400	384	395	359	410	399	380	381
10	1.014	383	362	389	383	406	390	401	364	415	405	385
11	1.000	402	383	362	389	383	406	390	401	364	415	405
12	.997	362	401	382	361	388	382	405	388	400	363	414
K-5 TOT		2101	2099	2092	2096	2056	2024	2017	2009	1990	2000	2005
6-8 TOT		1173	1173	1191	1150	1175	1179	1200	1170	1160	1140	1124
9-12 TOT		1504	1530	1511	1534	1561	1573	1554	1563	1578	1563	1584
K-12 TOT		4778	4802	4794	4780	4792	4776	4771	4742	4728	4703	4713
SP. ED.		INCLUDED IN THE REGULAR GRADE ENROLLMENTS										
TOT ENROLL		4778	4802	4794	4780	4792	4776	4771	4742	4728	4703	4713
CHANGE			24	-8	-15	13	-16	-5	-28	-14	-26	11
% CHANGE			.5	-.2	-.3	.3	-.3	-.1	-.6	-.3	-.5	.2
2016 - 2020 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					.0%		0 STUDENTS	AVERAGE CHANGE/YEAR			
2021 - 2025 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-.3%		-13 STUDENTS	AVERAGE CHANGE/YEAR			

Table 3
COMPUTATION OF K/BIRTH RATIOS
2006 - 2015
SCARSDALE SCHOOL DISTRICT -- 2015/16 UPDATE

School Year	Actual K Enrollment	Births 5 Yrs. Previous	K/Birth Ratios
2006	322	421	.7648
2007	321	383	.8381
2008	329	309	1.0647
2009	314	364	.8626
2010	303	318	.9528
Two-year Average			.9077
2011	303	319	.9498
2012	309	316	.9778
2013	346	314	1.1019
2014	321	355	.9042
2015	318	264	1.2045
Five-year Average			1.0277
Average K/Birth Ratios			
	4 Yr Ave (12-15)	1.0471	
	3 Yr Ave (13-15)	1.0702	
	2 Yr Ave (14-15)	1.0544	
	3 Yr Wtd (13-15)	1.0873	
	2 Yr Wtd (14-15)	1.1295	
	Current Year	1.2045	

Table 4
PROJECTED KINDERGARTEN ENROLLMENT
2016 - 2025
SCARSDALE SCHOOL DISTRICT -- 2015/16 UPDATE

School Year	Births 5 Yrs Previous	Average Forecast 1.182	Low Forecast 1.182	High Forecast 1.182
2016	270	313	306	319
2017	276	312	307	326
2018	225	297	295	301
2019	245	305	302	306
2020	243	304	301	306
2021		307	302	312
2022		307	302	312
2023		306	300	310
2024		306	300	310
2025		306	300	310

TABLE 8
EDGEWOOD ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT TRENDS 2010 - 2015

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<hr/>						
GRADES						
K	59	63	66	69	57	66
1	62	64	65	67	69	59
2	74	63	72	66	64	76
3	77	73	68	70	70	62
4	71	81	71	64	69	67
5	65	70	79	73	65	79
<hr/>						
K-5 TOT	408	414	421	409	394	409
SP. ED.	4	6	7	9	8	0
<hr/>						
K-5 TOT ENROLL	412	420	428	418	402	409
<hr/>						
CHANGE		8	8	-10	-16	7
% CHANGE		1.9	1.9	-2.3	-3.8	1.7
<hr/>						
2011 - 2015 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-.1%
STUDENTS AVERAGE CHANGE/YEAR	=					-1

TABLE 9
FOX MEADOW ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT TRENDS 2010 - 2015

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<hr/>						
GRADES						
K	65	56	61	88	72	75
1	73	76	60	63	88	74
2	92	81	79	64	70	89
3	90	89	92	87	66	72
4	76	91	95	89	85	75
5	95	74	99	91	93	95
<hr/>						
K-5 TOT	491	467	486	482	474	480
SP. ED.	9	10	8	8	13	0
<hr/>						
K-5 TOT ENROLL	500	477	494	490	487	480
<hr/>						
CHANGE		-23	17	-4	-3	-7
% CHANGE		-4.6	3.6	-.8	-.6	-1.4
<hr/>						
2011 - 2015 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-.8%
STUDENTS AVERAGE CHANGE/YEAR	=					-4

TABLE 10
GREENACRES ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT TRENDS 2010 - 2015

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<hr/>						
GRADES						
K	46	69	54	58	60	59
1	77	47	69	56	61	67
2	62	76	44	77	64	68
3	60	61	75	48	83	60
4	79	59	63	73	48	85
5	78	78	60	63	77	49
<hr/>						
K-5 TOT	402	390	365	375	393	388
SP. ED.	7	4	5	8	15	0
<hr/>						
K-5 TOT ENROLL	409	394	370	383	408	388
<hr/>						
CHANGE		-15	-24	13	25	-20
% CHANGE		-3.7	-6.1	3.5	6.5	-4.9
<hr/>						
2011 - 2015 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-.9%
STUDENTS AVERAGE CHANGE/YEAR	=					-4

TABLE 11
HEATHCOTE ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT TRENDS 2010 - 2015

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
<hr/>						
GRADES						
K	63	55	61	70	57	55
1	65	62	60	58	76	60
2	66	65	67	59	59	74
3	55	62	65	67	66	58
4	76	57	67	65	71	66
5	66	73	56	69	64	68
<hr/>						
K-5 TOT	391	374	376	388	393	381
SP. ED.	5	10	0	0	0	0
<hr/>						
K-5 TOT ENROLL	396	384	376	388	393	381
<hr/>						
CHANGE		-12	-8	12	5	-12
% CHANGE		-3.0	-2.1	3.2	1.3	-3.1
<hr/>						
2011 - 2015 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-.7%
STUDENTS AVERAGE CHANGE/YEAR	=					-3

TABLE 12
QUAKER RIDGE ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT TRENDS 2010 - 2015

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
GRADES						
K	70	60	67	61	75	63
1	69	73	65	73	62	84
2	71	67	76	67	74	59
3	75	72	72	83	73	79
4	72	74	79	77	82	77
5	77	73	78	76	83	81
K-5 TOT	434	419	437	437	449	443
SP. ED.	17	15	16	10	8	0
K-5 TOT ENROLL	451	434	453	447	457	443
CHANGE		-17	19	-6	10	-14
% CHANGE		-3.8	4.4	-1.3	2.2	-3.1
2011 - 2015 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE	=					-.3%
STUDENTS AVERAGE CHANGE/YEAR	=					-2

Table 3
COMPUTATION OF K/BIRTH RATIOS
2006 - 2015
SCARSDALE SCHOOL DISTRICT -- 2015/16 UPDATE

School Year	Actual K Enrollment	Births 5 Yrs. Previous	K/Birth Ratios
2006	322	421	.7648
2007	321	383	.8381
2008	329	309	1.0647
2009	314	364	.8626
2010	303	318	.9528
Two-year Average			.9077
2011	303	319	.9498
2012	309	316	.9778
2013	346	314	1.1019
2014	321	355	.9042
2015	318	264	1.2045
Five-year Average			1.0277
Average K/Birth Ratios			
	4 Yr Ave (12-15)		1.0471
	3 Yr Ave (13-15)		1.0702
	2 Yr Ave (14-15)		1.0544
	3 Yr Wtd (13-15)		1.0873
	2 Yr Wtd (14-15)		1.1295
	Current Year		1.2045

Table 4
PROJECTED KINDERGARTEN ENROLLMENT
2016 - 2025
SCARSDALE SCHOOL DISTRICT -- 2015/16 UPDATE

School Year	Births 5 Yrs Previous	Average Forecast 1.182	Low Forecast 1.182	High Forecast 1.182
2016	270	312	306	319
2017	276	311	307	326
2018	225	295	292	298
2019	245	302	300	305
2020	243	301	300	305
2021		307	302	312
2022		307	302	312
2023		306	300	310
2024		306	300	310
2025		306	300	310

TABLE 14
EDGEWOOD ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT PROJECTION 2016 - 2025

	FORECAST MR	ACT ENR 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
GRADES												
K	.208	66	68	63	64	64	64	64	64	64	64	64
1	1.033	59	68	70	65	66	66	66	66	66	66	66
2	1.050	76	62	72	74	68	69	69	69	69	69	69
3	1.013	62	77	63	73	75	69	70	70	70	70	70
4	.964	67	60	74	60	70	72	67	68	68	68	68
5	1.055	79	71	63	78	64	74	76	70	72	72	72
K-5 TOT ENR		409	406	405	414	407	415	413	408	409	409	409
CHANGE			-3	-1	9	-7	8	-2	-5	1	0	0
% CHANGE			-.8	-.2	2.3	-1.8	1.9	-.5	-1.1	.3	.0	.0
2016 - 2020 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE = .3%												
STUDENTS AVERAGE CHANGE/YEAR = 1												

TABLE 15
FOX MEADOW ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT PROJECTION 2016 - 2025

	FORECAST MR	ACT ENR 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
GRADES												
K	.228	75	73	74	69	70	70	70	70	70	70	70
1	1.021	74	77	75	76	70	71	71	71	71	71	71
2	1.036	89	77	79	77	78	73	74	74	74	74	74
3	1.029	72	92	79	82	79	81	75	76	76	76	76
4	1.040	75	75	95	82	85	83	84	78	79	79	79
5	1.067	95	80	80	102	88	91	88	89	83	85	85
K-5 TOT ENR		480	473	482	487	471	468	463	459	454	455	455
CHANGE			-7	9	5	-16	-2	-6	-3	-5	1	0
% CHANGE			-1.5	1.9	1.1	-3.4	-.5	-1.2	-.7	-1.1	.3	.0
2016 - 2020 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE = -.5%												
STUDENTS AVERAGE CHANGE/YEAR = -2												

TABLE 16
GREENACRES ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT PROJECTION 2016 - 2025

	FORECAST MR	ACT ENR 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
GRADES												
K	.185	59	59	60	56	57	57	57	57	57	57	57
1	1.050	67	62	62	63	59	60	60	60	60	60	60
2	1.122	68	75	70	70	71	66	67	67	67	67	67
3	1.010	60	69	76	70	70	71	67	68	68	68	68
4	1.008	85	60	69	77	71	71	72	67	68	68	68
5	1.029	49	87	62	71	79	73	73	74	69	70	70
K-5 TOT ENR		388	413	399	406	406	398	395	393	389	391	391
CHANGE			25	-14	8	0	-8	-2	-2	-4	1	0
% CHANGE			6.4	-3.4	1.9	-.1	-2.1	-.6	-.6	-1.0	.3	.0
2016 - 2020 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE =						.6%						
STUDENTS AVERAGE CHANGE/YEAR =						2						

TABLE 17
HEATHCOTE ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT PROJECTION 2016 - 2025

	FORECAST MR	ACT ENR 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
GRADES												
K	.175	55	56	57	53	54	54	54	54	54	54	54
1	1.047	60	58	59	60	55	57	57	57	57	57	57
2	1.000	74	60	58	59	60	55	57	57	57	57	57
3	1.008	58	75	60	58	59	60	56	57	57	57	57
4	1.025	66	59	76	62	59	61	62	57	58	58	58
5	.983	68	65	58	75	61	58	60	61	56	57	57
K-5 TOT ENR		381	373	369	367	349	345	344	342	339	340	340
CHANGE			-8	-4	-2	-18	-3	-1	-2	-3	1	0
% CHANGE			-2.2	-1.1	-.6	-4.9	-1.0	-.3	-.6	-.9	.3	.0
2016 - 2020 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE =						-1.9%						
STUDENTS AVERAGE CHANGE/YEAR =						-7						

TABLE 18
QUAKER RIDGE ELEMENTARY ATTENDANCE AREA -- 2015/16 UPDATE
K-5 ENROLLMENT PROJECTION 2016 - 2025

	FORECAST	ACT ENR										
	MR	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26

GRADES												
K	.204	63	65	67	61	62	62	63	63	63	63	63
1	1.070	84	67	70	72	65	66	66	67	67	67	67
2	1.002	59	84	68	70	72	65	66	66	68	68	68
3	1.073	79	63	90	72	75	77	70	71	71	72	72
4	1.039	77	82	66	94	75	78	80	73	74	74	75
5	1.019	81	78	84	67	96	77	79	82	74	76	76

K-5 TOT ENR		443	440	444	436	445	425	425	423	418	420	421

CHANGE			-3	3	-8	9	-20	0	-3	-5	2	1
% CHANGE			-.6	.8	-1.8	2.1	-4.4	.0	-.6	-1.2	.6	.3

2016 - 2020 FIVE-YEAR AVERAGE % ENROLLMENT CHANGE =						-.8%						
STUDENTS AVERAGE CHANGE/YEAR =						-4						

TABLE 13
COMPUTATION OF K/BIRTH RATIOS AND ESTIMATED K ENROLLMENTS
BY ELEMENTARY ATTENDANCE AREAS

SCARSDALE SCHOOL DISTRICT

School Year	Edgewood		Fox Meadow		Greenacres		Heathcote		Quaker Ridge		Total K/Enroll
	K Enr	Ratio	K Enr	Ratio	K Enr	Ratio	K Enr	Ratio	K Enr	Ratio	
2011	63	.208	56	.185	69	.228	55	.182	60	.198	303
2012	66	.214	61	.197	54	.175	61	.197	67	.217	309
2013	69	.199	88	.254	58	.168	70	.202	61	.176	346
2014	57	.178	72	.224	60	.187	57	.178	75	.234	321
2015	66	.208	75	.236	59	.186	55	.173	63	.198	318
5 YR AVE		.201		.219		.189		.186		.205	
WTD AVE		.208		.228		.185		.175		.204	

Projected Kindergarten Enrollment

2016	66	73	59	56	65	319
2017	68	74	60	57	67	326
2018	63	69	56	53	61	301
2019	64	70	57	54	62	306
2020	64	70	57	54	62	306
2021	64	70	57	54	63	307
2022	64	70	57	54	63	307
2023	64	70	57	54	62	306
2024	64	70	57	54	62	306
2025	64	70	57	54	62	306

PROJECTED K ENROLLMENTS BASED ON THE HIGH FORECAST (SEE TABLE 7)

Housing Update 2015

Table 19
**Single-Family Housing Resale Activity by
 Elementary Attendance Areas
 1995-2015**

Year	Edgewood	Fox Meadow	Greenacres	Heathcote	Quaker Ridge	Total Housing Sold
1995	28	45	32	45	34	184
1996	34	52	37	45	49	217
1997	45	58	31	58	47	239
1998	62	64	48	48	53	275
1999	57	67	43	48	68	283
2000	39	62	42	43	47	233
2001	34	47	38	40	36	195
2002	48	70	44	50	67	279
2003	52	59	40	49	51	251
2004	38	46	45	32	52	213
2005	36	55	45	35	58	228
2006	53	46	44	39	50	232
2007	45	50	43	46	53	237
2008	26	20	30	30	36	142
2009	25	35	21	31	25	137
2010	34	36	36	37	43	186
2011	27	35	41	41	31	175
2012	29	53	35	34	53	204
2013	31	39	44	36	60	210
2014	12	45	31	35	42	165
2015	50	32	25	42	58	207
5Yr. Subtot.						
By School	149	204	176	188	244	961
(2011-2015)						
% of Total						
2015	24.1	15.4	12.1	20.3	28.0	

Table 19 summarizes housing resale activity within the School District by elementary attendance areas from 1995 through October 2015 with a five-year subtotal of housing sales for the period 2011-2015. The most significant housing factor in 2015 was the relative large increase in home sales in Edgewood and Quaker Ridge. Together they account for about 52% of the homes sold to date. A small increase in sales occurred in Heathcote, with significant decreases in Fox Meadow and Greenacres. Again, home sales by elementary school areas provide one indicator of future enrollments at the lower grades K- 5. This provides useful information in “fine tuning” the elementary enrollment projections for this report.

In the past in Scarsdale, there has been a fairly close correspondence between housing sales and elementary school enrollments a few years later. The small number of housing sales in 2008 and 2009, and the relatively smaller numbers in 2010 and 2011, correspond to the 62 student decrease in elementary enrollments K-5 between 2010-11 and the 2011-12 school years (see Table 1). For the past seven years, the peak K-5 enrollment was 2,143 students in 2009-10. The 2015-16 K-5 enrollment of 2,101 still represents a small 42 student decrease. The small increase in K-5 enrollment in 2013-14 of 2,091 students was due partly to a large, and unexpected, increase in kindergarten enrollment of 346 students, an increase of 37 K students from the previous year (309 students). The K enrollment for 2015-16 (318 students) suggests that K enrollments have returned to numbers similar to the past six-year trends.

Table 20
Single-Family Housing Inventory
Available Housing for Resale
2004 -- 2015

Year	Edgewood	Fox Meadow	Greenacres	Heathcote	Quaker Ridge	Total Resales Available
2004	18	23	19	16	33	109
2005	22	23	18	27	28	118
2006	25	34	18	34	34	145
2007	8	23	15	27	30	103
2008	23	31	23	33	39	149
2009	16	33	22	41	44	156
2010	21	25	19	33	31	129
2011	19	22	14	23	33	111
2012	13	16	22	26	36	113
2013	9	23	21	38	35	113
2014	8	21	14	40	37	120
2015	12	34	24	61	36	167

Table 20 provides information concerning the number of homes available for resale (active inventory) since 2004. For the years 2008 and 2009, the number of homes in active inventory was 149 and 156, exceeding the number of sales for those years (142 and 137), provides an indication of a depressed housing market. The 2015 inventory of homes available for resale of 167 (largest inventory of homes to date), along with an increase in home sales (207), is a further indication of a healthy housing resale market for the next few years.

Table 21 provides information concerning the rental housing market in Scarsdale. For the years 2009, 2010, and 2011, one of the most significant housing factors in the School District was the large increase in the rental housing market. According to local realtors, the large increase in rental housing

was a new and unusual factor in Scarsdale. This again was a further indication of the impact of the depressed economy and general housing market on housing sales for the years 2008-10. Realtors indicated that many homes which normally would be for sale were being rented. The decrease in rentals for 2012 and 2013 (92 and 91) compared again to an increase in housing sales (204 and 210). However, the increase in rentals (128) for 2014, and the decrease in home sales (165), seems to be establishing a new trend between home sales and rentals in Scarsdale. This trend continues in 2015 with a drop in rentals (98) and a substantial increase in home sales (207).

Table 21
Rental Housing Market
 2008-2015

Year	Edgewood	Fox Meadow	Greenacres	Heathcote	Quaker Ridge	Total Rentals
2008	8	14	3	10	11	46
2009	25	42	12	23	16	118
2010	29	44	15	17	20	125
2011	35	42	13	15	19	124
2012	20	25	12	12	23	92
2013	18	27	14	15	17	91
2014	29	38	19	21	21	128
2015	26	30	14	14	14	98

Table 22 provides information on the number of building permits for construction of new single-family housing. As indicated in previous reports, new home construction has not been a significant factor on school enrollments. It is not likely to play any significant role in the future.

Table 22
**Building Permits for New
 Single-Family Housing Construction**

2006	7
2007	17
2008	16
2009	10
2010	14
2011	14
2012	14
2013	25
2014	35
2015	23*

*Through August 2015

Table 23
**New Home Construction Update
 by Elementary Attendance Area**

2015-16 Update

Attendance Area	Name	Location	Status	Units
------------------------	-------------	-----------------	---------------	--------------

Greenacres	Cushman Road	Garden Road	Approval	4
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There are four houses there now. Two of those will be demolished and four new houses will be built. The subdivision plan was filed.

This project was included in the 2014 update.

Heathcote	2-4 Weaver Street	The Heathcote	Approval	14
------------------	--------------------------	----------------------	-----------------	-----------

Demolition and new construction has started. It will take about 18-24 months for completion. The development is now described as cooperative apartments. There will be 12 two bedrooms and 2 two bedrooms with a study. Prices start at \$2,100,000.

The effect of this development in producing new students should be negligible. Housing surveys, conducted in Scarsdale and neighboring communities for apartment/condo type housing, indicate that, on average, a two bedroom unit will produce about 0.23 to 0.25 children per unit. That is, one school-age child, on average, is produced for every four apartments. Once the project is completed and all units are occupied, one would expect no more than **four, or perhaps five**, children at any one time in Scarsdale Public Schools.

This project was included in the 2014 update.

Quaker Ridge	15 Gatehouse Road	Approved	3
---------------------	--------------------------	-----------------	----------

Permission was granted to tear down the mansion and make a three lot subdivision. One home is under construction.

Quaker Ridge	Heathcote Manor	Weaver Street	Approved	9
---------------------	------------------------	----------------------	-----------------	----------

This will be cluster housing. Two of the five buildings (four units) are close to completion. The school district has the memo about this property.

This project was included in the 2014 update.

Quaker Ridge	Wildwood/Secor	Approved	4
---------------------	-----------------------	-----------------	----------

This property is described as a “railroad cut property” located at the intersection of Wildwood/Secor/Correl. Three houses are completed and one is under construction.

This project was included in the 2014 update.

Quaker Ridge	Parlato	Mamaroneck Rd.	Approved	8
---------------------	----------------	-----------------------	-----------------	----------

This property was approved in 1986. The site plan amendment was approved. Each house will need to be approved. There is currently one house on the property.

This project was included in the 2014 update.

Quaker Ridge	Assisted Living	Saxon Woods Rd.	Approved	115
---------------------	------------------------	------------------------	-----------------	------------

A 115-unit assisted living facility was approved in the early 2000s. Construction is completed and some units are now occupied. The facility will not be age restricted. Occupancy should begin in early 2015. While this housing will not produce school-age students, it is possible that this facility could open up some single-family housing as elderly individuals move from their homes.

Project included in the 2014 update.

Comments-Table 23

Scarsdale continues to have spot housing. This is called “infill housing.” In some areas, there is a merger of two lots into one (this results in a net loss of one lot), while in other areas, owners are subdividing the property into two lots (this results in a net gain of one lot). In other areas, property owners are knocking down a house and rebuilding it (increasing the size of the house). The number of demolitions and new construction (demolitions and rebuilding) has been stable since 2013. There are also more mergers (buying more than one lot for construction of larger homes).

There is nothing unusual happening in terms of new home construction within Scarsdale. Notice that all housing units listed in this update were also listed in the 2014 report.

In some areas, there are several houses on the same street/road/avenue that have sold at the same time. For example, in Edgewood, at least three houses or more have sold on Boulevard and Bradley, Gaylor, Hamilton, Lyons, and Madison Roads. In Fox Meadow, at least three houses or more have sold on Hampton, Lockwood, and Tisdale Roads. In the Greenacres area, at least three houses or more have sold on Greenacres and Walworth Avenues. In Heathcote, at least three houses or more have sold on Brookby, Cayuga, and Mamaroneck Roads. And in the Quaker Ridge elementary attendance area, at least three houses or more have sold on Prince Willows Lane and Aspen, Corell, Herkimer, and Meadow Roads.

Source: Local realtors and the Village of Scarsdale Planning Department.

SCARSDALE UNION FREE SCHOOL DISTRICT
Scarsdale, New York

MEMORANDUM

DATE: November 12, 2015

TO: Dr. Thomas Hagerman

FROM: Stuart P.G. Matthey

RE: Solar Opportunity

The purpose of this memo is to share with you information regarding a proposal to install solar panels and energy storage batteries at two of our District's locations. John Trenholm had been contacted by a representative of SolarCity many months ago about exploring solar opportunities in our District. Based on research and information shared by the District it is the recommendation that solar panel arrays be installed on newer sections of roof at both the Quaker Ridge Elementary and the Middle School locations. Proposed work would also include the installation of solar powered batteries which would reduce high demand charges.

SolarCity is one of the nation's largest solar power providers and has been awarded by the state through a competitive process to provide solar through the K-SOLAR program. K-SOLAR is a joint program of the New York Power Authority (NYPA) and New York State Energy Research and Development Authority (NYSERDA) and is intended to provide NYS school districts, at no cost and no obligation, with the tools, and expertise to bring solar energy to their facilities and reduce their energy costs.

This proposed work calls for SolarCity to purchase and install solar panels and batteries at no charge to the District. The District would in turn generate savings by paying a reduced rate (as defined by NYS Agreement) for the electricity used. The District would save an estimated \$6,500 per year on its electricity use at these locations combined and an additional \$20,400 through saving associated with the batteries. Next steps would include full contract review by District counsel followed by Board formal Board approval at their December 16th meeting.

Some other important highlights include:

- Minimal roof penetrations.
- Only installed on newer roofs.
- SolarCity works with roof manufacturers and within existing warranties.
- There is no glare from panels.

- Panels sit only 12" off roof.
- Will not be or be barely visible from surrounding locations.
- Teacher training provided for direct classroom impact.
- Guaranteed savings.
- SolarCity will be responsible for any issues with solar panels or batteries.
- Reduced carbon footprint.

John Trenholm and I will discuss this proposed project further and be able answer any questions at the board meeting on Monday evening.



Solar Energy through the K-Solar Program for Scarsdale Schools

Prepared By:

SolarCity Corporation
203 Ridgewood Dr.,
Elmsford, NY 10523

SolarCity Contact:

Ian Diamond
Sr. Project Development Manager
idiiamond@solarcity.com
(914) 419-3134

Under the K-Solar program, right now is a unique time for schools in New York to take advantage of energy cost savings through solar power. Going solar can be complicated, and for schools without the resources, it could be a daunting process. K-Solar has eliminated these obstacles by doing all the upfront work for school districts in New York. K-Solar provides school districts with the benefit of high volume pricing, with the solar rates less than school districts prevailing utility rates.

As America's #1 full-service solar power provider, who has energized more than 1.1 GW of photovoltaic (PV) systems across the country, SolarCity is honored to have the opportunity to be a part of this historic energy initiative, and provide affordable solar energy solutions and predictable cost savings to school districts across the state for the first time. This is an opportunity to have a programmatic & efficient approach to implementing solar with a large group of schools. There has been nothing like this ever before in the United States. We commend the team at the New York Power Authority (NYPA) for having the foresight and capability to develop this program and we commend your District for considering solar to provide your schools with energy savings.

With 6 operations centers in New York and a centralized dispatch system, SolarCity is uniquely positioned to provide your District with the highest quality support. By partnering with SolarCity, K-Solar simplifies solar installations and provides school districts in New York with the maximum potential savings from solar, given reduced customer acquisition costs and enhanced economies of scale. Here are some of the unique benefits that K-Solar and SolarCity can offer your District:

- SolarCity installs and maintains a PV system on your site
 - You simply “host” the system and only pay for the electricity you produce and use
- No upfront cost and immediate payback
 - SolarCity can fully leverage gov't incentives and depreciation which you may not qualify for on your own. This lowers the overall PPA price.
- Reduced electricity costs
 - New lower utility bill + PPA payment < old utility bill
- Lock in electricity rates for the next 18 years
 - Protect against utility rate escalation and uncertainty

This proposal outlines the specific opportunity for Scarsdale Public Schools, across the sites identified for solar energy. We look forward to working with you to bring the benefits of solar power to your community.

Sincerely,
Ian Diamond



Senior Project Development Manager

K-Solar Program Background



Under the Governor Andrew Cuomo's NY-Sun Initiative, NYPA initiated its K-Solar program in conjunction with the New York State Energy Research and Development Authority (NYSERDA) and the New York State Education Department (SED) to provide New York State school districts with certain tools and resources aimed at making solar energy more accessible and affordable. In just the few months of the program, over 35% of all school districts in New York State have registered in the K-Solar program.

K-Solar pursues aggressive strategies to address the hidden non-hardware "soft costs" associated with photovoltaic (PV) systems deployment on schools, opening the door to make it faster and easier for more schools to go solar. These soft costs make up over half of the total system cost of deploying solar and include paperwork to apply for a permit, and cumbersome rules around installation. SED and NYPA have identified the streamlining of permitting processes as an important component of their efforts in the K-Solar program. With assistance from National Renewable Energy Labs (NREL), NYPA developed a standardized Solar Power Purchase Agreement (Solar PPA) for use by participants in the K-Solar program. The standardized PPA has been successfully and extensively used around the country, which have been slightly modified to meet the needs and requirements of schools in New York. Commentary was solicited from the solar industry, its third party financiers, as well as the New York State Education Department.



NYPA, as a trusted energy advisor, has conducted a competitive solicitation process on behalf of interested schools statewide. The K-Solar solicitation was a competitive two-step solicitation process, including evaluating and recommending developers for award to the school districts. In September 2014, NYPA issued a request for qualifications (RFQ) for solar developers to assess their financial and technical capabilities. During this first phase, solar developers were asked to submit a proposal that demonstrates their experience and qualifications in implementing projects of this magnitude and complexity, as well as certain technical and financial details. Proposals were scored based on evaluation criteria listed in the RFQ documents, such as but not limited to the solar developer's prior installation experience, solar equipment procurement contracts, understanding of the K-Solar program objectives, marketing experience and financial abilities and partnerships.

Vetted developers that successfully qualified in Step 1 were then invited to participate in Step 2 – Request for Proposals (RFP). In Step 2, NYPA solicited competitive "volume" pricing from solar developers using a programmatic approach and the standardized Solar PPA. While price was a factor in the evaluation of proposals, the NYPA-recommended developer for a region was selected based on factors that provide school districts with the best value given the specified evaluation criteria. After a rigorous evaluation process, SolarCity has been identified as the qualified solar developer for your district.

Time is of the essence. It is now time for each participating district to individually negotiate and execute Power Purchase Agreements (PPAs) with SolarCity using the standardized Solar PPA as the starting point for all negotiations with the intention being a minimal number of changes. The Federal Investment Tax Credit will reduce from 30% to 10% at the end of 2016, causing a significant rise in PPA rates. Additionally, the incentive offered by NYSERDA is quickly being subscribed and reducing in value. The PV system must be fully constructed and operational before the end of 2016. It's imperative that SolarCity and the district work together now to have PV system(s) in service by December 31, 2016.

Why SolarCity?

SolarCity is a public corporation (NASDAQ: SCTY) that provides clean energy. We aim to simplify the switch to clean energy for millions of customers by revolutionizing the way energy is delivered. We do this by providing customers a cleaner, more affordable alternative to their monthly utility bill. We call this BetterEnergy™.

As America's number one full-service solar provider, we offer in-house custom design, engineering, construction, financing, ongoing system monitoring, system operation and maintenance. As of December 31, 2014, we have deployed approximately 1.1 GW of residential and non-residential PV systems for 189,657 customers across the US, Puerto Rico, and parts of Canada.

With our size, experience in multi-site projects, and access to project finance, SolarCity is uniquely positioned to rapidly deploy efficient and reliable solar systems in large volumes. Our diverse project portfolio of residential, commercial, industrial, government, federal, municipal, and utility-scale projects provides us with a steady stream of activity that allows us to mitigate market risks in any specific segment. Unlike many solar developers, our in-house team sources financing for solar projects in advance, allowing SolarCity to build systems at the earliest possible time while minimizing the parties involved in a transaction. More importantly, our fully integrated approach enables customers to switch to solar with no up-front cost through a Power Purchase Agreement.

Over the years, we have raised funds to finance the installation of approximately \$5 billion in renewable energy assets with investments from a number of leading financial institutions and corporations, as of October 15, 2014. As of February 17, 2015, we have 592 MW of tax equity financing available to be deployed for projects.

400+ School installations
1,060+ MW deployed
2,000+ Commercial projects
12,000+ Employees
\$5B+ Raised from investors

From building residential rooftop solar, we have developed expertise in deploying PV on roof mount, ground mount, parking lot canopies, and single or double-axis trackers for commercial, industrial, academic, utility, and government clients. Our commercial and government client base has grown to over 1,800, as of April 22, 2015.

Our promising growth has led SolarCity to have an initial public offering in 2012, which strengthened our financial capacity to further vertically integrate, expand our operations, and revolution-

ize products. This growth is largely attributed to the innovation, dedication, and expertise of our employees. We have grown from a few employees in 2006 to 2,000+ in 2012, quadrupling to 8,500+ employees by the end of 2014, and as of March 27, 2015, we have an in-house staff of over 10,000. These employees are spread across our 65+ locations across the country.

In New York, SolarCity has six operations facilities in four counties – Westchester, Albany, Orange and Suffolk and employs over 500 people.



SolarCity Advantage and Expertise

SolarCity was established with a vision of becoming the most relevant energy company of the 21st century. To achieve this, we have to provide clean and affordable energy to millions of people by standing out. We strive for this through our vertically integrated business model, which has made us the one-stop-shop for all your solar energy needs. Our in-house team manages every step of the process in bringing you clean energy. This makes your switch to Better Energy™ simpler, easier, and faster.

Having a dedicated staff that serves our clients at each stage of solar PV development and deployment makes SolarCity intimately familiar with any type of solar PV project. This allows us to successfully implement a variety of solar projects and, more importantly, allows our staff to develop expertise to provide unparalleled service throughout our locations across the US.

SolarCity Expertise (as of December 31, 2014)



Project Development. Across the 1.069 GW we have deployed, we have encountered diverse PV system types and various environmental, geotechnical, and legal requirements. This gives us the confidence in tackling even the most complex challenges.



Project Financing. Our Structured Finance team has pioneered in successful solar-asset backed securities, and has raised funds to finance the installation of approximately \$5 billion in renewable energy assets.



Engineering and Construction. By managing the electrical and structural engineering as well as construction and installation of our projects, we maintain complete quality control.



Proprietary Monitoring. We provide monitoring software to our PPA, lease, and O&M clients. Our team runs daily system diagnostics and automatically creates a service ticket in case of a system production shortfall.



Operations & Maintenance. SolarCity has one of the largest, most diverse solar fleets in North America. Our 177,000+ energy contracts will be under our O&M care.



Supplementary Services. We not only provide solar, but we provide energy efficiency and energy storage services to help you manage your energy goals better.



SolarCity Advantage

- **Full-service provider.** We take care of every part of your project for you, including incentive application and interconnection. Our assigned sales and account managers keep you up-to-date and answer any of your questions.
- **Competitive, in-house financing.** Our direct financing eliminates your need for a third-party financier, minimizing your costs and simplifying communications. This also allows us to offer different financing options, making it easier to switch to solar.
- **Latest Technology.** Technology in the solar industry is ever evolving. With each project as a unique case, we select the latest, top-class, technology that suits your geographic, performance, and economic requirements. Our proprietary monitoring software also allows you to view energy production and usage even if you are on the go.
- **All-around high quality.** From the best-in-class technology to our 24/7 emergency customer service, our demand for quality goes beyond solar panels and the software we provide.

Solar Proposal Summary

Site	Size (kW DC)	Est. Year 1 Production (kWh)	PPA Rate (\$/kWh)	Annual Escalator	Term
Quaker Ridge Elementary School	234	278,549	\$0.048	2.00%	18 Years
Scarsdale Middle School	178	212,000	\$0.052	2.00%	18 Years
Total	412 kW	490,549 kWh			

Assumptions

- NYSERDA ConEd MegaWatt Block 1 Incentive Value of \$0.63/W for systems >200kW
- NYSERDA ConEd MegaWatt Block 3 Incentive Value for systems <200kW
- Commercial Operation by December 31, 2016
- Utility interconnection allowance of \$0.10/W
- No property tax
- No sales tax on materials

Solar Savings Summary

Scarsdale CSD - Portfolio - SolarCity PPA Savings Summary

Scarsdale CSD

Portfolio
Scarsdale NY, 10583
System Size: 412.92 kW DC

Consolidated Edison

Solar PV Technical Summary

Project Type	Rooftop
System Size (kW _{DC})	412.92
System Yield (kWh/kW)	1,188
1st Year Production (kWh)	490,549
Annual System Degradation (%)	0.50%

SolarCity PPA Structure Summary

PPA Rate (\$/kWh)	\$ 0.050
Annual PPA Rate Escalation	2.00%
PPA Term (years)	18

Model Assumptions

Solar Avoided Cost (\$/kWh)*	\$ 0.063
Annual Reduction in Production	0.50%
Utility Escalation Rate	2.00%

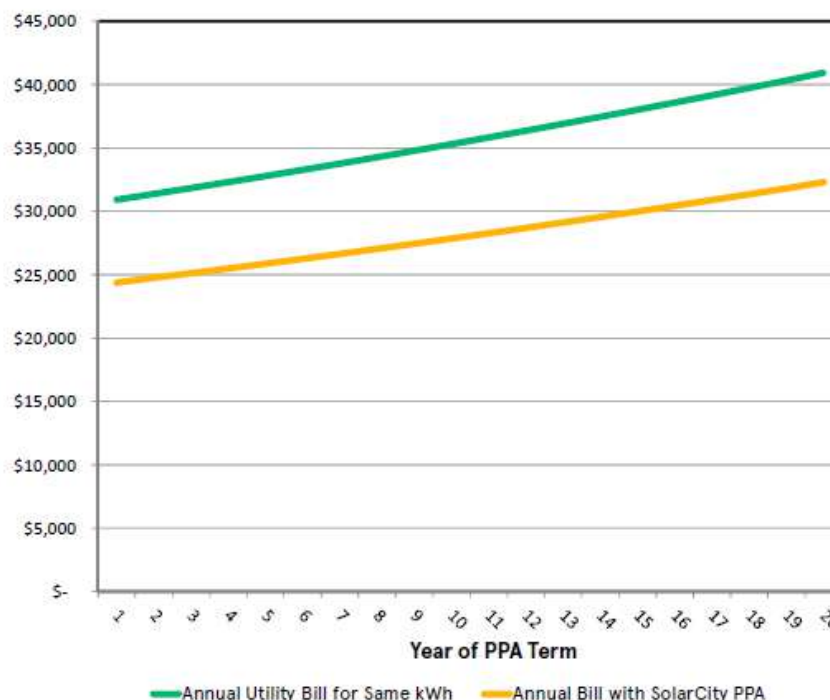
PPA Financial Results Summary

Estimated 1st Year Savings	\$ 6,524
Savings Over 18 Years	\$ 150,717

SolarCity PPA Information

Performance Guarantee	Included
Payback	Immediate
Operations & Maintenance	Included

Annual Savings Estimates



* These values are estimates and have been mutually defined by the customer and SolarCity. The customer may request any changes to more closely model their specific situation.

SolarCity has used good faith efforts to represent the savings from this project before state and federal income tax.

Please consult your tax advisor regarding your specific tax situation.

Buyout values and renewal rates will depend on FMV

Price valid until 10/04/2015

Solar Savings Cash Flow



Scarsdale CSD - Portfolio - SolarCity PPA Savings Cash Flow Table

Scarsdale CSD			Results Summary			Model Assumptions		
Portfolio Scarsdale NY, 10583 System Size: 412.92 kW DC			Year 1 Savings:	\$	6,524	Solar Avoided Cost (\$/kWh)	\$	0.063
Consolidated Edison			Total Savings:	\$	150,717	Annual PV Degradation		0.50%
						PPA Rate	\$	0.050
						PPA Escalation Rate		2.00%
						PPA Term		18
						Utility Escalation Rate		2.00%

YEAR	SOLAR PRODUCTION	GRID AVOIDED COST	ANNUAL GRID COST FOR SOLAR KWH	SOLARCITY PPA RATE	ANNUAL SOLARCITY COST FOR SOLAR KWH	TOTAL SAVINGS	CUMULATIVE TERM CASH FLOW
	(kWh)	(\$/kWh)		(\$/kWh)			
1	490,549	\$ 0.063	\$ 30,905	\$ 0.050	\$ 24,380	\$ 6,524	\$ 6,524
2	488,096	\$ 0.064	\$ 31,365	\$ 0.051	\$ 24,744	\$ 6,622	\$ 13,146
3	485,656	\$ 0.066	\$ 31,832	\$ 0.052	\$ 25,112	\$ 6,720	\$ 19,866
4	483,227	\$ 0.067	\$ 32,307	\$ 0.053	\$ 25,486	\$ 6,820	\$ 26,686
5	480,811	\$ 0.068	\$ 32,788	\$ 0.054	\$ 25,866	\$ 6,922	\$ 33,608
6	478,407	\$ 0.070	\$ 33,277	\$ 0.055	\$ 26,252	\$ 7,025	\$ 40,633
7	476,015	\$ 0.071	\$ 33,772	\$ 0.056	\$ 26,643	\$ 7,130	\$ 47,763
8	473,635	\$ 0.072	\$ 34,276	\$ 0.057	\$ 27,040	\$ 7,236	\$ 54,999
9	471,267	\$ 0.074	\$ 34,786	\$ 0.058	\$ 27,443	\$ 7,344	\$ 62,343
10	468,911	\$ 0.075	\$ 35,305	\$ 0.059	\$ 27,851	\$ 7,453	\$ 69,796
11	466,566	\$ 0.077	\$ 35,831	\$ 0.061	\$ 28,266	\$ 7,564	\$ 77,360
12	464,233	\$ 0.078	\$ 36,365	\$ 0.062	\$ 28,688	\$ 7,677	\$ 85,037
13	461,912	\$ 0.080	\$ 36,906	\$ 0.063	\$ 29,115	\$ 7,791	\$ 92,829
14	459,603	\$ 0.081	\$ 37,456	\$ 0.064	\$ 29,549	\$ 7,907	\$ 100,736
15	457,305	\$ 0.083	\$ 38,014	\$ 0.066	\$ 29,989	\$ 8,025	\$ 108,761
16	455,018	\$ 0.085	\$ 38,581	\$ 0.067	\$ 30,436	\$ 8,145	\$ 116,906
17	452,743	\$ 0.086	\$ 39,156	\$ 0.068	\$ 30,889	\$ 8,266	\$ 125,172
18	450,479	\$ 0.088	\$ 39,739	\$ 0.070	\$ 31,350	\$ 8,389	\$ 133,562
			\$ 713,924		\$	\$ 150,717	\$ 150,717

* These values are estimates and have been mutually defined by the customer and SolarCity. The customer may request any changes to more closely model their specific situation. SolarCity has used good faith efforts to represent the savings from this project before state and federal income tax. Please consult your tax advisor regarding your specific tax situation. Buyout values and renewal rates will depend on FMV

Price valid until 10/04/2015

Proposed Preliminary Layout – Quaker Ridge ES



Proposed Preliminary Layout – Scarsdale MS



The SolarCity K-Solar Process

With the assistance of NYPA, SolarCity is providing a simple step process for the implementation of solar for your schools as follows:

1. Preliminary Site Information

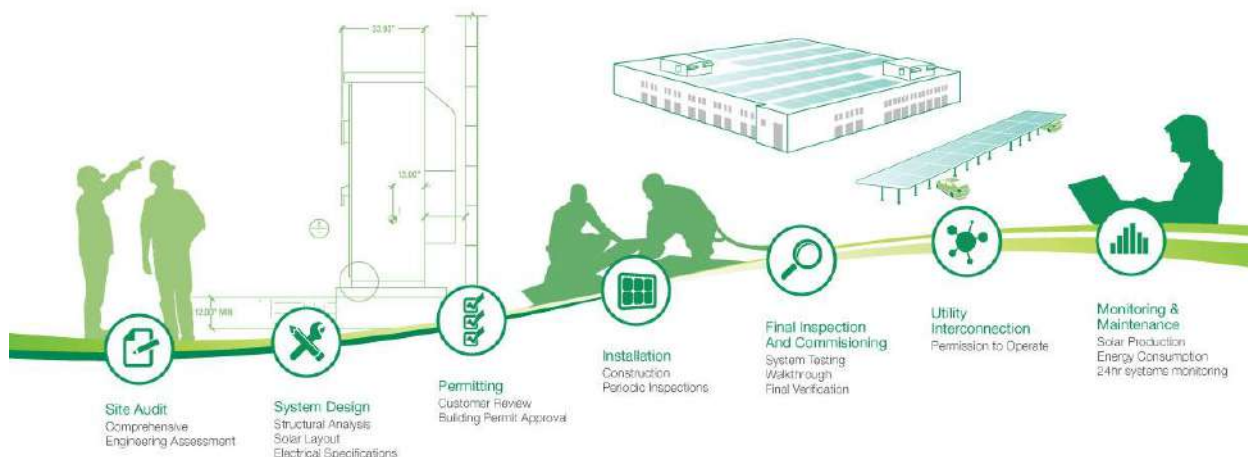
With the assistance of NYPA, we obtained information about your school buildings to determine where might be suitable sites for solar. Rooftops can be excellent sites where viable space is not being utilized, with some considerations being the age of the building, roof structure, and roof age. Ground sites can also be considered.

2. Proposal

Using satellite imagery, our Sales Engineers determined preliminary system sizes and expected production and costs to install. Our proposal contains all the information you find within this document with solar pricing to reduce your District's energy costs.

3. Contracts

The next step to move forward requires the execution of agreements. SolarCity will provide a fully populated, ready to execute Power Purchase Agreement (PPA) for each site. With the input of NYPA and the SED, this form of PPA has been standardized to ensure that it meets the needs and requirements of New York schools. Additionally, SolarCity provides a Performance Guaranty Agreement (PGA) to ensure the production from the system. Plus, a Purchase Credit Agreement (PCA), to ensure that your District does not pay more for solar generated electricity than that provided through the utility grid.



4. System Design

Following execution of agreements, pre-construction work commences with site audits to verify and optimize system designs and ensure that sites are feasible. For rooftop systems, structural drawings provided by the District will enable SolarCity engineers to determine that the solar arrays can be constructed with the school building structure. Ground sites will be geologically checked and also carefully assessed relative to wetlands and other environmental considerations. System sizes will be optimized to provide maximum benefit for the schools.

5. Permitting

There are three major components to permitting for a K-solar project. All solar array designs will be submitted to the SED for approval. In addition, interconnection applications will be submitted with the utility. And, thirdly, SolarCity will be submitting incentive applications to NYSERDA. While this incentive is not strictly a permit, it is a key compo-

nent to the project economics. With the popularity of solar in New York, NYSEDA incentives are decreasing. The sooner your District signs agreements with us, the better the ability for high incentives that help to keep the PPA rate low.

6. Installation

Installation of solar is surprisingly fast. Work on most sites would take less than four weeks to complete. All SolarCity installations are performed with the utmost concern for safety for our crews, school personnel, and students, and coordinated to minimize disturbance to normal school activities.

7. Commercial Operation

The life expectancy of a solar PV system is greater than 20 years, with all the electricity generated going to the benefit of the school district.

Timeline



PROPOSAL	Now
CONTRACT EXECUTION <i>(Bonus \$20,000)</i>	4 weeks
SITE SURVEY, DESIGN, & ENGINEERING	4-8 weeks
INCENTIVE APPROVAL <i>(Incentive levels are decreasing)</i>	4 weeks
INTERCONNECTION AND PERMIT APPROVAL	12 weeks
CONSTRUCTION	4-8 weeks
COMMERCIAL OPERATION	Deadline is December 31, 2016 20 years



- A Real-time and historical data
- B Green bars indicate your solar energy production
- C Blue area indicates your business' energy consumption

Educational and Community Outreach with K-Solar

K-Solar supports the goals of Governor Cuomo's STEM-based learning initiatives by enhancing student awareness of energy efficient and renewable technologies, promoting student engagement in clean technology, and increasing interest in career opportunities provided by the emerging energy economy. Under the K-Solar program, multiple opportunities are available for you to make an impact in your schools and community through the incorporation of on-site solar.

Solar installations are a great way for students and the community to learn about solar. They are catalysts for educational advancement, and we at SolarCity will provide participating school districts with resources that will facilitate solar energy education.

Facility Management Training

SolarCity will provide a one-time training to facilities personnel of each District regarding the operations of the system once the systems are operational. As SolarCity will be the system owner, we will take care of all the O&M of the system, allowing each school to only enjoy the benefits of clean energy. We maintain and keep all equipment warranty, thus it is only qualified and factory/manufacturer-trained personnel who will be able to repair systems so as not to void warranties. The only training we can provide to facilities personnel is PV system safety, emergency shutdown procedures, and monitoring system use. SolarCity will provide each school with a copy of the Operations and Maintenance manual that they will need.

Renewable Energy Workshop for Teachers

Two (2) teachers from your school district will be invited to attend a full day workshop on renewable energy technologies, including solar thermal and PV. The teachers will learn how to incorporate concepts on renewable energy into their lesson plans using hands-on materials. A kit of these materials will be provided to each school represented at the workshop. During the workshop, the teachers will become familiar with the data collection capabilities of the PV system at their school and learn how to access their school's information.

Curriculum and Lesson Plan Support

Our goal is to create the next generation of energy leaders in New York State by educating students through hands-on STEM-based curriculum and activities. K-Solar will be offering age-appropriate solar curricula, including hands on lesson plans appropriate for middle and high school teachers focused on solar electric concepts.

Community Outreach

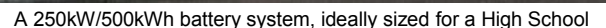
SolarCity will be offering community events based around the District's K-Solar project. Local communities will be invited to learn about the solar project and solar in general.

As part of SolarCity's Ambassador Program, for every residential homeowner that signs up, the school district will be eligible to receive \$250 from SolarCity.

Overview

Parallel to SolarCity's Power Purchase Agreement ("PPA"), DemandLogic requires \$0 upfront investment, generating immediate savings by selling demand reductions at a rate attractively below the local distribution utility. Additionally, SolarCity's rate can be locked in for the next 20 years, while utility costs will remain volatile and continue to increase. Finally, SolarCity guarantees DemandLogic's performance, such that if the system underperforms, SolarCity pays the School District back for any shortfall.

DemandLogic evolved from SolarCity's long-term collaboration with Tesla Motors to develop stationary energy storage projects for a variety of applications. The underlying technology embodied in the stationary storage systems is the same lithium-ion battery used in Tesla's Model S vehicle. Lithium-ion batteries are a widely field-proven technology, virtually ubiquitous in consumer electronics. The specific cell used by Tesla in the energy storage systems is also the power source for over 30,000 Tesla vehicles on the road, which have completed over 250 million miles of driving, and received the highest safety rating of any vehicle in history from the National Highway Transportation Safety Administration.



Value of Energy Storage

Scenario	Cost Component	Unit
Current Costs	OLD Utility Bill	\$/kWh
		\$/kW
After Solar	PPA SAVINGS	
	SCTY Bill	
	\$/kWh NEW Utility Bill	
After DemandLogic	DemandLogic SAVINGS	
	SCTY Bill	
	\$/kWh NEW Utility Bill	

Below illustrates how savings accrue, and what is possible for a school in your area. Actual savings will vary by location, and the system ultimately deployed.

DemandLogic Example for Scarsdale Schools

Site	Battery Size	G'teed Demand Reduction (kW/month)	Est. Year 1 savings with g'teed reduction	Estimated Demand Reduction (kw/month)	Est. Year 1 savings with estimated reduction
Quaker Ridge Elementary School	100kw/200kWh	75	\$3,600	100	\$10,200
Scarsdale Middle School	100kw/200kWh	75	\$3,600	100	\$10,200
Total		150kw/month	\$7,200	200kW/month	\$20,400

Transportation Eligibility Report November 2015

According to current New York State law, non-city school districts must provide school bus transportation services to all students enrolled in grades K-8 who reside a minimum of two miles from the school they attend. Students in grades 9-12 must reside a minimum of three miles from school. The maximum distance from home to school is fifteen miles for grades K-12. A school district may reduce the minimum eligibility to 1½ miles for grades K-12 and still qualify for its full State aid reimbursement ratio (6.5%). This ratio would be negatively impacted if eligibility limits are lowered causing a decrease in State aid reimbursement. The current eligibility guidelines for Scarsdale resident students are as follows:

- Transportation is provided to all students in the District to the District schools, and to schools outside the District, provided that the student resides within the Scarsdale School District and resides more than 1.5 miles from the school s/he attends up to a distance of 15 miles.
- The distances in each case are measured using the nearest available publicly maintained route from home to school. Transportation is also provided to District athletic events, extra-curricular programs, and school-related field trips. Students attending a Pre-K program are not eligible for transportation.
- Applications for transportation to private schools must be submitted to the Transportation Office **by April 1** for the following school year; **new residents must apply within 30 days** of establishing residency in the District.

Using the District's transportation software, eligibility for bus transportation was calculated to account for potential changes to current services. The table below provides an analysis of the number of students who would be eligible as a result of lowering the distance requirements.

School	Current 1.5 Miles	1.25 Miles	1.0 Miles	0.5 Miles	0 Miles (ALL)
Edgewood	0	0	0	176	412
Fox Meadow	91	167	213	345	484
Greenacres	0	0	0	208	385
Heathcote	62	66	112	266	369
Quaker Ridge	256	284	302	416	441
SMS	765	871	971	1,102	1,142
SHS	671	846	1,122	1,446	1,484
Total	1,845	2,234	2,720	3,959	4,717

All students who attend Edgewood and Greenacres reside less than one mile from school. The 1845 eligible students account for 39.1% of the total District enrollment and does not include the 287 students that the District transports to private and parochial schools. Eligible students are transported on the District's fleet of vehicles consisting of 25 large buses, 47 mini-buses, and 12 cars, which are serviced by 4 mechanics and housed at a shared facility with the Village of Scarsdale.

The decreasing of eligibility limits would require the addition of buses, drivers, and other associated operational costs to accommodate the increased ridership. The following table provides the estimated additional cost of providing transportation service at 1.25 miles, 1.0 miles, 0.5 miles and 0.0 miles.

Estimated Additional Cost for Transportation Service*

	1.25 Miles	1.0 Miles	0.5 Miles	0 Miles (All)
Bus Purchase	\$ 318,000	\$ 676,000	\$ 2,120,000	\$ 3,500,000
Operational & Employee Costs	\$ 245,000	\$ 436,000	\$ 760,000	\$ 1,200,000
Total	\$ 563,000	\$1,112,000	\$ 2,880,000	\$ 4,700,000

*The estimated cost for providing transportation is based on all eligible students in grades K-8 and 60% of eligible high school students riding the buses.

The cost of additional drivers and vehicles are included in the estimated total cost. The bus purchase cost would be incurred during the first year only (however, there would be increased overall maintenance costs over time). It should also be noted that a larger bus replacement program would have to be implemented in future years (at an increased cost). Also, this cost does not take into account enrollment decreases/increases and/or additional overtime costs for mechanics and other associated staff. Other factors to be considered for increased ridership would also include the effect on local traffic patterns, environmental impact, and bus storage spaces.

If a more in-depth analysis or transportation study is desired, it is the District's recommendation that we engage a professional consultant with specific expertise in school transportation.

Dr. Thomas Hagerman
Superintendent of Schools

Stuart Matthey
Assistant Superintendent for Business

Gerson Katuemitima
Director of Transportation

SCARSDALE UNION FREE SCHOOL DISTRICT
Scarsdale, New York

MEMORANDUM

DATE: November 13, 2015
TO: The Board of Education
FROM: Thomas Hagerman
RE: **New Textbooks**

Background:

New York State Education Law provides that “Boards of Education . . . shall designate textbooks to be used in the schools under their charge.” Board Policy #4511 defines textbooks, publishes criteria for their selection, and establishes procedures for their adoption. The lists with the proposed new textbooks are attached. As has been the custom, Board members will have an opportunity to review the books in the Curriculum Center before giving final approval at the next Board meeting.

TH/ha
Attachments

SCARSDALE UNION FREE SCHOOL DISTRICT
 TEXTBOOK AUTHORIZATION REQUEST

School High School

Date Requested October 22, 2015

Department Social Studies

Budget Code: 10-2110-3980-32

Title and Date Published	Author/s	Publisher	Course Title	Order Qty.	Unit Price	Total
Global Politics 2 nd Edition A New Introduction 2014	Edkins & Zehfuss	Routledge	AT International Politics	28	\$67.40	\$ 1,887.20
						Shipping
						Subtotal:
						Total: \$ 1,887.20

Principal Authorization Kenneth Bonanno

Date: 10/22/15

Lynne Shain Approval Lynne Shain

Date: 10/26/15

SCARSDALE UNION FREE SCHOOL DISTRICT
 TEXTBOOK AUTHORIZATION REQUEST

School High School

Date Requested April 23, 2015

Department Social Studies

Budget Code: 10-2110-3980-07

Title and Date Published	Author/s	Publisher	Course Title	Order Qty.	Unit Price	Total
Understanding Global Conflict & Cooperation Ninth Edition 2013	Nye / Welch	Pearson	AT Int'l Politics	30	\$74.85	\$ 2,245.50
Cases in International Relations 2015	Hastedt/Lybecker/Shannon	CQ Press Sage	AT Int'l Politics	30	\$45.60	\$ 1,368.00
						Shipping: \$ 168.41
						Subtotal:
						Total: \$ 3,781.91

Principal Authorization Kenneth Bonanno
 Lynne Shain Approval Lynne Shain
 Linda Purvis _____

Date: 11/10/15
 Date: 11/12/15
 Date: _____

SCARSDALE UNION FREE SCHOOL DISTRICT
Scarsdale, New York

MEMORANDUM

DATE: November 9, 2015

TO: Dr. Thomas Hagerman

FROM: Stuart P.G. Matthey

RE: Bid Termination/Award
- Flooring & Carpeting

Background:

The District awarded a contract bid to Milburn Flooring Mills, Inc. for general flooring and carpeting work in May 2014 for the 2014-15 school year. This contract renewed for the 2015-16 school year. During the course of this school year the quality and responsiveness of this firm has deteriorated to the point that the Facilities Department can no longer rely on this firm for this type of work.

Precision Flooring had previously been contracted with the district before losing the bid to Milburn in May 2014. Precision has agreed to hold the prices of its May 2014 second place bid. The District has had a historically positive experience with the work of Precision Flooring.

Recommendation:

In order to terminate the contract with Milburn Flooring Mills, Inc. and to complete planned flooring and carpeting work for the remainder of the 2015-16 school year, it is my recommendation that the resolution be approved as follows:

WHEREAS, the Board of Education on May 19, 2014, approved the contract bids with Milburn Flooring Mills, Inc. for general flooring and carpeting work for the 2015-16 school year; and

WHEREAS, the District wishes to exercise its right to terminate these contracts without cause;

THEREFORE, BE IT RESOLVED, that the Board of Education hereby terminates the general flooring and carpeting contracts previously awarded on May 19, 2014, effective December 11, 2015; and

BE IT FURTHER RESOLVED, that the Board of Education hereby awards the new general flooring and roofing contracted to Frank Calabro Floors, Inc. dba Precision Floors, effective December 14, 2015 through June 30, 2016 for the prices specified and in accordance with original bid specifications.

2014-2015
CARPET

4/30/2014		CONTRACTOR	CONTRACTOR	CONTRACTOR	CONTRACTOR	CONTRACTOR	CONTRACTOR
		MILBURN	PRECISION				
Explorer	0 -100 sq yrd	\$31.00	\$36.50				
Infinity	0 -100 sq yrd	\$34.50	\$40.00				
Expedition	0 -100 sq yrd	\$35.50	\$42.50				
Sail Away	0 -100 sq yrd	\$30.00	\$36.50				
Explorer	101-500 sq yrd	\$29.00	\$36.50				
Infinity	101-500 sq yrd	\$32.50	\$40.00				
Expedition	101-500 sq yrd	\$32.50	\$42.50				
Sail Away	101-500 sq yrd	\$29.00	\$36.50				
Explorer	500+ sq yrd	\$29.00	\$36.50				
Infinity	500+ sq yrd	\$31.50	\$40.00				
Expedition	500+ sq yrd	\$31.50	\$42.50				
Sail Away	500+ sq yrd	\$29.00	\$36.50				
Remove tile	Sq Ft	\$0.42	\$45.00				
Remove carpet	Sq Ft	\$0.33	\$0.35				
Install cove base	LIN Ft	\$1.55	\$1.55				
Furniture Removal	Classroom	\$0.25	\$0.85				
Furniture Removal	Office	\$0.25	\$0.95				

FLOORING 4/30/14		CONTRACTOR	CONTRACTOR	CONTRACTOR	CONTRACTOR
		MILBURN	PRECISION		
Armstrong Imperial Texture VCT	0-1000 sq ft	\$2.00	\$2.30		
Armstrong Imperial Texture VCT	1000+ sq ft	\$1.75	\$2.30		
Mannington Essentials VCT	0-1000 sq ft	\$1.65	\$2.20		
Mannington Essentials VCT	1000+ sq ft	\$1.50	\$2.20		
Fritztile Classic Terrazzo Collection	0-1000 sq ft	\$15.75	\$16.50		
Fritztile Classic Terrazzo Collection	1000+ sq ft	\$15.75	\$16.50		
Remove tile	Sq Ft	\$0.42	\$0.45		
Remove carpet	Sq Ft	\$0.33	\$0.35		
Install cove base	Lin Ft	\$1.55	\$1.60		
Install 1/2" underlayment	Sq Ft	\$2.25	\$2.30		
Furniture Removal Classroom	Sq Ft	\$0.25	\$0.85		
Furniture Removal Office	Sq Ft	\$0.25	\$0.95		

SCARSDALE UNION FREE SCHOOL DISTRICT
Scarsdale, New York

REPORT OF GIFTS RECEIVED UNDER \$1,000

<u>Date of Notification</u>	<u>Donor</u>	<u>Recipient - School/District</u>	<u>Description of Gift</u>
10/19/15	John and Ellen Politi	Scarsdale HS Art Dept.	A framed reproduction (Florence-1983) by Jean-Michel Basquiat. (Value: \$361.00)
10/27/15	Mr. and Mrs. Richard Cantor	Scarsdale HS Science Dept.	Aquarium, light, filter, Thermometer and pebbles (Value: \$734.00)

/ha
11/9/15

**Office of the Principal
Scarsdale High School**

To: Thomas Hagerman, Superintendent
From: Kenneth Bonamo, Principal *KBonamo*
Date: October 19, 2015

A framed reproduction (Florence-1983) by Jean-Michel Basquiat is being donated by John and Ellen Politi to Scarsdale High School. The piece is to be hung in Eve Eisenstadt's office and remain in the school for viewing.

I recommend that we accept this gift with thanks.

cc: Honore Adams
Karen Lucente

October 16, 2015

Dr. Thomas Hagerman
Superintendent of Schools
Scarsdale Public Schools
2 Brewster Road
Scarsdale, NY 10583

Dear Dr. Hagerman:

It is our wish to donate a framed reproduction by the artist Jean-Michel Basquiat to the Scarsdale High School. The piece is part of his Florence series – 1983. I have copies of the receipt(s) for the artwork (\$75.00) and framing (\$286.00) totaling \$361.00.


Ellen and I believe that with so many talented SHS students involved in the Arts, those that have the opportunity to learn more of the artist will benefit greatly ~ that, together with Eve Eisenstadt's intimate knowledge of the artist and his volume of work. For that reason, we would ask that while Eve remains in her position at SHS, that Florence-1983 be hung in her office. I'm sure she'll be a wonderful caretaker and your students will have the knowledge of its presence on your premises for their inspiration, viewing and education.

When Eve is no longer in her position, and if the new Chair does not wish to have this piece in their office, we ask that Principal Bonamo keep on file at District Headquarters a written promise that it will remain on display in the school, at first in Eve's office, and remain there or be relocated if her successor so wishes.

Kind regards,

John and Ellen Politi
17 Herkimer Road
Scarsdale, NY 10583-7614

**Office of the Principal
Scarsdale High School**

To: Thomas Hagerman, Superintendent
From: Kenneth Bonamo, Principal 
Date: October 26, 2015

Mr. and Mrs. Richard Cantor are donating a 50 gallon aquarium and equipment (see attached) worth approximately \$734.00 to Scarsdale High School.

I recommend that we accept this gift with thanks.

cc: Honore Adams
Karen Lucente

**Donation**

1 message

Richard Cantor <richardhcantor@gmail.com>

Mon, Oct 26, 2015 at 11:14 AM

To: sskalaski@scarsdaleschools.org, mbonamo@scarsdaleschools.org

Mr. Kenneth Bonamo, Principal
Scarsdale High School
Scarsdale, New York 10583

Dear Mr. Bonamo:

My wife and I would like to donate the items in the attachments below to the Scarsdale High School for use by the Science Department. All of the items are in good working condition and have a combined current retail value of approximately seven hundred thirty-four dollars (\$734.00). Please note that there might be some minor discrepancies in the current descriptions because we purchased the items a while ago, but in all substantial respects the descriptions are accurate.

Sincerely yours,

Richard Cantor
11 Innes Road
Scarsdale, NY 10583
723-8158

3 attachments

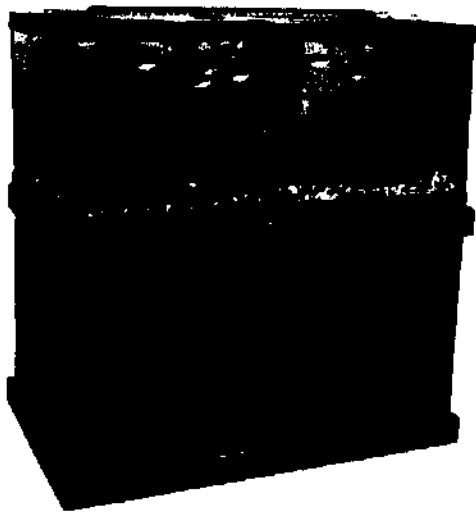
Aquarium & Stand.docx
48K



Fluval U4 Advanced Three Stage Underwater Filter for Aquariums.docx
25K



Miscellaneous Aquarium supplies.docx
55K



Aquarium

\$ 499.99

Marineland rectangular aquariums deliver style, versatility and functionality. Ideal for freshwater fish, saltwater fish, and reptile environments, and may be used with hang-on filters, internal filters, or canister filters. Silicone-sealed top frame prevents capillary action. The Majesty wood cabinet stand provides style and versatility in one package and will look right at home in contemporary or traditional settings. Black, water resistant finish.

Features: Distortion-free glass provides a lifetime of beauty and durability

Includes:

- Glass Canopy
- LED Light
- Black Stand

Tank Dimensions: 18"L x 48"W x 21"H

Stand Dimensions: 20"L x 50"W 29"H

Environment: Freshwater and Saltwater

Fluval U4 Advanced Three Stage Underwater Filter for Aquariums 34 - 65 Gallons



Retail Price: \$121.99

Product Description

Fluval U4 Advanced Underwater Filter for Aquariums 34 - 65 Gallons A-480

- For aquariums from 130 L to 240 L(34 to 65 U.S. Gal.)

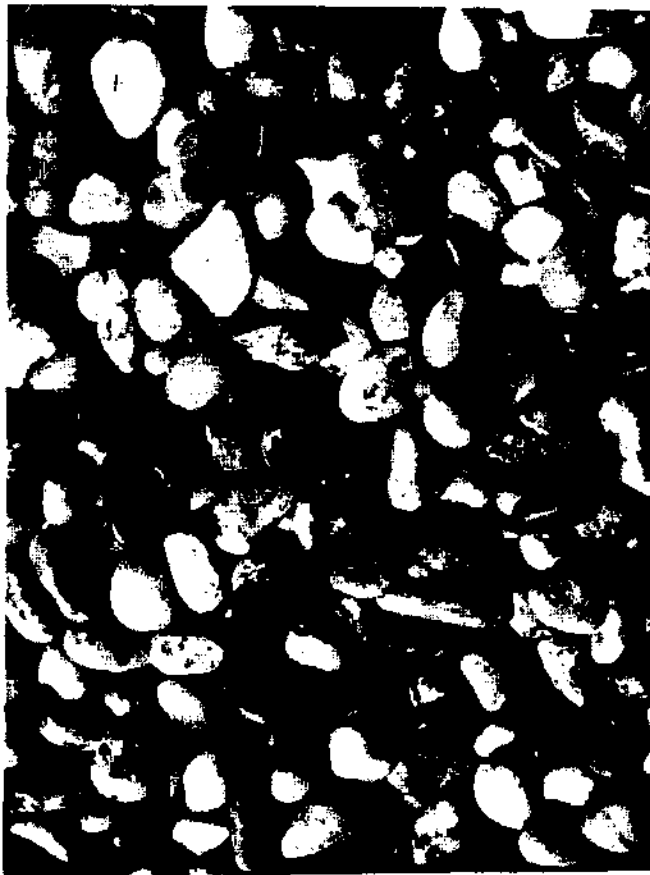
-3 stage Filtration

Aquarium Florescent light fixture and bulb...
\$25.49

Aquarium Black light fixture and bulb...
\$28.49

PinPoint Calibration Thermometer...
\$34.95

Exotic Pebbles & Aggregates Mixed Polished Gravel



\$25.00

SCARSDALE UNION FREE SCHOOL DISTRICT
Scarsdale, New York

MEMORANDUM

DATE: November 13, 2015
TO: The Board of Education
FROM: Thomas Hagerman
RE: **Gifts**

Background:

The Board's gift policy provides that the Board approve gifts valued in excess of \$1,000. The following gift has been offered and is in line with the Board's revised policy:

\$2,925 to be used towards gifts in support of the music curriculum units. Specifically, several STEAM centered projects will utilize the devices (kits) to be purchased for the Heathcote School.
(Donor: Heathcote PTA)

Recommendation:

I recommend that the Board accept the gift with thanks.

TH/ha
Attachment

SCARSDALE PUBLIC SCHOOLS
HEATHCOTE ELEMENTARY SCHOOL
SCARSDALE, NEW YORK 10583
(914) 721-2760

Maria R. Stile
Principal

Katherine J. de la Garza
Teacher-in-Charge

Memorandum

To: Dr. Thomas Hagerman

From: Ms. Maria Stile

Date: 11/2/15

Re: PTA gift to Heathcote School

Attached please find a letter from Heathcote School PTA President Kerry Hayes that details a proposed gift to the school.

I ask that you please seek the Board of Education's approval of this generous gift for our music program.

Heathcote School PTA
26 Palmer Road
Scarsdale, NY 10583

October 22, 2015

Dear Ms. Stile,

The Heathcote School PTA would like to formally present the following gifts to Heathcote School, as requested by Katherine Bescherer, in support of the music curriculum units she is developing in conjunction with other educators from Scarsdale Elementary Music, Technology, and Art departments. This summer, they successfully developed several STEaM units that will utilize these devices. And, they were recently awarded a Center for Innovation grant to further their research and development of STEaM-centered projects.

The Little Bits KORG kits will allow students to create their own synthesizer-type instruments and then design triggers for those sounds using the Makey Makey kits. The students will work with scratch-coding and GarageBand (available on their iPads) in conjunction with these kits. Then, through a "Thinking by Design" unit, students will design and invent instruments that can be played and produce the sounds that they have created and programmed. Additionally, Ms. Bescherer and her colleagues have developed units where students can explore the duration of notes and how these notes correlate with fractions using the Makey Makey kits and coding. Students can explore concepts through visual and audio representations utilizing these kits with Cuisinaire rods (a math manipulative). These are just two of the opportunities for use of these kits that Ms. Bescherer has shared with us. Further possibilities are enormous and the learning is multidisciplinary and innovative. The Heathcote PTA would like to support this initiative.

The details are as follows:

14 Makey Makey Kits @ \$49.95 each:	\$699.30
14 Synth Little Bits KORG Kits @ \$159.00 each:	<u>\$2,226.00</u>
Total:	\$2,925.30

Thank you for considering this gift. Please submit this request, on our behalf, to Dr. Hagerman for consideration at the next Board of Education meeting.

Sincerely,

Kerry Hayes

Heathcote School PTA President