

VOTE
 Tuesday, May 19, 2009
 Noon – 9:00 p.m.
 Middle/High School Lobby
 Absentee Ballots Due by 5 p.m.

Budget Issue, May 2009

Keshequa
Chronicle

www.keshequa.org

Dear District Residents,

On behalf of the Board of Education, we present the proposed school budget for the 2009-2010 school year. The budget process this year has been a particularly challenging one for all schools given the national economic climate and the deficits faced by New York State. Since December, we have worked hard to create a spending plan that is driven by the needs of our students and that respects the needs of our community. Our proposed budget in the amount of \$18,365,500 represents an increase of 1.59% compared to the 2008-2009 plan. If we exclude the debt service for the EXCEL Capital project, which is offset by state building aid, our operating budget is actually \$17,531,689, or a decrease of 1.30% from the current year. Our budget proposal projects no increase in the tax levy.

Due to declining enrollment, we have made some reductions in staff. These positions include a Library Media Specialist, a .5 Social Studies Teacher, six Teaching Assistants, and a Literacy Coach. We continue to consolidate class sections at the Elementary level. The federal stimulus funds have enabled us to make fewer reductions than originally planned, and will help serve as a bridge over the next two years of flat state aid. One of the goals of the stimulus package is to increase student achievement. We will be using a portion of those funds to expand our Pupil Support Services, with the addition of a .5 position, to work with at risk students and increase outreach to families. As we receive more guidelines about the implementation of these

stabilization funds for schools, we will review our needs and programs in order to take full advantage of the funding.

Our Pre-Kindergarten program remains for next year, as the state continues to fund early childhood education. This budget also includes funding for a District School Resource Officer. We look forward to increasing the number of Advanced Placement courses offered and working with area community colleges to provide more opportunities for students to earn college credit in high school.

While budgets are prepared on an annual basis, it is important to also plan for the longer term. This year you will decide on two propositions that address the long term planning undertaken by the District. One is to purchase busses as part of the replacement cycle adopted several years ago. Newer vehicles enhance student safety, reduce maintenance and repair costs, and afford greater trade-in value. Another proposition is to establish a Building Capital Reserve Fund. You can read more about this in this newsletter under the column "Managing for the Future."

Student achievement remains the focus of our District, and our proposed budget reflects that commitment. Declining enrollment, flat state aid, increased state mandates, and uncertain economic times require us to respond, not merely react, in thoughtful ways to control spending. As we work to minimize the impact of revenue loss we will strive to maximize the quality of service and program by finding new approaches in delivering excellence in education for our community.

Sincerely,

*Anita Buchinger, President, Board of Education
 Marilyn Capawan, Superintendent*

MS Chorus, HS Band, K V V, Women's Choir, HS Jazz Concert on May 19 at 7:00 pm in Nunda Auditorium.

PROPOSITIONS & BOARD CANDIDATES

The Keshequa School District Budget Vote is May 19, 2009, 12:00 noon – 9:00 p.m.

Ballot *what you'll vote for...*

Propositions	Explanations
<p>PROPOSITION #1: RESOLVED, that the Board of Education of the Dalton-Nunda Central School District, be and hereby is authorized to expend the sum of \$18,365,500 during the 2009-10 school year and to levy the necessary tax thereof.</p>	<p><i>This approves the budgeted appropriations for the 2009-10 fiscal year.</i></p>
<p>PROPOSITION #2: RESOLVED, that the Board of Education of the Dalton-Nunda Central School District, be and hereby is authorized to undertake the acquisition of school busses all at an estimated maximum aggregate cost of \$200,000, less any trade-in value.</p>	<p><i>This authorizes the District to borrow funds for the purchase of new busses during the 2009-10 fiscal year.</i></p> <p><i>The District continues to follow its long-range bus replacement plan. This schedule was created to maintain the integrity of the bus fleet, increase the safety of our students, and minimize the cost to taxpayers. This year, the plan includes the replacement of two 66-passenger busses with the purchase of one 60-passenger bus and one 66-passenger bus.</i></p> <p><i>State aid covers approximately 80% of the total cost of the new busses.</i></p>
<p>PROPOSITION #3: RESOLVED, that the Board of Education of the Dalton-Nunda Central School District is hereby authorized to establish a Capital Reserve Fund pursuant to Section 3651 of the Education Law (to be known as the "Building Capital Reserve Fund"), with the purpose of such fund being to finance site work, reconstruction and equipping of school buildings and facilities, and costs incidental thereto, the ultimate amount of such fund to be \$1,000,000, plus earnings thereon, the probable term of such fund to be 10 years, but such fund shall continue in existence until liquidated in accordance with the Education Law or until the funds are exhausted, and the sources from which the funds shall be obtained for such Reserve are (i) an initial deposit of up to \$600,000, and (ii) amounts from budgetary appropriations from time to time, and (iii) unappropriated fund balance made available by the Board of Education from time to time, and (iv) New York State Aid received and made available by the Board of Education from time to time, all as permitted by law.</p>	<p><i>This authorizes the establishment of a Capital Reserve fund for future capital renovations, repairs and improvements to District facilities.</i></p> <p><i>The establishment and funding of this reserve fund is in alignment with the long term financial planning of the District.</i></p>

Election of Board of Education Members – Vote for Three

The two candidates with the most vote counts will be elected to four-year terms.

The candidate with the third most vote counts will be elected to the one-year term.

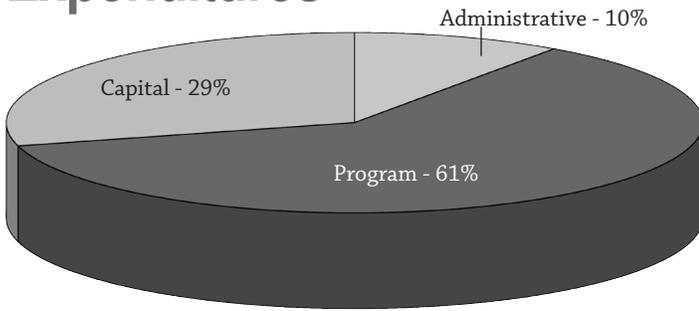
- Amy Bugman ■ John Gordinier ■ Ken Forrester
- Todd Galton ■ Jennifer Reichard

Write-in Candidate _____

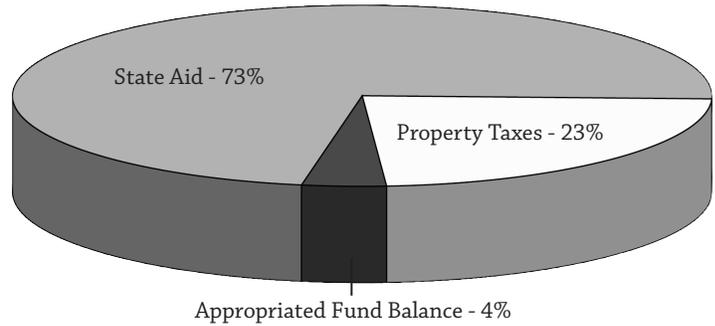


PROPOSED BUDGET 2009-2010

Expenditures



Revenues



	2008-2009	2009-2010	Difference
Administrative	\$1,670,986	\$1,803,124	\$132,138
Program	\$11,705,278	\$11,204,930	[\$500,348]
Capital	\$4,701,336	\$5,357,446	\$656,110
Total	\$18,077,600	\$18,365,500	\$287,900

	2008-2009	2009-2010	Difference
State Aid	\$12,804,900	\$13,366,800	\$561,900
Property Taxes	\$4,283,700	\$4,283,700	0
Appropriated Fund Balance	\$820,000	\$685,000	(\$135,000)
Interfund Revenues	0	0	0
Other Revenues	\$169,000	\$30,000	(\$139,000)
Total Projected Revenues	\$18,077,600	\$18,365,500	\$287,900

Your own tax depends upon three main factors:

1) Where you live; 2) Changes in property assessments and final equalization rates; and 3) Your participation in STAR (i.e., senior citizens are eligible for STAR reductions of up to \$60,100 while non-senior homeowners are eligible for STAR reductions of up to \$30,000. Businesses and rental properties are not eligible for STAR).

for a home assessed at \$50,000	
Assessed value	\$50,000
STAR deduction.....	\$29,400
Net assessment	\$20,600
Est. 2009-10 tax rate/\$1,000	\$20.54
2008-09 tax rate per \$1,000	\$20.54
Difference	(\$0.00)
Est. Tax Decrease.....	\$0.00

for a home assessed at \$100,000	
Assessed value	\$100,000
STAR deduction.....	\$29,400
Net assessment	\$70,600
Est. 2009-10 tax rate/\$1,000	\$20.54
2008-09 tax rate per \$1,000	\$20.54
Difference	(\$0.00)
Est. Tax Decrease.....	\$0.00

Absentee Ballot Information

Applications for absentee ballots may be obtained from District Clerk Tammy Clark during school hours, 8:00 a.m. to 4:00 p.m. The District Clerk must receive completed absentee ballots no later than 5 p.m. on Tuesday, May 19, 2009.

PROPOSED BUDGET 2009-2010

State law requires the District to analyze spending by breaking our school budget into three basic components: Administrative, Instructional, and Capital Programs. This is referred to as the three-part budget.

ADMINISTRATIVE Total Dollars - \$1,803,124 or 9.82%		2008/09 Budget	2009/10 Proposed	Percent of Budget	
<p>The Administrative Component consists of the following expenditures:</p> <ul style="list-style-type: none"> • Board of Education expenses and dues • District Office and administrative expenses • Expenses, salaries and benefits for other administrators and supervisors • Business Office and District Clerk expenses • All legal, insurance, auditing, and other professional services • District portion of BOCES administrative costs • Consulting services costs • Staff development expenses • District expenses for newsletter, postage, and mailings 	Proposed Administrative Budget				
	Board of Education	\$27,906	\$28,409	2%	
	Central Administration.....	159,070	163,430	9%	
	Finance	277,356	282,030	16%	
	Legal Services	61,131	49,741	3%	
	Central Services (<i>data processing</i>).....	216,033	212,847	12%	
	Special Items (<i>insurance & BOCES adm.</i>)	277,701	306,402	17%	
	Supervision (<i>regular schools & curriculum</i>)	451,734	541,023	30%	
	Employee Benefits.....	200,055	219,242	12%	
	Total.....	\$1,670,986	\$1,803,124	100%	
	INSTRUCTIONAL PROGRAM Total Dollars - \$11,204,930 or 61.01%		2008/09 Budget	2009/10 Proposed	Percent of Budget
	<p>The Instructional Program component consists of the following expenditures:</p> <ul style="list-style-type: none"> • Salaries and benefits for all teachers, teaching assistants, and teacher aides • Salaries and benefits for the bus drivers • All transportation expenses • BOCES Special Education and Occupational Education costs • Instructional supplies, textbooks, computers, software and paper expenses • Costs for extra-curricular activities and interscholastic sports • Instructional contractual expenses 	Proposed Instructional Program Budget			
Central Services (<i>data processing - instructional</i>)..		\$205,088	\$222,457	2%	
Teaching Regular School.....		4,211,650	4,070,486	36%	
Teaching Special Ed. & Occ. Ed.....		2,553,893	2,367,565	21%	
Summer School		22,786	29,375	0%	
Library & Computer Technology.....		424,663	306,586	3%	
Pupil Services (<i>guidance, health serv., athletics</i>).....		639,800	682,588	6%	
Pupil Transportation		888,755	845,770	8%	
Community Services		8,500	6,000	0%	
Employee Benefits.....		2,740,143	2,644,103	24%	
Interfund Transfers		10,000	30,000	0%	
Total.....		\$11,705,278	\$11,204,930	100%	
CAPITAL Total Dollars - \$5,357,446 or 29.17%		2008/09 Budget	2009/10 Proposed	Percent of Budget	
<p>The capital component consists of the following expenditures:</p> <ul style="list-style-type: none"> • All transportation capital debt service payments • Annual debt service obligations for capital projects • All facility costs, including utilities • Operation and maintenance expenses • Salaries and benefits for maintenance staff • Costs associated with community use of school facilities 	Proposed Capital Budget				
	Operation of Plant	\$1,164,600	\$1,154,672	22%	
	Maintenance of Plant.....	383,640	544,160	10%	
	Employee Benefits.....	176,842	185,863	3%	
	Debt Service	2,976,254	3,472,751	65%	
	Total.....	\$4,701,336	\$5,357,446	100%	
		2008/09 Budget	2009/10 Proposed		
Total Proposed Budget.....		\$18,077,600	\$18,365,500		

Fund Balance and Reserve Funds

Managing for the Future

The Establishment of a Building Capital Reserve Fund

The Audit/Finance Committee of the Board has completed their review of all of the District's Reserve Funds and has developed a long-range fund balance and reserve fund strategy. The Committee has recommended, and the Board has approved a proposition to be put before the voters, for the establishment of a Capital Reserve Fund.

Due to the conservative fiscal management over the past several years, the District is in a position for the first time in many years to establish a Capital Reserve Fund for the future renovation, repairs and capital improvements of District facilities.



Just as homeowners are aware of the need to continually maintain and update their property, the District must also continually maintain and update school grounds, buildings and structures. The total replacement costs for District owned buildings are currently valued in excess of \$45 million. This is a considerable investment

not only for the District but for the community as a whole. It is appropriate for the Board to plan for the future costs of maintenance and repairs for these assets.

We are currently in the midst of a capital project approved by the voters in the amount of \$9,030,000. These moneys are being used for items such as energy upgrades, handicapped accessibility improve-

ments, roof repairs, and interior upgrades. However, there are future needs that have been identified that are not included in the current project. This new reserve fund will allow the District to better leverage state aid for these and other items in future projects. In addition, by utilizing these cash reserves, future borrowing costs can be avoided, saving future principal and interest costs.

The creation and the setting aside of funds has been recommended for several years by the District's external auditors as well as the District's fiscal advisors, and is considered prudent fiscal management and stewardship of public funds.



2009-2010 Anticipated Revenues

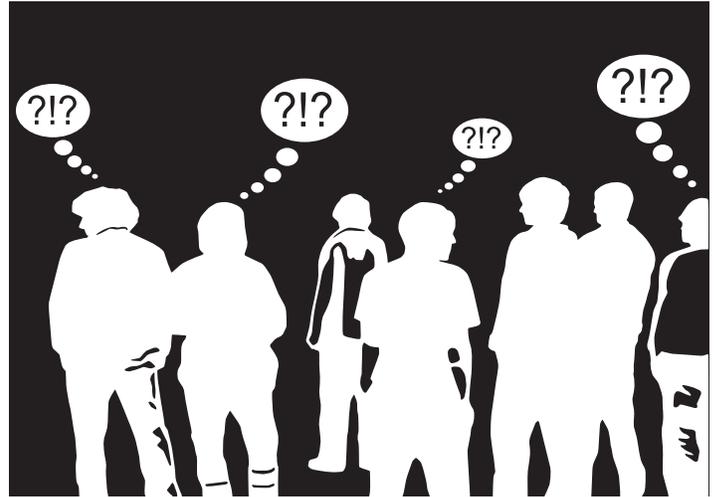
	Budget	Proposed Budget	
	2008-09	2009-10	%
Real Property Tax	\$4,283,700	\$4,283,700	23%
Interest & Penalties on Real Prop. Tax.....	\$15,000	\$10,000	0%
Interest	\$44,000	\$20,000	0%
Rental of Equipment.....	0	0	0%
Refund of Prior Year Expenses	\$80,000	0	0%
Miscellaneous Revenues	\$30,000	0	0%
Basic Formula Aid	\$12,804,900	\$13,366,800	73%
Federal Aid: Medicaid Reimbursement	0	0	0%
Interfund Revenue	0	0	0%
Appropriated Fund Balance.....	\$820,000	\$685,000	4%
Total Revenues.....	\$18,077,600	\$18,365,500	100%

KCSD BOARD CANDIDATES

The Right Person Makes A Difference

What qualities, skills, and experience should you look for in a school board candidate? Here are some questions to consider.

- What are the candidate's vision and goals for high academic achievement for all students?
- Does the candidate inspire parents and other stakeholders to have confidence in the local public schools?
- Does the candidate understand that the school board's role is about the big picture – setting the direction for the District, and providing oversight and accountability – rather than day-to-day management?
- Does the candidate focus on one issue or discuss a broad range of school District concerns?
- Does the candidate's approach make it likely that he or she will be able to work effectively with the rest of the board to get things done?
- Will the candidate enhance the mix of skills and backgrounds on the board and help represent the diversity of the community?
- Does the candidate have the commitment to do what is right for all children, even in the face of opposition?



Mrs. Amy Bugman

Family: I am married to Glenn Bugman (“Bugsy”) and we have one son Chase who will be attending Dalton Elementary in the fall.

Education: I have earned a Bachelor of Science in Education from Buffalo State College, and a Master of Science in Exceptional Education degree from St. Bonaventure University.

Employment: In the past five years I have worked as a substitute teacher in Keshequa and Dansville. I have also worked for Livingston-Wyoming ARC as a Habilitation Specialist. Currently, I am a stay at home mom.

Qualifications and Activities: I am a member of St. Luke’s Catholic Church, New York State Reading Association, and the Niagara Frontier Reading Council.

Personal Statement: I would like to serve as a board member to whom you can express your concerns and offer your suggestions as a parent, teacher, student, or community member. Not only will I actively listen, I will also see to it that action is taken. As a District, I feel our main concern at this point should be improving student achievement. I feel I have the time, the educational background, and the drive to positively collaborate with school officials in order to see that Keshequa students receive an education equal to those at the highest ranked schools.

John W. Gordinier

Family: Karla, Special Education teacher at Letchworth Central School; Brian, 18, KCS senior; Sam, 16, KCS sophomore; Shannon, 13, KCS seventh grader; Tessa, 11, KCS sixth grader.

Education: SUNY Albany – B.S. in Biology

Employment: Eastman Kodak Co. for 15 years – senior research technician; self employed as childcare giver, painter, artist, roofing and siding; current collections assistant at Rochester Museum and Science Center and Summer Recreation Director.

Qualifications and Activities: Currently six years on the Board with many workshops and seminars. Coaching baseball, soccer, helping with basketball. Volunteer for Habitat for Humanity, Guitar Club, Art Club at Dalton, school and community plays.

Personal Statement: I enjoyed the past six years serving the students and citizens of the Keshequa District and look forward to serving this community in many endeavors in the future.

Ken Forrester

Family: Daughters – Emily and Taylor

Education: B.S. – Finance, SUNY Brockport; MBA - Alfred University

Employment: Commercial loan officer – Steuben Trust Company

Qualifications and Activities: Board Member of Cornell Cooperative Extension, exempt member of Nunda Fire Department, member of Dalton United Methodist Church

Personal Statement: Education is vital to our community's future. I want to work with all stakeholders to improve the education of our students and make Keshequa Central School a model for other Districts to emulate.

Todd M. Galton

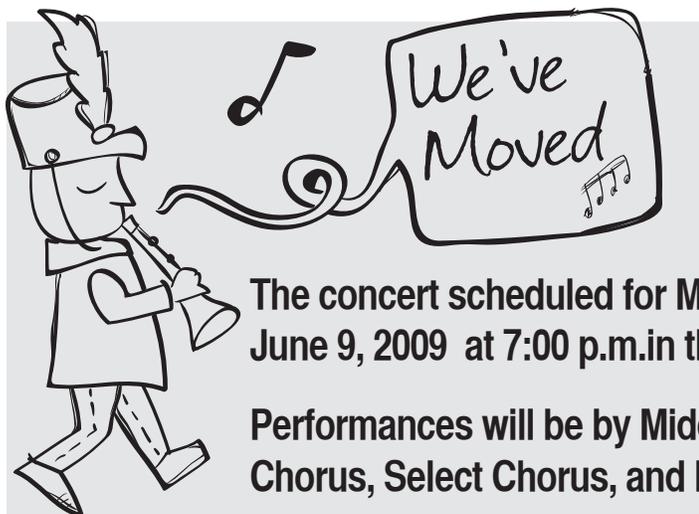
Family: I have been married to my wife, Meg, for 18 years. We have two children. Our son, Cooper, is 12 years old and he is in seventh grade. Our daughter, Allison, is six and she is in first grade.

Education: I graduated from Keshequa Central in 1988. I attended SUNY Morrisville and received an associate's degree in Applied Science (Dairy Husbandry).

Employment: For the past 19 years, I have been a self-employed dairy farmer.

Qualifications and Activities: Dec. to present – filling vacant school board seat; operate a successful dairy business; vice president of Conesus Dairy Co-Op; volunteer coach for soccer (past), baseball (past), and basketball (present).

Personal Statement: I feel fortunate to have received a solid educational foundation. I think it is our responsibility to ensure the best education and opportunities for the children in our community.



The concert scheduled for May 7 has been moved to June 9, 2009 at 7:00 p.m. in the Nunda Auditorium at 7:00.

Performances will be by Middle School Band, High School Chorus, Select Chorus, and Middle School Jazz Band.



Jennifer Reichard

Family: Bruce, a son Patrick who is a student at SUNY Oswego, a daughter Amanda who is a junior at Keshequa.

Education: Graduate of Mount Morris Central School

Employment: Secretary for the International Student Services at SUNY Geneseo.

Qualifications and Activities: Judge for Odyssey of the Mind, community member for the Policy Committee at Keshequa.

Personal Statement: I have attended our District's school board meetings for the last several years and have been a steadfast advocate for the children and for the taxpayers. I would welcome the opportunity to be on the board and to help make changes to improve the District. As a District we are spending more than 18 million dollars on less than 850 kids and have the lowest graduation rate in the county. We can do better, and I want to help. We have an obligation to provide a safe learning environment. To accomplish this we need to crack down on discipline and good teachers must be supported. We are blessed with great kids who deserve more, and I want all of our children to have opportunities! Working in SUNY Geneseo's International Student Services Office I see first hand just how competitive it is for our kids. We need to do a better job preparing our kids to compete in an ever-changing world by offering additional Advanced Placement and college level courses. I feel we need realistic, timely solutions and greater accountability. We have to be careful not to allow students to fall through the cracks and to take care of those that have been overlooked by offering a GED program and helping them find work. All of our kids need to be treated fairly. Decisions need to be based on what is best for each child not just a select few. Finally, please know I will never vote yes to an administrative bonus for employees earning over 100,000 dollars a year. This is a poor community. We can't afford it. Every dollar spent on a bonus is a dollar taken away from a child. I know that I can make a difference. I am asking for your vote. Thank you for your consideration and God bless.

2007 – 2008 School Report Card

Each year schools must report their performance on state assessments from the previous year. Below are the scores for the Math and English Language Arts Assessments for Grades 3 – 8. Students scoring at Level 3 and 4 are meeting or exceeding the NYS Standards. Keshequa’s overall accountability status is “Good Standing” in all areas: ELA, Math, Science and Graduation Rates.

NYS English Language Arts Assessment

January 2008	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 4	14 %	1 %	3 %	5 %	2 %	4 %
Level 3	68 %	66 %	80 %	71 %	81 %	60 %
Level 2	19 %	28 %	17 %	24 %	17 %	35 %
Level 1	0 %	5 %	0 %	0 %	0 %	0 %

NYS Math Assessment

March 2008	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Level 4	22 %	11 %	15 %	38 %	62 %	21 %
Level 3	78 %	76 %	64 %	54 %	35 %	79 %
Level 2	0 %	8 %	21 %	8 %	3 %	0 %
Level 1	0 %	5 %	0 %	0 %	0 %	0 %

NYS Regents Exams – June 2008

Percentage of Students scoring at or above

	65 (passing)	85 (Mastery)
English	96 %	47 %
Math A	94 %	32 %
Math B	63 %	11 %
Integrated Algebra	83 %	7 %
Global History	79 %	28 %
US History & Government	96 %	56 %
Living Environment	90 %	40 %
Physical Setting/Earth Science	85 %	26 %
Physical Setting/Chemistry	100 %	32 %
Physical Setting/Physics	75 %	13 %
Spanish	94 %	33 %

Percentages may not total 100 due to rounding.

Our complete School Report Card is accessible through our website www.keshequa.org

KCS SCHOOL REPORT CARD

The New York State School Report Card Fiscal Accountability Supplement for Dalton-Nunda Central School District (Keshequa)

2007-2008 School Year		General Education	Special Education
This School District	Instructional Expenses	\$7,431,031	\$3,103,011
	Pupils	896	135
	Expenditures Per Pupil	\$8,294	\$22,985
Similar District Group	Instructional Expenses	\$1,437,946,953	\$490,687,373
	Pupils	171,657	26,143
	Expenditures Per Pupil	\$8,377	\$18,769
All Public Schools in NY State	Instructional Expenses	\$26,085,780,736	\$9,685,884,288
	Pupils	2,750,202	405,309
	Expenditures Per Pupil	\$9,485	\$23,898
Similar District Group Description: High Need/Resource Capacity Rural			

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school District budget proposal. The regulations require that certain expenditure ratios for general education and special education students be reported and compared with ratios for similar Districts and all public schools. The required ratios for this District are reported at left.

Instructional Expenditures for General Education are K-12 expenditures for classroom instruction (excluding Special Education) plus a proration of building level administrative and instructional support expenditures. These expenditures include amounts for instruction of pupils with disabilities in a general education setting.

The pupil count for General Education is K-12 average daily membership plus K-12 pupils for whom the District pays tuition to another school District. This number represents all pupils, including both those classified as having disabilities and those not so classified. For Districts in which a county jail is located, this number includes incarcerated youth to whom the District must provide an education program.

Instructional Expenditures for Special Education are K-12 expenditures for students with disabilities (including summer special education expenditures) plus a proration of building-level administrative and instructional support expenditures.

The pupil count for Special Education is a count of K-12 students with disabilities as of December 1, 2006 plus students for whom the District receives tuition from another District.

Expenditures Per Pupil is the simple arithmetic ratio of Instructional Expenditures to Pupils. The total cost of instruction for pupils with disabilities may include both general and special education expenditures. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

District expenditures such as transportation, debt service, and District-wide administration are not included in these values. The numbers used to compute the statistics on this page were collected on the State Aid Form A, the State Aid Form F, and the School District Annual Financial Report (ST-3).

Similar District Groups are identified according to the Need-to-Resource-Capacity Index defined and used in the Annual Report to the Governor and Legislature on the Educational Status of the State's Schools.

The New York State School Report Card Information about Students with Disabilities for Dalton-Nunda Central School District (Keshequa)

New York State Education Law and the Commissioner's Regulations require the attachment of the NYS School Report Card to the public school District budget proposal. These regulations require that the percentage of students with disabilities receiving services outside of general classroom settings and the classification rate of students with disabilities for the District be reported and compared with percentages for similar Districts and all public schools. The required percentages for this District are reported below.

Student counts as of December 3, 2007	This District		Statewide
	Counts of Students with Disabilities	Percentage of Students with Disabilities*	Percentage of Students with Disabilities
20% or less	71	59.2%	56.7%
21% to 60%	24	20.0%	18.1%
More than 60%	19	15.8%	18.9%
Separate Settings	6	5.0%	4.4%
Other Settings	0	0.0%	1.8%

The source data for the statistics in this table were reported through the Student Information Repository System (SIRS) and verified in Verification Report 5. The counts are numbers of students reported in the least restrictive environment categories for school-age programs (ages 6-21) on December 3, 2007. The percentages represent the amount of time students with disabilities are outside general education classrooms, regardless of the amount and cost of special education services they receive. Rounding of percentage values may cause them to sum to a number slightly different from 100%.

School-age Students with Disabilities Classification Rate

2007-08	This District	Statewide
Resident Classification Rate	13.65%	12.6%

This rate is a ratio of the count of school-age students with disabilities (ages 4-21) to the total enrollment of all school-age students in the school District, including students who are parentally placed in nonpublic schools located in the school District. The numerator includes all school age students for whom a District has Committee on Special Education (CSE) responsibility to ensure the provision of

special education services. The denominator includes all school age students who reside in the District (in the case of parentally placed students in nonpublic schools, it includes the number of students who attend the nonpublic schools located in the school District). Source data are drawn from the Student Information Reporting System (SIRS) and from the Basic Education Data System (BEDS).

Keshequa Central School
P.O. Box 517
Nunda, New York 14517-0517
Budget Newsletter May 2009

NONPROFIT
ORGANIZATION
US POSTAGE
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NUNDA NY 14517

School Board Members

Anita Buchinger, President
Paul Jackson, Vice-President
Mark Ewing
Todd Galton
John Gordinier
Lori Gray
Barbara Waddle

Marilyn Capawan, *Superintendent*
Dominic Aloisio, *Business Administrator*

KESHEQUA CENTRAL SCHOOL District BUDGET NOTICE

OVERALL BUDGET PROPOSAL	Budget adopted for the 2009-10 school year	Budget proposed for the 2009-09 school year	Contingency budget for the 2009-10 school year*
Total Budget amount	\$18,077,600	\$18,365,500	\$18,220,717
Increase/decrease for the 2009-10 school year		\$287,900	\$143,117
Percentage increase (decrease) in each proposed budget		1.59%	0.79%
Change in the consumer price index		3.80%	
Resulting est. property tax levy for the 2009-10 school year		\$4,283,700	\$4,283,700
Administrative component	\$1,773,988*	\$1,803,124	\$1,708,341
Program component	\$11,602,276*	\$11,204,930	\$11,172,930
Capital component	\$4,701,366	\$5,357,446	\$5,339,446

* According to State Regulations, the District must prepare a contingent budget so that the taxpayers will see the difference between the state allowed increase for a contingent budget and the District proposed budget. The state allows two budget votes before the contingent budget must be implemented. To satisfy a contingent budget, the District would not have to reduce its proposed budget in total. However, the District would have to remove certain equipment expenditures and adjust the administrative expenditures to be in compliance with state regulations.

* Pursuant to Chapter 640 of the Laws of 2008 regarding the calculations of certain administrative positions, the base year administrative and program components have been adjusted due to the reallocation of administrative salaries.

Basic STAR Exemption Impact:

Estimated Basic STAR Exemption Savings:

	Budget proposed for the 2009-10 school year
Basic STAR tax savings	\$603.88

The annual budget vote for the fiscal year 2009-10 by the qualified voters of the Keshequa Central School District, Livingston County, New York, will be held at the Middle/High School Lobby, Nunda, on Tuesday, May 19, 2009, between the hours of noon and 9:00 p.m., prevailing time, at which time the polls will be opened to vote by voting ballot or machine.

Absentee Ballots

Absentee ballots may be applied for at the District Clerk's office. A list of absentee voters is available for public inspection in the office of the District Clerk between the hours of 8:00 a.m. and 4:00 p.m. and each Monday through Friday until and including May 19, 2009. Persons designated by the Livingston County Board of Election as "permanently disabled" pursuant to the provision of the election law will automatically receive an absentee ballot. Absentee ballots must be filed with the District Clerk by 5 p.m. on the day of the vote, May 19, 2009.

Copies of the popular budget may be obtained from the District Clerk