

SCARSDALE PUBLIC SCHOOLS

Proposed Bond Referendum
December 11, 2014



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Voices from the schools...



The bond will provide us with funding to modernize the District's technology infrastructure that supports student and teacher technology use. It will allow us to move forward with new cabling that will increase wireless speed and expand capacity at the Middle School and the High School, as well as replace aging network infrastructure in all buildings. This work will allow us to support the ever-increasing use of technology to enhance and transform teaching, learning, and assessment at all levels.

-Jerry Crisci

Director of Technology/Co-Director, The Center for Innovation

Voices from the schools...

Dear Members of the Board of Education:

The undersigned members of the Scarsdale High School Building-Level Facilities Committee wish to offer our strong support for the projects that have been approved to move forward at the High School, namely the Learning Commons, the Fitness Center, the I-Lab, and the Maker Space/D-Lab. We are confident that these spaces will benefit students and teachers. They offer students a hybrid studying and dining space, and they offer students and teachers new areas for teaching and learning that reflect the latest innovations in curriculum and instruction--design thinking, "making," and STEAM, as well as flexible furnishings and configurations.

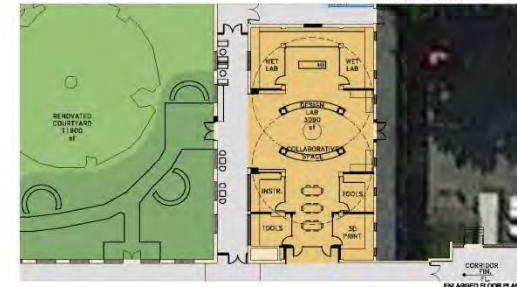
We thank the Board for listening to the recommendations of the High School committee, and we are committed to assisting the Board as we move forward.

Kenneth Bonamo, Principal
Amy Cooper, PTA President
Thomas Maguire, Teacher and STA Representative
Matthew Mandel, Student Representative

SCARSDALE HIGH SCHOOL DESIGN LAB

Renovating existing Auto Shop for new Maker space area.

Additional Program Space:	1,000 sq ft
Maker Space	948 sq ft
Wet Lab	1,100 sq ft
Tool Area	1,100 sq ft
Estimated Total Cost (Approx)	\$2,483,000



SCARSDALE PUBLIC SCHOOLS
2 BREVETON ROAD, SCARSDALE, NY
AUGUST 18T, 2014

SCARSDALE HIGH SCHOOL
HS:DL



Voices from the Schools...

To the Board of Education:

The current Edgewood library serves the needs of our students and staff, but with many drawbacks. There are many structural issues and it is undersized for Edgewood's population. Most of the bookcases are more than six feet high, making them inaccessible to elementary students, and frequent issues with the heating system affect the usefulness of the space throughout the school year. Edgewood students will benefit from a thorough renovation to the space that will bring it in line with the District's other libraries and render it more suitable for 21st century educational instruction.

The plan developed with the input of the Edgewood Facilities Committee would make our school library more of a Media and Research Center, which would integrate the resources of the computer lab and develop skills and dispositions consistent with 21st Century learning as detailed in Scarsdale Education for Tomorrow. This space would be the centerpiece for developing the skillset and mindset of young people as they prepare for the global challenges of this century.

The current office location is at some distance from the main door, making it difficult to ensure that visitors go first to the office to check in with the building. The Edgewood Facilities Committee, in consultation with KG & D, also addressed this issue by relocating the office to the front center of the school, where a new portico will create a more prominent main entrance. It would also provide school security measures that are consistent with current standards. By creating small group instructional space in the current office area, along with the relocation of the computer lab to the Media Center in the new library, Edgewood will gain an additional space that could be used as a classroom.

Our committee is very supportive of the Board of Education's commitment to move forward with these projects.

Scott Houseknecht, Principal
Edgewood School



Voices from the schools...

To the Board of Education:

"An environment is a living, changing system. More than a physical space, it includes the way time is structured. It conditions how we feel, think, behave, and affects the quality of our lives" (Greenman, 1988).

The Heathcote Building Committee appreciates the Board of Education's thorough review and support of our recommendations for addressing the pressing challenges of overcrowding, scheduling, and safety at Heathcote School.

It is essential that we regain full use of the gym for physical instruction and add a multi-purpose space that complies with fire codes. In addition, by having safe, flexible learning spaces for small and large group interdisciplinary instruction and special education services, we can achieve our pedagogical goals and ideals.

Our proposal includes:

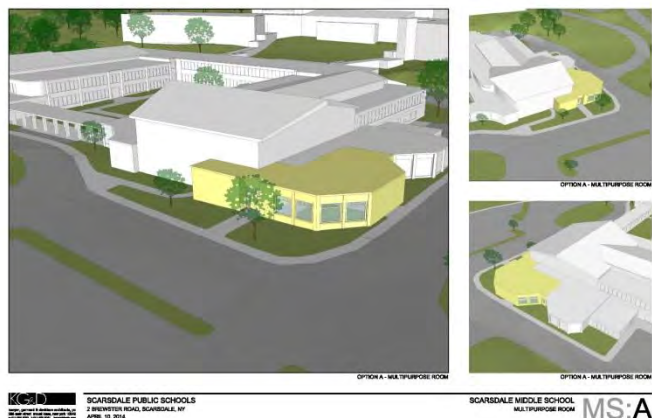
- *A flexible multipurpose space (for lunch, band, orchestra, professional development, community meetings etc.);*
- *Private therapy rooms for special education services;*
- *Replacement of the original 1950s kitchen (\$25,000 gifted from PTA); and*
- *An upgrade to the K-2 entrance and exit.*

Thank you for the opportunity to participate in this process. We appreciate your consideration and believe that the renovations will allow us to meet the basic standards of a 21st century learning environment that will adequately support a K-12 continuum of learning.

*The Heathcote Building Committee
September 12, 2014*



Voices from the schools...



To the Board of Education

We strongly support the proposed facilities plan for Scarsdale Middle School. The plan includes instrumental music space, which has been a long-standing goal. Participation in the music program, and in particular the orchestra program, has grown exponentially over time; the proposed space will finally address the issues posed by this enrollment growth. This year, more than 200 students are members of the orchestra. That represents a 45% increase over the past eight years. The new space will be used up to six periods per day out of an eight period day.

We would also support a design for the orchestra room that would provide air conditioning (if funding permits) in order to prevent damage to expensive instruments due to excess humidity, which is an ongoing problem in the current space.

Building the orchestra/instrumental space will impact the entire school. If the orchestra has a dedicated space in which to rehearse, the stage and auditorium will be available to accommodate small, medium and large size classes as well as regularly occurring special events, guest speakers, collaborative projects and service learning projects, which usually exceed the capacity of the standard classroom.

The Exploring Music program at the school has also expanded. The department has creatively cobbled together closets, former custodial areas and storage rooms to support the program expansion. The proposed renovation of these spaces recognizes the limits of these areas as instructional spaces, and will enable the department to deliver instruction in a much more coherent manner.

*The Middle School Facilities Committee
September, 2014*

Introduction:

As past generations have built today's Scarsdale, the Board of Education recognizes our responsibility to our students and their future. Our schools seek to develop young people to their fullest, to help them to become self-reliant and life-long learners. This school district distinguishes itself by teaching of unusual quality and a community united in providing an exemplary liberal arts education for its children. Our schools aim to provide an intellectually powerful and humane education, and they share a commitment to active and challenging learning.

Recent years have seen a growing emphasis on common core standards, politically-motivated curricular mandates, and State assessments; however, the District resists many of these educational “reforms” and understands that the greatest strengths are still individual students and teachers, the quality of the encounter between them, and the strong sense of mission shared by school and home.

Although the fundamental relationship between teacher and student continues to be the cornerstone of our education platform in Scarsdale, it is also important to recognize that the world is evolving. Curricular content and pedagogy must continue to be reviewed and revised in response to an ever-changing, global society. 21st century learning skills, critical thinking, collaboration and problem-solving must be infused among and across disciplines. And, technology proliferation and use within schools requires both operational and educational supports in order to prepare our students for future learning and life.

Coupled with the changing educational milieu, the brick and mortar aspects of our aging facilities require our time and attention. All of our buildings are more than 50 years old, and many have lasted nearly a century. To address this issue, we have commissioned a master plan for the High School, which lays out a 15-year plan. We have also commissioned a feasibility study for the Greenacres School to determine whether to renovate and expand the current building or to build a new facility. The culmination of this work will result in a District-wide Master Plan, which will outline short- and long- term work, projected costs and appropriate timelines.

The projects included in the proposed bond referendum reflect the highest priority projects for each of the schools as determined through the collaborative work of building and steering committees, administrative recommendations, Board of Education study and analysis, and community feedback.

On December 11, 2014, we will hold a voter referendum that proposes borrowing \$18,120,000 to fund the following projects:

- | | |
|--|-------------|
| • Reconstruction of the Edgewood School library and relocation of the school office | \$3,560,000 |
| • A new multipurpose room and additional small group instruction rooms in Heathcote School | \$3,387,000 |
| • A new roof at Quaker Ridge School (older section of the school) | \$ 908,000 |

• A new orchestra classroom and a renovated music room at the Middle School	\$2,097,000
• Renovation of the High School Gym B and existing Fitness Center into a Learning Commons, Innovation Lab and collaborative meeting spaces, along with additional food preparation, serving and dining areas. Gym A will be equipped with new mechanical ventilation and lighting	\$5,091,000
• Relocation and renovation of storage and offices for High School physical education and athletics program to facilitate creation of the Design Lab	\$ 677,000
• Repairs and renovations to the High School auditorium (drainage, seating, equipment)	\$1,000,000
• Upgrade of the District's technology infrastructure	\$1,400,000

These projects require total funding of \$18,120,000. Voters will be asked to authorize the issuance of debt to finance this work. Because existing debt will be maturing next year, the new debt service payments will not impose additional burden on taxpayers.

We are also very fortunate that the Scarsdale Education Foundation has generously offered to support two additional projects at Scarsdale High School: a new Design Lab (\$1,800,000) and new Fitness Center (\$800,000). Note: the District will use \$500,000 of capital funds previously approved by voters for these projects to complete the necessary funding. This support from the Foundation will be further enhanced by the donation of state-of-the-art exercise equipment for the new Fitness Center in the amount of \$300,000 by the Madoff family, in memory of their son Tyler, a Scarsdale High School student. We are very grateful for these wonderful, generous gifts.

Summary:

For all of the reasons outlined above, the Board of Education will be asking the Scarsdale community to vote on a \$18.12MM bond. The projects will:

- Help to fulfill our mission of educating each child in a safe, appropriate and stimulating environment;
- Alleviate overcrowding in many of our schools;
- Allow the District to further implement 21st century teaching and learning;
- Provide the tools that students will use, both now and in future learning and life;
- Improve security in our schools; and
- Address the most pressing maintenance issues.

The proposal before voters makes good financial sense:

- Interest rates and borrowing costs remain at historically low levels;

- Maturing debt will allow us to complete this work without increasing taxpayer burden; and
- Failure to take advantage of this opportunity could well lead to higher costs for this work in the future.

The proposed bond is timely:

- It was a process that involved many stakeholders across the schools and the broader community;
- Consensus was developed in terms of short- and long- term priorities; and
- This work is a first step in a much broader plan to address both major educational and facility needs over the next 15 years.

The Scarsdale Board of Education,

Mary Beth Gose, President

Leila Maude, Vice President

Suzanne Seiden

Lewis Leone, Jr.

William Natbony

Christopher Morin

Scott E. Silberfein

Dr. Hagerman's Remarks:

One of the primary reasons that I came to the Scarsdale Public Schools was because of its clear mission to help students to reach their full potential and to prepare them for future learning and life. It is not uncommon to find this motto in vision statements of school districts across the country. However, in my experience, this is not an accurate portrayal of what typically occurs in classrooms, particularly in light of preparing students for an ever-changing, inter-connected, and global society. It is Scarsdale's commitment to 21st century learning, innovation, problem-solving and critical thinking that truly sets us apart.

And yet, there is a danger in becoming complacent and allowing ourselves to drift towards mediocrity. Most of the knowledge that I learned in school can easily be found on a smartphone today; but conceptual and enduring understandings come from learning within a social construct. It requires facilitation from effective instructors and collaboration with other, engaged peers. Moreover, the environment in which this learning takes place is critical. 21st century learning benefits from flexible spaces and furnishings, access to an array of resources and technologies, and the ability to make interdisciplinary and "real world" connections. To respond to the challenge of meeting our students' future needs, teaching and learning must change—and it is. To a large extent, however, our buildings have not.

Over the past three months, I have had the opportunity to review the facilities work to date, and I am pleased at the progress thus far. What is more impressive, however, is that the Board of Education and District understand their dual charges with this work: to address the programmatic needs that will keep Scarsdale at the forefront of educational excellence, and to provide facilities that are not only well-maintained, but also respond to changes to pedagogy and practice.

Since joining Scarsdale Public Schools July 1st, I have had an opportunity to review the full facilities plan, and the following are my reflections to date:

After what some might call a rather bumpy start in 2012, a clear and transparent process has taken place. Once a clear Board of Education directive was given, administrators, steering committee members, and the broader community were provided ample opportunity to comment, question, solicit additional information, and otherwise participate in the process.

The actual vetting process for each project also appears to be quite thorough, with building, District-level, and community participation, operating under Board of Education oversight.

With the preliminary scope substantially established, these projects have garnered widespread support from each of the groups that have been involved in the planning process, including the new superintendent. Although some stakeholders may continue to have specific questions about individual project

details, there is plenty of time to determine those as the process continues. This should not be a limiting factor in the Board of Education's ability to ascertain whether or not to move forward with a bond vote at this point.

Background:

In 2012, the Scarsdale Board of Education, aware of significant debt repayments in 2015, asked the Superintendent and administrative team to develop a Master Plan for the High School. In December of 2012 and January of 2013, the District architects at that time, Peter Gisolfi Associates, drew up preliminary plans for updating the High School. The focus of that plan was to renovate Gyms A/B and the existing Fitness Center for use as a Learning Commons and as a technology-rich classroom for large group instruction. In order to use this space, though, the Fitness Center would have to be relocated. The architects chose the room under the new gymnasium in the athletic wing of the High School. In March of 2013, the Board of Education and administration then added the cost of this fitness center relocation to the 2013-2014 budget. This budget was defeated in May of 2013. The subsequent budget that was approved in June of 2013 did not include the Fitness Center relocation.

During the summer of 2013, the Board of Education chose to embark on a more extensive facilities plan which would review every building in the District. In addition, the Board of Education directed the administration to send out a request for proposal to leading educational architects. In the summer and fall of 2013, the administration and then the Board interviewed architectural firms. The Board of Education chose KG&D Architects, a Westchester firm that specializes in educational facilities and has designed many of the well-known recently built projects in Westchester, including the Post Road Elementary School in White Plains, the Innovation Lab in Chappaqua, the new Middle School in Brewster, and the recent addition to the Jacob Burns Film Institute in Pleasantville.



On November 1, 2013, the District administration issued a charge to the District Facilities Steering Committee for the development of a facilities plan. This charge and the subsequent Committee report follow this section of the report.

Last fall, the Board of Education and District administration determined that two schools needed special consideration due to the potential scope of necessary repairs and renovations. The challenges posed by the Greenacres School and Scarsdale High School required individual, full-scale analysis and review. At that time, the Board of Education authorized the development of a Master Plan for the High School to be completed in summer 2014. In spring 2014, the Board of Education authorized a feasibility study for Greenacres.

In late spring/early summer of 2014, two new Board Members were elected, and Dr. Hagerman was hired as the new Superintendent, assuming official responsibility on July 1st. Part of the on-boarding process for these individuals included familiarizing themselves with this work, and visiting individual school sites to examine all of the proposed projects/spaces.

Over the summer of 2014, the Board engaged in a “listening tour” with both formal and informal meetings. These were opportunities to share information and for the entire community to ask questions and provide feedback.

In early September of 2014, the Board received a draft copy of the Scarsdale High School Master Plan. The projects in this plan were placed in three phases, with the first phase prioritizing projects for the potential bond under discussion, and the other two phases stretching out over the next 15 years. This work will be combined with the Greenacres feasibility study, once it is completed, and, ultimately, with a District Master Plan, that will guide our work moving forward.

At the Board of Education meeting on September 8, 2014, Dr. Hagerman presented an Executive Summary of the full process to date, and a more refined set of recommendations. Board President Mary Beth Gose reaffirmed each Board Member’s individual commitment to the projects, which totaled \$16.7 million, and their collective desire to move this forward as a bond referendum.

At its October 6, 2014 meeting, the Board of Education voted to add an additional \$1.4 million of capital work to the proposed scope of the referendum. Drainage work and other renovations to the High School auditorium are now included, and funds were added for the renovation of Gym A (adjacent to the proposed Learning Commons) that will provide new mechanical ventilation and lighting for the space.

The Board of Education then unanimously approved a funding request of \$18,120,000 to be placed before voters in a referendum to be held on December 11, 2014.

Charge to the District Facilities Committee

Adopted by Board of Education November 1, 2013

The Committee will approach its work aiming at the goals for student learning in the Statement of Mission:

The Scarsdale Public Schools seek to sponsor each student's full development, enabling our youth to be effective and independent contributors in a democratic society and an interdependent world.

To this end, we endeavor to help them

- to think and express themselves clearly, critically, and creatively;
- to understand themselves and others within the broad fabric of human experience and the natural universe;
- to appreciate their rights and responsibilities as citizens; and
- to become people of integrity, maturity, and generous spirit.

A measure of our success is the degree to which they fulfill their potential for the common good, *non sibi*—not for themselves alone. Valuing our individuality, we unite to keep the flame of learning.

And keeping in mind the following additional parameters:

- Class size and student-teacher ratios consistent with traditional norms, which have ranged between 22-24 and 1:95, respectively, with exceptions as necessary and appropriate.
- Students will study English, foreign language, math, science, and social studies.
- The plan should also consider requirements for instruction and performance in the arts, physical education, and other “special” areas.
- The daily schedule should accommodate interdisciplinary teaching and/or collaboration and extended periods of instruction.
- The plan should consider the impact of new technologies on teaching, learning, and the uses of space.
- Buildings should accommodate emerging instructional methods and new areas of inquiry, considering especially the flexible uses of space.
- The school should be structured to make students known as people and as intellects, including a strong pastoral/counseling/advising system involving teachers as counselors.
- There should be a strong and inclusive program of extracurricular activities.

- Specialized facilities (gymnasias, dining areas) must accommodate enrollments.
- Building design should reflect these and other program and space requirements to enhance a sense of community and connection to the institution and those in it.

Additionally, the Committee will consider:

- The need for updating special use facilities (labs, etc.);
- Teacher workspace needs;
- Overall functional effectiveness, “readability,” and aesthetics, including the need for light, space, and connections to the natural world; and
- Environmental sustainability and the Board goal of reducing carbon footprint to ten percent below 1990 levels by the year 2020.

District Facilities Steering Committee Report, June 2014

To: The Scarsdale Board of Education
From: District Facilities Steering Committee
Date: June 4, 2014

INTRODUCTION

The District Facilities Steering Committee (the “Committee”) was appointed by the Scarsdale Board of Education on November 4, 2013 (appointment amended December 5, 2013) and given the task of reviewing plans for a possible capital project initiative in 2014.

The Committee is comprised of eleven community residents, two principals, three teachers, two High School students, and two members of the Board of Education. The District’s Superintendent and Assistant Superintendent for Business and Facilities, the Board President, the District’s Director of Facilities and its public information officer attended to provide information and support as needed.

The Committee was provided with a recent history of capital construction in the District. Over \$90 million of construction was done in the early 2000s to address enrollment and infrastructure needs. Absorbing new debt service into the budget at that time caused significant spikes in spending that, while supported by the community in annual budget votes, were clearly not desirable for taxpayers.

The following information was provided to the Committee:

1. The current interest rate environment provides an opportunity to fund needed capital construction at historically low borrowing costs.
2. Borrowing is the correct way to fund large capital projects, as it spreads the cost over many years, thus matching the benefits derived from the construction with the cost to taxpayers.
3. In fiscal year 2015-16, debt service drops from \$6.3 million to \$4.8 million, a decrease of \$1.5 million annually
4. In fiscal year 2018-19, debt service drops from \$5.5 million to \$765,000, a decrease of \$4.7 million annually
5. In planning capital construction, it is desirable to take advantage of opportunities presented by retiring debt: new debt can be added without increasing tax burden attributable to debt service.
6. If the community were to support a capital construction plan of approximately \$18,000,000, with the first payment scheduled in the 2015-16 fiscal year, there would be no increase in tax burden.

The Committee received descriptions, diagrams and the educational rationale for a list of proposed projects that came from the building-level committees at the High School, Middle School, Edgewood and Heathcote Schools. We also received information on additional infrastructure needs that were either beyond the knowledge base of a building-level committee, or district-wide in nature.

District Facilities Steering Committee Report, June 2014

The District's architects (KG & D of Mt. Kisco, New York) attended all committee meetings. The firm's president, Russ Davidson, led the discussion of the projects. The architects reviewed the options discussed with the building level committees and provided budget development costs for each project. A subcommittee of two of our members with engineering expertise met separately with the architects to review the assigned costs. Based on this conversation, the architects revised the estimates, and provided a more detailed cost estimate for the Fitness Center relocation. These revised estimates are shown next to each project; they include all costs, such as architects' and construction management fees, site development, testing, and allowances for equipment and furniture (except for the Fitness Center, where the equipment is being donated.)

Process Overview

The principals of all schools except Quaker Ridge were asked by the District administration to convene a building-level facilities committee for their schools, with teacher, parent, and in the case of the High School, student representation. The building-level committees were asked to identify facilities issues that were impacting health, safety, or educational program within their building. The Directors of Technology and Facilities were also asked to identify infrastructure needs.

Quaker Ridge was given a major update and a new wing following a successful bond referendum in 2005. The Committee relies on the administration's representation that there are no major issues that need to be addressed in that building.

The building-level committees at Edgewood, Heathcote, the Middle School and the High School have recommended capital improvements that address issues that have long affected their buildings' operation. The technology and facilities staff have proposed items that are ideally done through a capital program, but that will, in the next few years, have to be done from the annual budget if the Board does not proceed with the referendum. Fourteen projects were identified through this process and referred to this committee:

1. Edgewood School: library and office reconfiguration
2. Heathcote School: multipurpose/lunch space
3. Middle School: Multipurpose/music space
4. High School: Dining/collaborative work space (Learning Commons, part 1)
5. High School: Design Lab/Maker Space (Learning Commons, part 2)
6. High School: Fitness center
7. High School: Little Theater renovation
8. High School: Conversion of existing space to science research space
9. High School: Adding smaller multipurpose spaces throughout the building

District Facilities Steering Committee Report, June 2014

10. Quaker Ridge: EPDM roof replacement
11. Technology infrastructure rebuild
12. Dean Field renovations (HS)
13. Greenacres field renovations
14. Fox Meadow field renovations

The Board of Education has also commissioned the development of a Master Plan for the High School that will identify additional needs. We understand that the aforementioned projects have the highest priority for the building. We understand that this plan is still actively in process and will be available within the next two months, although a date has not been set.

Greenacres School

After touring Greenacres and meeting with that building-level committee, the architects advised the Committee that the issues presented by that facility were significant and complex. Addressing them appropriately would require funds far in excess of the amount contemplated for this bond referendum. Further, the building could not be expanded on its current site because its footprint already exceeded the state's guidelines.

Mr. Davidson suggested that the appropriate next step for Greenacres was a detailed study to identify problems and possible remedies, including both renovation of the existing building and the possible construction of a replacement building across the street. The Committee agreed with the recommendation, which has been conveyed to the Board of Education.

Update: On June 9, the Board of Education approved funding for a Greenacres study. In addition to the evaluation conducted by the construction professionals, the study will involve conversations with all of the Greenacres school community stakeholders. The investigation will begin in the summer of 2014 and continue for 6-12 months.

THE PROJECTS

District-wide Technology Infrastructure

\$1,400,000

The Committee was advised that the District's technology network infrastructure is over a decade old and components are beginning to fail. In order to provide a reliable backbone for the expanding technology use in the District, major portions of the infrastructure must be replaced and updated. The Committee agreed that the rationale for this project is strong and that it merits consideration by the Board of Education for inclusion in a possible bond referendum.

District Facilities Steering Committee Report, June 2014

Quaker Ridge EPDM Roof Replacement

\$ 908,000

The Committee was advised that the flat roof on the older part of the building has significantly outlived its useful life. Despite careful maintenance, it has begun to fail and must be replaced. The Committee agreed that that rationale for this project is strong and that it merits consideration by the Board of Education for inclusion in a possible bond referendum.

High School Learning Commons

Part I Dining and Collaborative Learning Spaces

\$5,175,000

The Committee was advised that the High School has inadequate kitchen, food service and dining space for students. The current cafeteria holds only 410 students, and a seating area outside can hold another 60, for a total of 470 students. With two lunch periods, seating capacity is about 940 students, while the school's enrollment will remain above 1,400 for the foreseeable future. Although the "open campus" policy means that upperclassmen frequently leave for lunch, the seating is inadequate by approximately 200-250 students per period. This year, freshmen have been asked to eat in a temporary cafeteria set up in gyms A/B. Just as seating capacity is inadequate, food preparation space is severely limited and impacts the availability of food for students, especially in the second lunch period. Students must select and pay for food in the lunch time slot of 25 minutes.

The Committee was also advised that the building also lacks flexible instructional space and areas where students can work independently by themselves or in small groups. The library is routinely overcrowded, as students are using it for group work and socializing, rather than allowing it to remain a place of quiet study.

The solution is to develop an underused area of the High School surrounding Gym A/B. Half of the gym will be converted to a large group dining/work space (independent and collaborative) and small breakout rooms, while the other half will remain a physical education station. A mezzanine above, accessible by stairs from the main floor, will connect directly to the library and provide quieter work space either for students working individually or in small groups. A large instructional space directly behind the dining area, to be labeled the "Innovation Lab," or I-Lab, will house 2-3 classes of students at a time. The space will be equipped with technology, furniture and white boards that can be flexibly grouped and rearranged.

The development of this "I-Lab" requires the relocation of the fitness center that currently occupies it.

The consensus of the Committee is that the rationale provided for this project is strong and that the project merits consideration by the Board of Education for inclusion in a possible bond referendum.

District Facilities Steering Committee Report, June 2014

Part II The Design Lab/"Maker Space"

\$2,483,000

The Committee was advised that with the end of "shop" classes many years ago, there is currently no space in the High School for students to build and proto-type their ideas. Located in the former "Auto Shop," this space will have a large central area for group work, and glass-walled rooms along the sides where students will be able to use tools, 3-D printers, and other equipment. The space will be open to a hallway that is adjacent to a courtyard that provides natural light.

Some classes such as architecture and physics will make immediate use of this space. The High School faculty and administration have begun discussing a STEAM (science, technology, engineering, arts and mathematics) curriculum strand; work will begin in earnest on this project this summer.

The Committee had many questions about this space, more so than for any other project. There was a diversity of opinion among the members, with some stating that there should be a more formal STEM curriculum in place before construction should proceed. Others felt that the space was already needed in order to support a STEM curriculum as it is being developed.

Relocation of the Fitness Center

\$1,294,000

In order to realize the Learning Commons as the flexible, interrelated, multi-dimensional space described above and to alleviate the associated inadequate kitchen, food service and dining space for students, the current fitness center must be relocated from the rear of gyms A/B. The current location is significantly undersized for that purpose, and in poor condition. Based on new curriculum standards put out by the national group that supports physical education activities, the PE curriculum is changing to one that is focused on lifelong fitness rather than skill sports. This curricular transformation requires a facility that is appropriate to the type of instruction being provided. Under the new curriculum, every student will take at least one quarter of fitness-related activity each year.

After exploring multiple locations in the High School, the architects have determined that the best location for the fitness center is an unfinished area beneath the new gym. Approximately 6,200 sq. ft. of unfinished area will be converted into occupied space (this figure includes corridors, closets and access points which must be provided by building code.) Of this, about 5,400 sq. ft. is actual teaching area, compared to the current fitness center area of 2,500 sq. ft.

The center will be able to hold two classes at a time, meaning that the number of physical education teaching stations will actually increase by one, despite the consolidation of Gyms A/B for the Learning Commons. Different equipment and a more accessible location will also address the gender parity issues that have long characterized the current fitness center.

District Facilities Steering Committee Report, June 2014

After much discussion, the consensus of the Committee is that the space currently occupied by the fitness center is needed for the Learning Commons, and that the fitness center must be relocated to achieve this goal. The Committee expressed concern about the estimated cost of the relocation, and asked the architect to review the numbers, which has been done. A more detailed estimate based on the actual scope of work involved was developed, and the estimate has been revised downward.

Middle School Music/Multipurpose Space

\$2,535,000

The Committee was advised that during earlier capital construction efforts, a new music room for the Middle School was requested but eliminated because of cost. Since then, the number of students participating in the music program has expanded significantly, exacerbating the space shortage. As a result, the large performing arts groups (band, orchestra, and chorus) must use the auditorium stage as a classroom, which is neither safe nor appropriate. The Committee was invited to tour the Middle School music space and shown a video of the current space constraints.

One option was to add a large room to the north of the auditorium. A second option connected the two separate wings at the bottom of the building (the gym and auditorium wings), with a large music/multipurpose space in the courtyard at the rear of the new corridor. A classroom would be built on either side of the multipurpose space. A third option is similar to the second, but without the added classrooms.

The Middle School building-level committee chose the third option – the connecting corridor and the new multipurpose space in the courtyard, which was the one presented to this Committee. This will not only address the lack of appropriate music space, but also provide a large instructional space for other programs. Closing off the courtyard to unauthorized access with a new interior corridor will improve building security and make it much easier for students and staff to circulate in the building.

The consensus of the Committee is that the rationale provided for this project is strong and that the project merits consideration by the Board of Education for inclusion in a possible bond referendum. After reviewing the options, some of our members expressed a strong preference for the connecting corridor solution, while others expressed reservations about eliminating the added classrooms. However, the Committee as a whole did not take a position as to which solution was preferred, choosing to defer to the Middle School's own building committee and the Board of Education for that decision.

Edgewood Library and Office Relocation

\$3,560,000

The Committee was advised that the Edgewood school library is undersized and suffers from structural issues. The slab foundation of a prior addition has settled unevenly, the heating and ventilation do not work properly, and there is freezing and flooding in extreme cold weather. The solution is to raze and rebuild the addition, and renovate the remainder of the space.

District Facilities Steering Committee Report, June 2014

The school office has a poor line of sight to the entrance. To improve building security, the proposal includes relocation of the school office to a new, better-defined entrance. The office will have a clear line of sight to anyone entering the building. The existing office will then require very modest renovations at a later date to be transformed into small group instructional space, and possibly a “Maker Space.”

The consensus of the Committee is that the rationale provided for this project is strong and that the project merits consideration by the Board of Education for inclusion in a possible bond referendum. The security consideration prompted the Committee to endorse the relocation of the office.

Heathcote Multi-purpose Space and Small Group Instructional Space \$3,387,000

The Committee was advised that the Heathcote School has inadequate lunch space, and must use the gym to hold the lunch program. As a result, the gym is unavailable for physical education for 10 periods a week, which compromises the school’s ability to provide proper physical education instruction. The solution is a multi-purpose addition to the rear of the building that will improve drop-off and pick-up of students, and will not interfere with the school’s notable architecture.

The school also has inadequate space for physical and occupational therapy services. Those services are currently provided on the auditorium stage, which is an inappropriate and public space. (These services should be provided in a confidential setting.) The solution is to build a row of offices along the interior of a courtyard. Most of the courtyard will be preserved, and the new spaces will have natural lighting.

The consensus of the Committee is that the rationale provided for this project is strong and that the project merits consideration by the Board of Education for inclusion in a possible bond referendum.

CONCLUDING STATEMENT

This District Facilities Steering Committee represents the diverse parts of the Scarsdale community. We are younger and older residents from different neighborhoods, people with children in school and people without. We are teachers and we are students. What we share is a common interest in preserving and improving our excellent schools. That is why we agreed to serve.

After many hours of study and listening, we’ve reached consensus that there is sound justification for embarking on a capital construction program. The projects discussed above have educational merit, and the Board of Education is justified in considering them for funding. We understand that maturing debt will make it possible to undertake a program of approximately \$18 million without increasing taxpayer burden attributable to debt service.

District Facilities Steering Committee Report, June 2014

For these reasons, we recommend that the Board of Education seriously consider moving forward with the recommended projects at this time. The combination of current low interest rates and maturing debt provide a unique opportunity to make needed repairs and improvements at low cost to taxpayers.

To clarify the process that has led to this point: Building-level committees of parents, professional staff and architects, as well as the District's technology and facilities staff, identified the projects that were highest priority in each school. Our Committee was not asked to, and did not participate in this process; we did not take positions on the various options that the building-level committees considered; we did not identify the projects or priorities now being proposed for each school, except that we did endorse the Edgewood reconstruction option that includes relocating the office for security reasons. We did question the staff and architects in depth to determine if the proposed solutions appropriately meet the needs the building-level committees identified. Our Committee is satisfied that they do.

We understand that the projects recommended by the building-level committees and the technology and facilities staff represent the major improvements required in the near term. The exceptions are the High School and the Greenacres School. The High School building committee has identified additional needs, but for present purposes, recommended projects that they saw as highest priority for students and staff. We understand that the Board has commissioned a Master Plan for the High School that will be received shortly. We have also recommended that the Board of Education undertake a comprehensive evaluation of the Greenacres building, with a view toward addressing that facility's needs in the near future. We further understand that in 2015, the Board will update its five year facilities plan, which may identify longer-term infrastructure needs such as the replacement of boilers.

A number of added projects, including improvements to the school fields and renovation of the High School's Little Theater, were initially discussed. However, the Superintendent of Schools has not recommended that these projects be included in this referendum for reasons of cost, and our Committee did not consider them.

Finally, we respectfully recommend that the Board stay within the borrowing capacity that will not produce a tax increase for residents.

Respectfully submitted,

The District Facilities Steering Committee

Howard Blitman, Community Representative

Amy Cooper, Community Representative

Jenny Freeman, Community Representative

Ken Bonamo, HS Principal

Michael McDermott, MS Principal

Mitch Crasson, Teacher

District Facilities Steering Committee Report, June 2014

District Facilities Steering committee (cont'd)

Diane Greenwald, Community Representative
Susan Kessler Ross, Community Representative
Jon Libman, Community Representative
Lisa Messinger, Community representative
Jeffrey Osterman, Community Representative
Beth Zadek, Community Representative
Pam Rubin, Community Representative
Scott Silberfein, Community Representative

Suzanne Seiden, Board of Education President
Lewis Leone, Board of Education
Lee Maude, Board of Education

Jeanne-Marie Castiello, Teacher
Tom Maguire, Teacher
Matt Mandel, SHS student
Amanda Shuster, SHS student



Edgewood School Library and Office

1. The library is undersized by all standards and has substantial structural issues, including flooding, shifting of the slab, and poor heating and ventilation.
2. The office is located at a distance from the current entrance, with no sight lines to the door. The entrance is poorly defined from the exterior.

Solution

- Raze and rebuild the current library to increase square footage and eliminate major structural issues. The solution will provide renovated classroom/collaborative space, a technology area, and storage. There will be three flexible teaching spaces, room for 21st century technology, large group work, and research and editing.
- Relocate the office adjacent to a new entrance, which enhances visibility and improves security.
- Construct a new portico on the front of the building to define the main building entrance from the street.
- Convert current office into a Learning Resource Center and other small group instruction space.

Rationale

- In addition to providing adequate library space, the renovation will significantly improve building security.
- The old office space will become available for small group instructional space (Learning Resource Center, Occupational Therapy, English as a Second Language, the Maker Space.)
- Structural issues cannot be rectified without razing that section of the building. Currently Edgewood's library has 5.6 sq. ft./student as opposed to a Scarsdale average of 8.3 sq. ft./student for the other elementary schools.

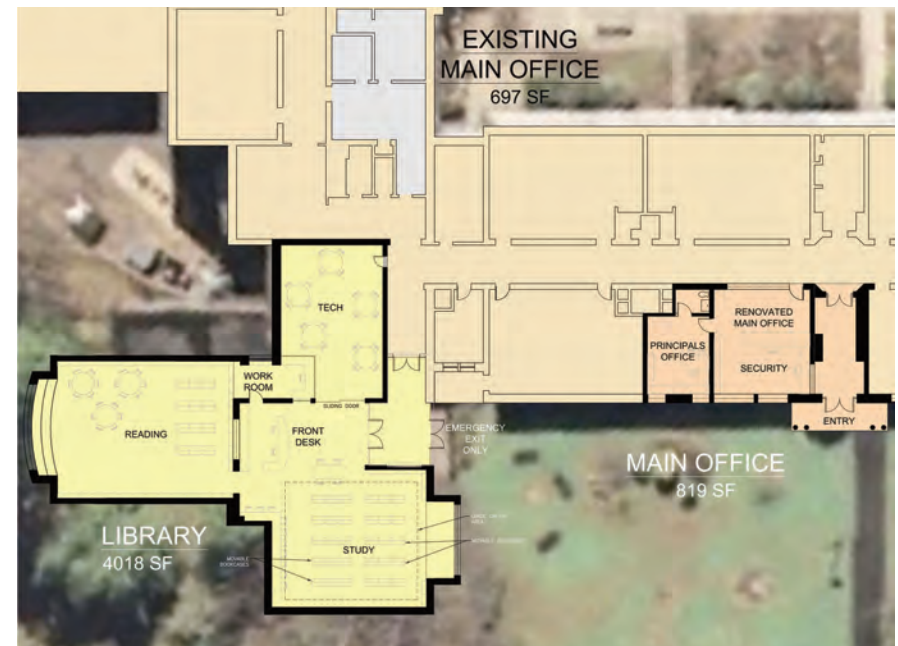


Components

Tech Area	710	sf
Reading Area	940	sf
Book Stacks	2,005	sf
Reception	157	sf
Work Room	148	sf
Principal's office	289	sf
Security	506	sf

Cost: \$3,560,000

Proposed addition to Edgewood School in yellow



School: **Edgewood School**
Project: **Library Reconstruction and Office Relocation**

The new library will remedy the structural and functional issues posed by the current library in the Edgewood School. It will be designed as a Media and Research Center, and include both new construction and renovated areas. It will provide the school with a facility that is correctly sized for its enrollment and consistent with the functionality of other elementary school libraries in Scarsdale. The proposal also envisions the relocation of the school office and the creation of a new main entrance next to the office.

From an instructional standpoint, the current library is undersized, compared to other Scarsdale elementary school libraries, for the student population of approximately 400. In fact, it has the lowest square footage per student of any library in the District. There is limited space for technology and research, as it was built before the advent of computers in school buildings. Its layout is problematic as well; there are isolated spaces, tall bookcases that are inaccessible to small children, and poor sight lines from the librarian's work space.

There are also significant infrastructure problems that affect the space. The HVAC system functions poorly and frequent repairs are necessary. The library is built on a concrete slab. Since the heat comes from the ceiling, the floor is often cold. The slab has also shifted, causing the floor to be uneven in many locations. In extreme cold weather, ice collects in the gutters and downspouts, preventing water from draining properly, and causing flooding in the space. Water draining from the roof also floods the library in winter when the ground under the library is frozen.

As in the other elementary schools, the new library will be designed as a Media and Research Center, integrating the resources of the computer lab with other materials. The renovated space would promote collaboration and inquiry, providing the customary children's literature, along with multimedia equipment, online resources, video-conferencing, and the teacher guidance that students need to achieve the goals of Scarsdale's Education for Tomorrow.

The library will also provide a place for many in the school to gather. It is currently used for this purpose, but the layout impedes its usefulness. This space will be used when the faculty comes together for meetings, professional development and special events, for parent receptions, and for student programs that involve an entire grade. Events such as news programs, video interviews, and alumni programs will all occur here.

The current school office is located at some distance from the entrance doors, which poses a security concern. The relocated office will have a clear sight line to anyone entering the building, and a small portico will clearly identify the building entrance from the street. The new entrance will also improve security by providing a double entry system. The existing office will be converted into small group instructional space for

activities like speech therapy, the Learning Resource Center, and English as a Second Language (ESL). Gathering these functions together from their current disconnected locations will improve communications among those delivering services to students. There will also be room for a Maker Space, as in the other elementary schools.



Heathcote School Multi-purpose, Occupational & Physical Therapy Spaces

1. The existing multi-purpose room is inadequate for lunch, necessitating use of the gym for overflow.
2. There are no private, confidential spaces for the delivery of occupational and physical therapy services.
3. There is inadequate multi-purpose large group space.

Solution

- Construct an addition for a new multi-purpose room at rear of building, and an entrance canopy to facilitate pick-up and drop-off at that location. Rear side location will not interfere with the school's notable architecture.
- Create connecting corridor with small offices for delivery of occupational and physical therapy services (OT/PT).

Rationale

- Due to increased enrollment, the multi-purpose room cannot accommodate all students for lunch. The gym is used, which means it is not available for physical education for 10 periods each week.
- The multi-purpose room must be used for gym, but space is not appropriate for PE (existence of large columns and low windows) because of safety issues.
- Use of gym for lunch requires storage of tables in the hall, which is a fire hazard.
- Currently, OT, PT, band and orchestra share the auditorium stage for instruction.
- OT and PT services should be delivered in a confidential space. Construction would include additional therapy rooms. Band and Orchestra could use the new multipurpose room, which frees up the stage for appropriate uses.
- A flexible multi-purpose space wired for 21st century technology will allow for large group instruction such as band, orchestra and collaborative projects. Moveable partitions will increase space flexibility.

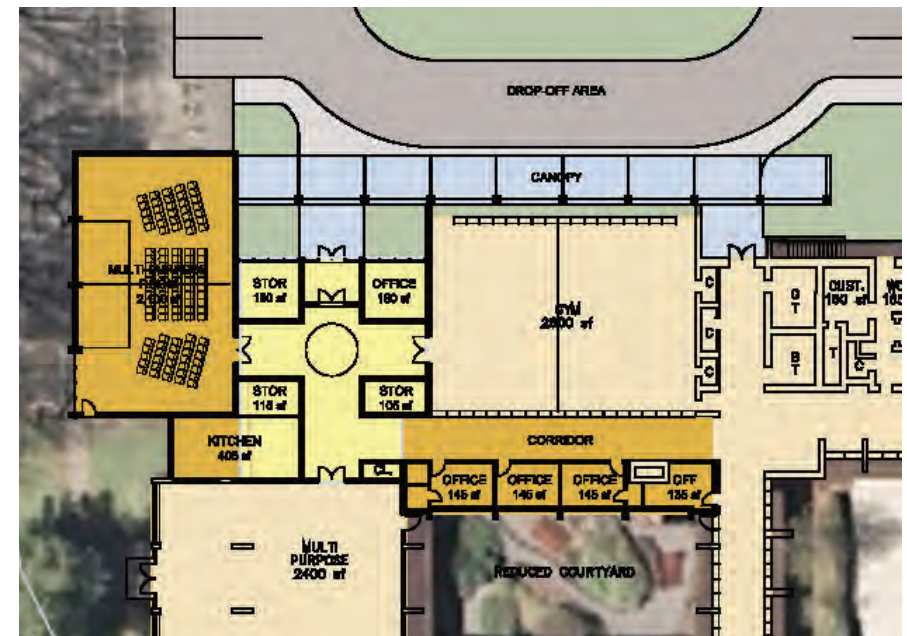


Components

Multipurpose room	2,100 sf
Kitchen Addition	225 sf
Storage	400 sf
Offices	750 sf

Cost: \$3,387,000

Proposed addition to Heathcote School in yellow



School: **Heathcote School**

Project: **New Multi-Purpose Space and Small Group Instructional/Therapy Rooms**

A new, bright, flexible, multi-purpose space will provide additional lunch space, but also adds large group instructional spaces to hold programs such as band and orchestra. The room will be wired for present and future technology and feature flexible furniture. It may be possible to divide the area with partitions. The addition will be positioned at the rear of the school and its design will be harmonious with the school's notable architecture. The renovation will improve ease of access to the building for drop-off and pick-up at the rear of the school by enlarging the corridor and doorway, and providing an exterior canopy under which children can wait during inclement weather.

The new small group instructional spaces, situated along an interior courtyard, will provide sites for specialized services such as occupational therapy (OT), physical therapy (PT), speech, and English as a Second Language (ESL), as well as storage for the therapists' equipment. A small kitchen area will be renovated with a PTA donation, and hand-washing sinks and water fountains will be installed.

Heathcote has inadequate capacity for lunch; the maximum capacity for the existing meeting room is 163 occupants. Two lunch periods cannot contain the school's enrollment of approximately 395 students. The school uses the gym for added lunch space, meaning that folding tables must be moved in and out each day from their storage location in the hall.

Using the gym for lunch also eliminates it as a physical education teaching station for ten periods each week, and thus also affects location and scheduling of those classes. The school has relocated its kindergarten physical education classes to the existing multipurpose/meeting room. However, this location has brick columns in the middle of the room, floor-to-ceiling glass windows, and low ceilings, all of which limit the activities that can take place in the space and thus impact instruction.

Currently OT and PT services are being delivered on the auditorium stage, a location that is neither safe nor confidential. There is a four-foot drop from the stage, and other obstacles are created by storage of orchestra and band equipment. The band and orchestra programs are also using the stage, but will be relocated to the new room.

By freeing up the gym space, it may be possible to reduce PE staff.



Quaker Ridge School Partial Roof Replacement

1. The 22-year old leaking flat roof of the older section of the school needs replacement.

Solution

- Replace flat roof on older section of school.
- Recommendation is based on roof consultant Watsky Associates, subcontractor to KG&D Architects.

Rationale

- The existing flat roof on the older section of the building dates from approximately 1992. It was not fixed at the time of the QRS renovation. When installed, these so-called rubberized or EPDM roofs had a useful life of about 10-15 years. Because of careful maintenance, the life of the roof has been substantially extended, but it is now 22 years old and must be replaced.
- Leaking continues to be a problem. It will worsen over time.
- Harsh weather is tough on flat roofs so they do not last as long as sloped roofs. Modern material for flat roofing has improved so a new roof will carry a 20-year guarantee. Light colored materials are also now available which will keep classrooms cooler, as they are not air-conditioned.



Components and Cost

Roof replacement:

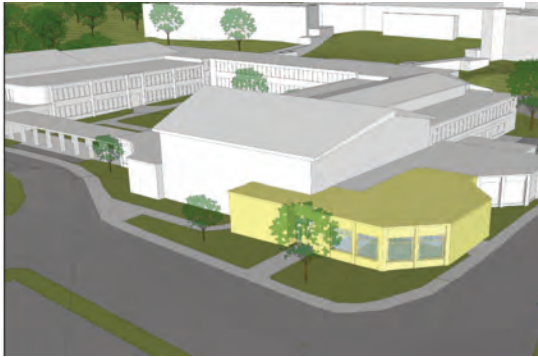
\$908,000

School: **Quaker Ridge School**
Project: **Flat Roof Replacement**

The flat rubber roof on the 1950's wing of Quaker Ridge School, installed in 1992 with an original warranty span of 10-15 years, has outlived its useful lifespan and will be replaced with an EPDM (ethylene propylene diene terpolymer) material. We have been able to extend its life with a proactive approach to maintenance, including re-sealing of all of the seams, but the continued roof failures and frequency of repairs warrant a replacement at this time.

"Green" roof features will be studied to see if they can be incorporated into this work. While the existing building structure probably cannot support a true "green roof" (i.e., one that incorporates planted surfaces) we will be examining items like white, heat-reflective materials, improved insulating materials, and solar panels. The progress and upkeep of the new roof can be incorporated into the sustainability curriculum.

This project is critical, as the roof has begun to fail. If this project is not approved, the Board will be asked to appropriate funding (probably over two years) in the annual budget for this purpose.



Scarsdale Middle School Music/Multi-purpose Space

1. The orchestra currently practices on the auditorium stage, which is inappropriate and interferes with programming for that area.
2. The Exploring Music Program does not have suitable classroom space; the Program is currently delivered in closets.
3. There is no multi-purpose space which can accommodate two class sections for inter-disciplinary and collaborative curriculum.

Solution

- Add new music/multi-purpose room at side of building, adjacent to band room, to support a rich and expanding music curriculum.
- Renovate classroom to provide appropriate space for music instruction and instrument storage.

Rationale

- The music program has grown exponentially in recent years; currently over 850 students participate in ensemble music groups. Additional instrumental space was removed from last bond.
- The orchestra currently uses the stage as its classroom space (up to 90 students at one time). This is considered unsafe for the 50 delicate instruments and does not allow the stage to be used for its intended purpose. The stage is not wired as a 21st century learning space, which inhibits the use of technology in instruction.
- The school currently has no multi-purpose space available (other than the Great Hall, which is not a lawful space for congregating) that can be used for interdisciplinary curriculum and collaborative study and is equipped with flexible 21st century technology.
- Every child in SMS is enrolled in music and thus this project benefits a wide population. Current popular programs are taught in converted closets and offices; storage is in old bathrooms.



Components

Music room	2,100 sf
Music Storage	230 sf
Renovated classroom	800 sf

Cost: \$2,097,000

Proposed addition to Scarsdale Middle School in yellow



School: **Scarsdale Middle School**
Project: **New Orchestra Room and Music Classroom Renovation**

A new orchestra rehearsal space and a renovated classroom will address the specialized instructional aspects of the Middle School music program. The proposed construction will create a new music/multi-purpose space and storage area, which will return the auditorium to its role as a space for presentations, assemblies, and performances. Also included in the project is the renovation of an adjoining area to create appropriate additional space for “Exploring Music” (non-performing) classes of 18-25 students. The new and renovated spaces will provide for large group rehearsals with instruments, small group sectional rehearsals, Exploring Music classes, and collaborative group work. Students will have space for consistent rehearsal time that will occur in rooms designed specifically for music instruction and instrument storage.

The orchestra program is currently using the stage as its daily classroom, a purpose for which it was not intended. The three grade-level orchestras rehearse before school and classes occur on stage every day for at least four periods. The band and Exploring Music Program also occasionally use the stage. In total, the stage is used as a classroom for five or more periods on most days. If the auditorium is needed for another purpose, these classes must be cancelled, as there is no other space large enough to hold them.

Using the stage for a classroom also poses security and safety issues. As the curtains are usually closed to create a classroom environment, students may fall from the stage and hurt themselves. School-owned Instruments are stored in an unlocked space, making them vulnerable to theft and damage.

The instrumental music enrollment is large (see following page for student enrollment information) and participation has grown in recent years. Orchestra and band sections range from approximately 20 students to nearly 40. Early morning rehearsals bring together approximately 70-90 students for group practice three to five times per week. Specialized equipment, including string basses, cellos, violins, timpani, snare drums, cymbals, marimba, xylophones, etc., take up a great deal of space and are very delicate and sensitive to frequent movement and temperature/humidity changes.

Additionally, the Exploring Music teaching spaces are too small to accommodate 18-25 students and their equipment, which includes piano, acoustic and electric guitar, drums, mallet instruments such as xylophones, recorders, and music technology. If group work is assigned, students often work on the floor or in the hall, often in traffic areas in front of doors and closets, exposing themselves to minor accidents.

The new space will enable the orchestra program to meet without cancellation or interruption, in space that is suitably sized to accommodate it. Ideally, the room will be controlled for temperature and humidity to protect the instruments. The renovated music classroom will offer a large space to support units such as guitar, drumming circles, movement, and more; it will enable the curriculum to expand, encouraging group and interdisciplinary work.

APPENDIX: MIDDLE SCHOOL MUSIC ENROLLMENT INFORMATION

Enrollment: ALL students are enrolled in some type of music class. There are 853 students enrolled in performing ensembles. The other approximately 274 other students are enrolled in Exploring Music.

Ensemble	Grade	Houses/ CHOICE included	Enrollment
Band	6th	Butler/Fountain Cooper/Popham	42 31
	7th	Butler/Fountain Cooper/Popham	34 34
	8th	Butler/Fountain Cooper/Popham	30 31
Orchestra	6th	Butler/Fountain Cooper/Popham	34 36
	7th	Butler/Fountain Cooper/Popham	27 36
	8th	Butler/Fountain Cooper/Popham	18 23
Chorus	6th	Butler/Fountain Cooper/Popham	80 79
	7th	Butler/Fountain Cooper/Popham	76 82
	8th	Butler/Fountain Cooper/Popham	77 83



SHS Learning Commons

Dining, Collaborative Learning Space, Innovation Lab

1. There is significant overcrowding in the common areas, including the library and lunchroom. There is inadequate food service. (There has been a 28% increase in student population since 2001.)
2. The school has inadequate dedicated work and social space to support collaborative study and foster interaction among students and teachers.
3. There are no flexible learning spaces equipped with 21st century technology that can house 50 or more students.

Solution

- Convert half of Gyms A/B into a dining/collaborative work space with flexible seating that includes a kitchen, dining/work areas, small breakout rooms, a mezzanine, and an I-Lab/large group instructional space. Renovate the other half of the gym.
- Budget includes allowance for instructional technology and food preparation and service equipment.
- H.Y.dfc YWk ill require the relocation of the current Fitness Center to an alternative location.

Rationale

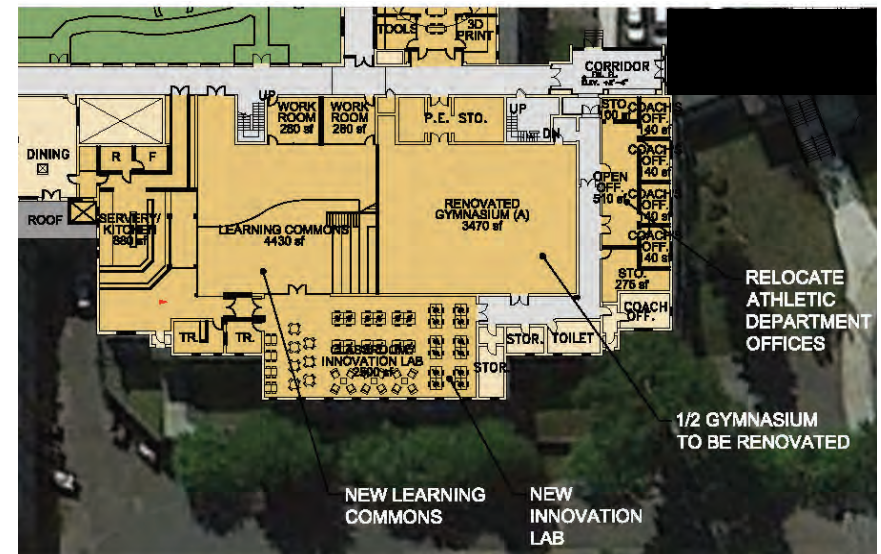
- The Learning Commons would become the focal point of the school as a central place for students and faculty to gather, work and eat, both individually and in small groups. The Learning Commons allows the library to return to being a quieter, more studious atmosphere.
- The flexible 'café style' space provides an additional space for students to eat lunch. Current capacity is 800 students, but the school frequently must serve 1500+. New kitchen will provide additional food service, reducing wait time and food shortages in later shifts.
- The concept includes state-of-the-art flexible spaces for the way in which education is now being delivered. The design will promote a cultural shift towards more collaborative and innovative teaching and learning at SHS.
- Small breakout rooms with glass partitions will provide opportunities for quiet, more focused work, either for individuals or groups of up to 10 students.
- The current Fitness Center must be moved to make way for Innovation lab (I-lab) fitted out with flexible technology, moveable furniture, white boards and varied workspaces. These collaborative, interdisciplinary work spaces will get students out of traditional classrooms where they are "receivers of content" and encourage active engagement in the learning process.
- Opening up corridors to adjacent courtyards and unused spaces will change circulation patterns and add light, bringing vibrancy into the building.
- The mezzanine level and stairs provide additional seating and opportunity for performance, presentation and gathering space.
- Ventilation and lighting upgrades made to the adjacent gymnasium will increase flexibility for the space.



Components

Commons area	3,376 sf
I-Lab	2,520 sf
2 Work Rooms	576 sf
Kitchen/Serving	1,658 sf
Training	330 sf
Renovated Gym	3,470 sf

Cost: \$5,091,000





SHS Design Lab

1. There is a lack of space to support a Design+Think curriculum that can be used for interdisciplinary STEAM* explorations.
2. The High School no longer has space for students to create and build prototypes with actual tools.

Solution

- A workspace, equipped with both hand tools and technology, will be located in the now-defunct autobody shop and the adjacent corridor. Project will require the relocation of the Physical Education offices. Budget includes allowance for furniture and instructional technology.

Rationale

- A "Design Lab" would be installed in the old, defunct autobody shop and in the adjacent athletic and physical education offices, which would be relocated to the perimeter of the Learning Commons.
- The Maker Space/Design Lab provides 21st century learning for the full student body to learn in a hands-on, skill-based way.
- The space would include traditional and non-traditional open work areas that feature traditional tools, in addition to 3-D printers, sinks, electronics lab, laser cutters and materials for solar and plant science.
- The space would allow students to prototype, build, model, test, tinker and innovate. Students' fine motor, problem-solving, spatial skills are enhanced while igniting imagination and creativity.
- The Board and administration are committed to developing essential STEAM* curriculum, encouraged by parent, student and community interest.
- New programs will emerge, including architecture, robotics, engineering, industrial design, ecological design, etc., as well as new possibilities for existing curriculum such as City 2.0.

* STEAM stands for Science, Technology, Engineering, Art, Math and is used to describe an interdisciplinary curriculum.

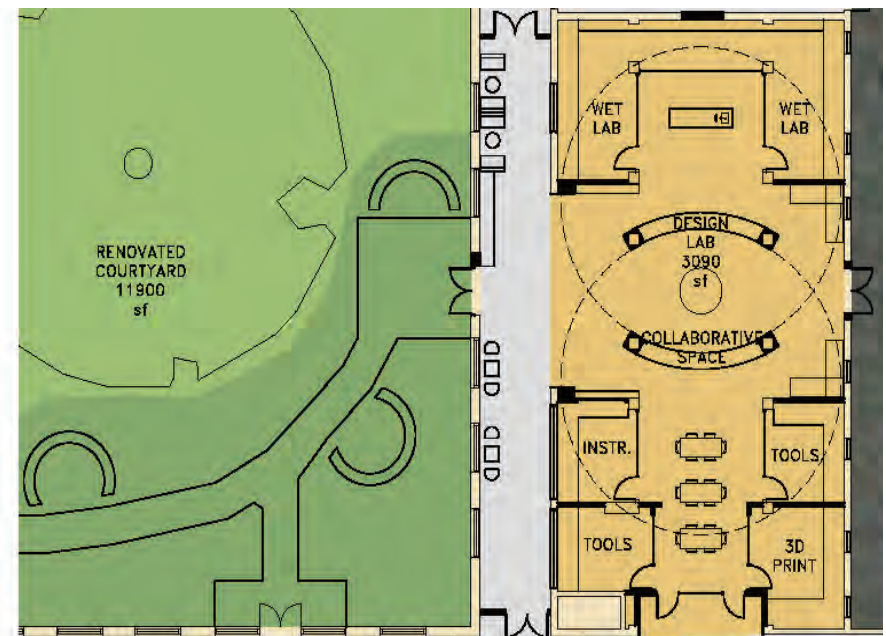
** \$1.8 million pledged by Scarsdale Schools Education Foundation (SSEF).
\$680,000 in Bond for relocation of PE offices.



Components

Maker Space	1,092 sf
Wet lab	846 sf
Tool area	1,152 sf

Cost: \$2,480,000**



School: **Scarsdale High School**
Project: **Learning Commons: I-Lab, D-Lab, Informal Eating/Gathering; Renovation of Gym A**

The Learning Commons will contain three separate functional areas:

- An Innovation Lab (I-Lab)
- A Maker/Design space (D-Lab)
- A space for independent work, collaboration and informal dining

The Commons is envisioned as a dynamic, flexible, student-focused learning environment that will foster academic engagement across subject areas. The I-Lab will be an instructional space that will serve as both a large classroom to hold two or more classes, and also as an incubator for developing, prototyping and testing *ideas* (a computer app, e.g.). The Maker/Design Space will be a place for developing, prototyping and testing *things* (robots, e.g.) The third space has been described as a less formal place for work than the library and a more serious place for dining than the cafeteria. It will be a place where students can gather to work individually or in groups and also get something to eat, in an atmosphere that is relaxed yet purposeful.

The site for the Commons is located at a major intersection in the building, near the library. The Maker/Design space will be in the area now occupied by the old auto shop and physical education offices. The I-Lab will be in the area now occupied by the Fitness Center. The third area, an open space for collaboration, dining and group work, will occupy what is now the northern half of Gym A/B.

Rationale

Over the last 20 years, a consensus has emerged about so-called “21st century” skills and knowledge that graduates need in college and career. For example, Stanford University’s Design School lists the following areas of focus as essential to a 21st century education:

- Critical thinking
- Creativity/Innovation
- Collaboration/Communication
- Integrated Problem-solving

Relatedly, there’s also been growing interest in improving students’ preparation in the STEAM subjects: science, technology, engineering, arts and math. One means of improving such skills is to expand opportunities for students to explore these areas, particularly in the last two years of high school. The

other part is to re-design curriculum more broadly so that it develops the 21st century capacities and more effectively assesses whether students are attaining them. Scarsdale's Education for Tomorrow framework is moving the District in both directions.

The I-Lab

The High School has few large instructional spaces, a fact that has inhibited the development of interdisciplinary courses involving more than one class. The I-Lab will provide a large, technology-rich space for up to 50 students to meet for disciplinary or interdisciplinary work. In that respect, it is akin to a traditional classroom, although larger. Groups that might use the space include the Freshman Seminar, the Alternative School program, and the freshman "Civ-Ed" classes. It may be used for group meetings with deans, panel discussions, or film screenings.

However, it will also be possible to rearrange the room into smaller, discrete work areas. Furnishings will include moveable whiteboards and chairs and tables on casters. The emphasis will be on flexibility for different types of arrangements, so that the space can support both individual inquiry and group projects that incorporate collaboration.

The Maker/Design Space (D-Lab)

Maker Spaces at the elementary schools have generated great interest among parents and students. Students who have been inspired by and engaged in these activities should have opportunities to pursue their interest at the High School.

Maker Spaces or Design Labs envision a strong connection with a STEAM curriculum like the one that is currently being developed by the High School faculty. Engineering will be a focus, with an emphasis on interdisciplinary collaboration among math, science and technology. Students have requested this kind of coursework for the last few years. The offerings would likely appear as electives in grades 11-12.

Also possible is the expansion of the visual arts program in the area of industrial design, which applies art and science to improve the aesthetics, ergonomics, functionality and/or usability of a product. It takes design principles and applies them to real-world problems. The I-phone is an example of a highly successful creation, one that was designed to solve several challenges and meet specific performance standards.

Teachers have indicated that the new space will be helpful for special education students who often learn quite successfully through hands-on experiences. "I am thrilled to teach a new course in physics next year," says science teacher Vanessa Blood, "that will be for students who face academic challenges due to learning disabilities. The Maker/Design space would give these students an opportunity to work with hands-on activities that will be based on lessons designed for the STEAM curriculum."

While it is possible to pursue some projects in a traditional classroom, lab or even in hallways, a dedicated space will give students access to equipment and materials, less obstructed room to work, and the capacity to leave setups in place for extended periods of time. The lab will be large enough to accommodate up to two classes. Glass walls will connect the space to the surrounding hallways, and one of these halls will open to an interior courtyard. Some smaller areas will be set off with transparent walls in order to provide security for equipment.

The Scarsdale Schools Education Foundation has expressed its intention to fund a Design Lab at the High School.

The Work/Dining Space

Students want to be able to work while they eat, and eat while they work.

We have reached or exceeded capacity in the main cafeteria. The student population has increased 28% since 2001, and this space can no longer accommodate all students. The cafeteria and additional seating in the adjacent hallway provide space for a maximum of 470 students. With two lunch periods, approximately 940 students can be accommodated, although it is crowded. However, even with an open campus, it is sometimes necessary (i.e., in bad weather or on days with an abbreviated schedule) to serve lunch to most of the 1,500 students, which far exceeds the capacity for food preparation, service and seating. The Commons will alleviate the pressure on all of these functions.

This area will occupy the north half of Gyms A/B, which is known as Gym B. Added food preparation and service areas will alleviate crowding in the current cafeteria, while also providing students with a chance to get lunch closer to classrooms – important when lunch is taken in 25-minute blocks of time. A mezzanine, accessed by a set of broad stairs, will provide a quieter area for students who need to work during their lunch period. It will have direct access to the third floor. The former locker room on the north side of the Learning Commons would serve as a satellite kitchen; space on the south side would be converted to offices and storage for athletics and physical education. The bathrooms, which are not currently functional, would be renovated.

Capacity in the current library is also strained. Lacking alternatives, students use it as a place for group work and socializing, which compromises its functionality as an area for quiet study. The Commons will absorb much of this activity, enabling the library to function as a place of quiet study as originally intended.

The area will feature flexible furniture that can be reconfigured for small and large groups. Large screens mounted on walls will keep students informed about current events or issues within the building. There will also be small, glass-walled “break out” rooms for group study.

Renovations to Gym A

This gym is directly adjacent to the work/dining space in the Learning Commons. New ventilation and lighting are planned for the space, which is now used as both a physical education teaching station and a site for large group test administration.

Summary

The Commons will create a gravitational center to the building and will allow students to have a place to congregate during the day to work, eat, and interact. Classes and students will use the spaces throughout the day. Because of increased visibility and accessibility from two floors, the Commons will serve as a showcase of learning and a focal point for the school. The new spaces will facilitate a cultural shift towards more collaborative and innovative teaching and learning.



SHS Fitness Center

1. In order to build the Learning Commons, the Fitness Center must move from its current location.
2. The current Fitness Center is overcrowded, unsafe and substandard compared to other similar area high schools.
3. The Fitness Center should allow for two classes to be held simultaneously.
4. The updated physical education curriculum requires aerobic and weight-training facilities; athletic teams will use the Fitness Center as basic training space.

Solution

- Renovate storage area below gymnasium at south end of building to create a new 6,300 sq. ft. Fitness Center. Three separate training areas will be developed: free weights, cardio machines, and circuit training. Additional square footage will provide space for warm-up and stretching.

Rationale

- The current location of the Fitness Center is an obstacle to realizing the Learning Commons and must move.
- The current Fitness Center is in disrepair. It is too small for the increased enrollment and is surrounded by a group of unusable spaces that could be converted to other instructional purposes.
- The proposed new location is situated near the athletics wing and closer to locker rooms and fields.
- The proposed new location has ample potential space to support the physical education curriculum, Fitness for Life, including 3 flexible areas for instruction and programs.
- Two full classes (over 30 students per class) or interscholastic teams will be able to use the Fitness Center at one time.
- New electrical infrastructure will power appropriate cardio machines and technology (to be donated by the Madoff Family in memory of their son, Tyler.)
- Provides training space for athletes and non-athletes after hours for conditioning, injury prevention and post-injury rehab. Certified strength and conditioning trainer will be supervising. There will be no additional supervisory costs to the District if this space is built.

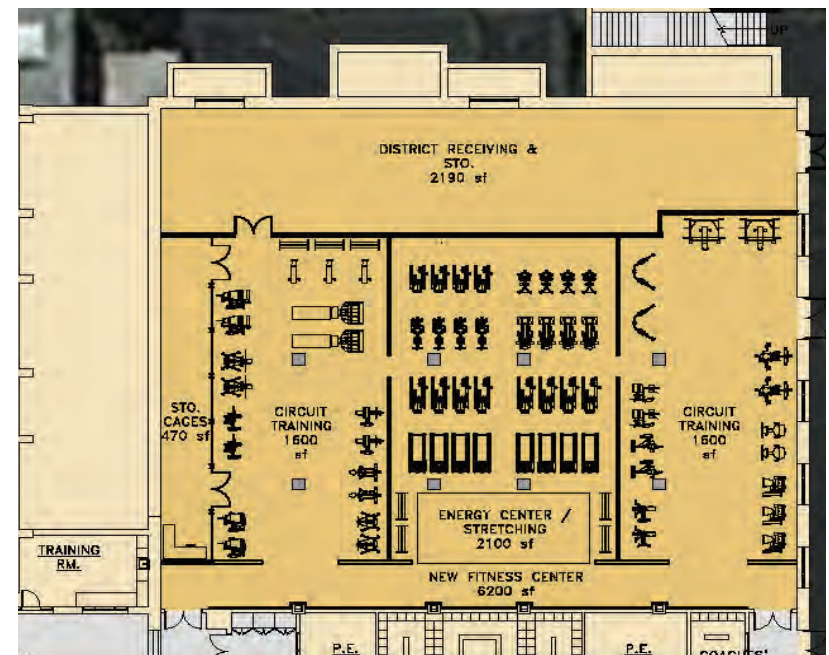
** Scarsdale Schools Education Foundation (SSEF) has pledged \$800,000 toward the Fitness Center. \$500,000 will come from the capital project fund previously approved by voters.*



Components

Energy Center	2,098 sf
Circuit Training	1,736 sf
Circuit Training	1,636 sf
Storage	472 sf
Corridor	875 sf
District Storage	2,185 sf

Cost: \$1,294,000*



CAPACITY - 2 P.E. CLASSES & DROP-IN CAPACITY

School: **Scarsdale High School**
Project: **Fitness Center**

The Fitness Center will be relocated to an area beneath the new gymnasium on the south end of the High School. Relocating the Fitness Center is necessary in order to reclaim that space for the new Innovation Lab (I-Lab.) The new location will connect the Fitness Center visually and physically with the outdoor athletic facilities. The windows have southern exposure, so natural light will fill the space during the day.

The new center will more than double the square footage of the existing one. The current center cannot hold sufficient equipment for use by all students in most physical education (PE) classes, which typically number about 30 students; students must wait their turn for equipment. The added space will allow the introduction of cardio-training machines (treadmills, elliptical machines, etc.) and well as the partitioning of the space into three areas: one devoted to free weights, one to cardio-training, one to circuit training. There will be additional space for stretching and group instruction.

During the past two years, the curriculum in PE has been substantially revised to include a dual focus on lifelong fitness and the theory and practice of different sports. Students take two two-year sequences (a 9/10 sequence followed by an 11/12 sequence.) In each sequence, there are eight five-week units; approximately half of these are fitness units, the other half sports. The new Fitness Center will allow the full implementation of this curriculum. The physical education teachers will instruct students to use the facility in a healthy and productive manner, which will equip students with the knowledge necessary to maintain lifelong personal fitness.

For the interscholastic athletics program, the larger space will allow multiple teams to use the facility simultaneously, giving athletes more time to improve their strength and conditioning as well as an opportunity for injured athletes to perform rehabilitation exercises. The expanded center will provide an opportunity for other individuals, either non-athletes or off-season athletes, to use it after school during the week alongside the teams for a period of two hours. The after-school use is already supervised by a certified strength and conditioning coach, so there will be no need to add staff. This coach will be available to assist individuals in their training methods.

This description is being provided for informational purposes only. The Scarsdale community is not being asked to approve new funding for the relocated Fitness Center. The Scarsdale Schools Education Foundation has declared its intention to provide funding for the renovation of the space, and this support will augment funds already approved by voters. A very generous additional private donation will fund the purchase of new, state-of-the-art equipment for the Fitness Center.

School: **Scarsdale High School**
Project: **Auditorium Repairs and Renovations**

The auditorium in Scarsdale High School is as much a resource of the community as it is of the school. It is used for a variety of community activities, including presentations, meetings, lectures and concerts. The High School also uses this space extensively for all the items listed above, along with five major student theatrical productions, and concerts, recitals, and assemblies.

The renovation of the High School auditorium has been ongoing over the last decade. An orchestra lift was installed, the sound system upgraded, and new stage lighting installed. The woodwork and stage floor have been refinished and the curtain and rigging system have been replaced.

Since 2008, however, annual operating budgets have not been able to fund the work that remains. On October 6, 2014, the Board of Education voted to include the following items in the scope of work to be funded by the proposed bond referendum:

- **Repair of courtyard drainage behind the auditorium**

Water infiltration in the backstage area of the auditorium has been a problem for many years. During periods of heavy rainfall, water enters the backstage area through the walls. As a result, the area is frequently damp. On occasion, the auditorium itself floods, damaging equipment and surfaces. Given the adjacency to the stream and the high water table on this property, this repair will not eliminate the problem entirely, but it will significantly improve conditions and reduce the severity of flooding. This work must be done before proceeding with other renovations to the auditorium. It is viewed as a high priority repair by the High School building committee.

- **Auditorium seating and other renovations**

The seats in the High School auditorium are over 30 years old and many are in disrepair. This item has been proposed for inclusion in the annual budget for several years, but it has not been approved. The existing cast iron stanchions will remain, but new seat cushions and mechanisms will be installed. In addition, the house lights have become an issue, as it will soon no longer be possible to obtain incandescent bulbs. The proposal is to replace them with LED fixtures that have a significant initial cost but a very low ongoing cost for power and bulb replacement. The aisle lighting no longer works and parts of the sound system (the sound board, processor and wireless microphones) would be replaced under the bond. Funding for significant electrical work in connection with these renovations is also included.

School: **All District Buildings**
Project: **Technology Infrastructure Upgrades**

The use of technology is now embedded in nearly everything we do, starting with the curriculum at all levels. Because technology increasingly provides the foundation of our instructional program, the District depends on the network infrastructure to support the current and future learning experiences for students; infrastructure failure now means the loss of instructional time. Also, critical administrative functions that range from the maintenance of student records to building security depend on having a reliable and robust technology infrastructure. As we have seen, backup systems are critical to the preservation of information and the ability to continue operating in emergency situations where power is lost to the buildings.

The project will proactively upgrade the District's core technology infrastructure by replacing network switches and components in every building. We replaced the core switches (the main devices that route network traffic in each building) approximately two years ago. But there are dozens of other network switches in our schools that control traffic in each building. These switches are over twelve years old and have reached the end of their useful life.

The proposal also includes the replacement of cabling in the Middle School and High School to accommodate the next generation of wireless access points. These devices will be installed in every classroom and in common areas. (The access points themselves will be funded through the annual hardware lease/purchase plan.) Funds will also be used to replace the server backup power infrastructure and the fiber optic backbone within each building, which is necessary for compatibility with the new network switch infrastructure. Replacing cabling at the High School for the phone system is also proposed.

The District has traditionally funded technology infrastructure needs through long-term bonds, as these items have a long "shelf life" and are not as susceptible to obsolescence as individual computers and other peripherals.

Upgrading the technology infrastructure is critical to the continued functioning of the District, as we saw when recent network failures shut down access to e-mail, instructional materials, and administrative systems. If the project is not approved, additional funds will be included in the annual budget in the next several years to replace infrastructure components over time in order to avoid additional disruptions. Lease/purchase funds will have to be considered, which may impact our ability to continue to provide technology for the instructional program.

Proposed Capital Construction

October 6, 2014 - Summary of Proposed Capital Projects and Funding Sources

Building	Project	Total Project Costs
District-wide	District-wide: Replacement of technology infrastructure	\$ 1,400,000
Quaker Ridge	Replacement of EPDM roof	\$ 908,000
Edgewood	Replace/renovate library, relocate office within existing footprint; create small group instructional space in old office area	\$ 3,560,000
Heathcote	Add new multipurpose room/lunch area and entrance canopy; create small group instructional spaces within existing courtyard	\$ 3,387,000
Middle School	Add additional orchestra rehearsal and storage to northeast corner of Middle School; renovate former custodial offices to create new instructional music space	\$ 2,097,000
High School	Renovate existing space in and around gyms A/B to create a Learning Commons, consisting of:	
	A Additional kitchen, food service and cafeteria area, elevator, mezzanine, flexible seating, collaborative workspace, I-Lab. Includes break-out rooms, technology and furniture allowance. Requires relocation of Fitness center. Includes rehabilitation of remaining gym.	\$ 5,091,000
	B "Design lab" to be located in former Auto Shop, including corridor and costs to relocate PE offices. Includes furniture and instructional technology allowance	\$ 1,800,000
	C Renovation of old locker room area to create storage and administrative space for physical education and interscholastic sports	\$ 683,000
	D Relocation and expansion of Fitness Center (6,300 sq. ft.) to area below new gymnasium. Does not include equipment, which has been donated.	\$ 1,294,000
	Renovations to auditorium, include reconstruction of drainage in backstage area	\$ 1,000,000
Total Recommended Projects		\$ 21,220,000
Funding Sources		
Capital projects fund (existing funds) for Fitness Center		\$ 500,000
Scarsdale Education Foundation: Design Lab		\$ 1,800,000
Scarsdale Education Foundation: Fitness Center		\$ 800,000
Proposed borrowing		\$ 18,120,000
Total All Sources		\$ 21,220,000

ESTIMATED DEBT SERVICE SCHEDULE
Scarsdale Union Free School District
Westchester County, New York
\$18,120,000 School District (Serial) Bonds - 2015
Bonds Dated: May 1, 2015
Principal Due: May 1, 2016 - 2030
1st Interest Due: November 1, 2015
Interest Dates: May 1 and November 1

Proposed Payment Date	Estimated Principal Payment	Estimated Interest Payment @ 3.00%	Estimated Total Payment	Total Estimated Debt Service Fiscal Year Ending 6/30	Estimated Principal Balance End of Fiscal Year
November 1, 2015		\$271,800.00	\$271,800.00		
May 1, 2016	\$975,000	271,800.00	1,246,800.00	\$1,518,600.00	\$17,145,000.00
November 1, 2016		257,175.00	257,175.00		
May 1, 2017	1,005,000	257,175.00	1,262,175.00	1,519,350.00	16,140,000.00
November 1, 2017		242,100.00	242,100.00		
May 1, 2018	1,035,000	242,100.00	1,277,100.00	1,519,200.00	15,015,000.00
November 1, 2018		226,575.00	226,575.00		
May 1, 2019	1,065,000	226,575.00	1,291,575.00	1,518,150.00	14,040,000.00
November 1, 2019		210,600.00	210,600.00		
May 1, 2020	1,095,000	210,600.00	1,305,600.00	1,516,200.00	12,945,000.00
November 1, 2020		194,175.00	194,175.00		
May 1, 2021	1,130,000	194,175.00	1,324,175.00	1,518,350.00	11,815,000.00
November 1, 2021		177,225.00	177,225.00		
May 1, 2022	1,160,000	177,225.00	1,337,225.00	1,514,450.00	10,655,000.00
November 1, 2022		159,825.00	159,825.00		
May 1, 2023	1,195,000	159,825.00	1,354,825.00	1,514,650.00	9,460,000.00
November 1, 2023		141,900.00	141,900.00		
May 1, 2024	1,235,000	141,900.00	1,376,900.00	1,518,800.00	8,225,000.00
November 1, 2024		123,375.00	123,375.00		
May 1, 2025	1,270,000	123,375.00	1,393,375.00	1,516,750.00	6,955,000.00
November 1, 2025		104,325.00	104,325.00		
May 1, 2026	1,310,000	104,325.00	1,414,325.00	1,518,650.00	5,645,000.00
November 1, 2026		84,675.00	84,675.00		
May 1, 2027	1,350,000	84,675.00	1,434,675.00	1,519,350.00	4,295,000.00
November 1, 2027		64,425.00	64,425.00		
May 1, 2028	1,390,000	64,425.00	1,454,425.00	1,518,850.00	2,905,000.00
November 1, 2028		43,575.00	43,575.00		
May 1, 2029	1,430,000	43,575.00	1,473,575.00	1,517,150.00	1,475,000.00
November 1, 2029		22,125.00	22,125.00		
May 1, 2030	1,475,000	22,125.00	1,497,125.00	1,519,250.00	0.00
TOTAL	<u>\$18,120,000</u>	<u>\$4,647,750.00</u>	<u>\$22,767,750.00</u>	<u>\$22,767,750.00</u>	

ESTIMATED DEBT SERVICE SCHEDULE
Scarsdale Union Free School District
Westchester County, New York
\$18,120,000 School District (Serial) Bonds - 2015
Bonds Dated: May 1, 2015
Principal Due: May 1, 2016 - 2033
1st Interest Due: November 1, 2015
Interest Dates: May 1 and November 1

Proposed Payment Date	Estimated Principal Payment	Estimated Interest Payment @ 3.25%	Estimated Total Payment	Total Estimated Debt Service Fiscal Year Ending 6/30	Estimated Principal Balance End of Fiscal Year
November 1, 2015		\$294,450.00	\$294,450.00		
May 1, 2016	\$755,000	294,450.00	1,049,450.00	\$1,343,900.00	\$17,365,000.00
November 1, 2016		282,181.25	282,181.25		
May 1, 2017	780,000	282,181.25	1,062,181.25	1,344,362.50	16,585,000.00
November 1, 2017		269,506.25	269,506.25		
May 1, 2018	805,000	269,506.25	1,074,506.25	1,344,012.50	15,780,000.00
November 1, 2018		256,425.00	256,425.00		
May 1, 2019	835,000	256,425.00	1,091,425.00	1,347,850.00	14,945,000.00
November 1, 2019		242,856.25	242,856.25		
May 1, 2020	860,000	242,856.25	1,102,856.25	1,345,712.50	14,085,000.00
November 1, 2020		228,881.25	228,881.25		
May 1, 2021	890,000	228,881.25	1,118,881.25	1,347,762.50	13,195,000.00
November 1, 2021		214,418.75	214,418.75		
May 1, 2022	915,000	214,418.75	1,129,418.75	1,343,837.50	12,280,000.00
November 1, 2022		199,550.00	199,550.00		
May 1, 2023	945,000	199,550.00	1,144,550.00	1,344,100.00	11,335,000.00
November 1, 2023		184,193.75	184,193.75		
May 1, 2024	980,000	184,193.75	1,164,193.75	1,348,387.50	10,355,555.00
November 1, 2024		168,268.75	168,268.75		
May 1, 2025	1,010,000	168,268.75	1,178,268.75	1,346,537.50	9,345,000.00
November 1, 2025		151,856.25	151,856.25		
May 1, 2026	1,040,000	151,856.25	1,191,856.25	1,343,712.50	8,305,000.00
November 1, 2026		134,956.25	134,956.25		
May 1, 2027	1,075,000	134,956.25	1,209,956.25	1,344,912.50	7,230,000.00
November 1, 2027		117,487.50	117,487.50		
May 1, 2028	1,110,000	117,487.50	1,227,487.50	1,344,975.00	6,120,000.00
November 1, 2028		99,450.00	99,450.00		
May 1, 2029	1,145,000	99,450.00	1,244,450.00	1,343,900.00	4,975,000.00
November 1, 2029		80,843.75	80,843.75		
May 1, 2030	1,185,000	80,843.75	1,265,843.75	1,346,687.50	3,790,000.00
November 1, 2030		61,587.50	61,587.50		
May 1, 2031	1,220,000	61,587.50	1,281,587.50	1,343,175.00	2,570,000.00
November 1, 2031		41,762.50	41,762.50		
May 1, 2032	1,265,000	41,762.50	1,306,762.50	1,348,525.00	1,305,000.00
November 1, 2032		21,206.25	21,206.25		
May 1, 2033	<u>1,305,000</u>	<u>21,206.25</u>	<u>1,326,206.25</u>	<u>1,347,412.50</u>	0.00
TOTAL	<u>\$18,120,000</u>	<u>\$6,099,762.50</u>	<u>\$24,219,762.50</u>	<u>\$24,219,762.50</u>	

Scarsdale Union Free School District
BOND ISSUE VOTE – THURSDAY, DECEMBER 11, 2014

Pertinent Dates

Notice of Bond Issue Vote will be published in the Scarsdale Inquirer and The Journal News four (4) times within the seven (7) weeks next preceding the voting.

Dates of Publication/Other Information

October 24, November 7, 21; December 5, 2014

Filing of Propositions:

Presented to District Clerk not later than 30 days preceding voting.***

Petitions must be signed by 5% of number of voters who voted in previous election or 25, whichever is greater. 2014 election: 997 voted.

Sec. 2035 (Ed. Law) Not later than 30 days before vote.
30th day preceding December 11 is November 11 (Tues.)
November 11 is Veterans' Day; deadline is therefore
November 12 (Wed.) at 5:00pm. 5% of 997=50
Petition needs 50 signatures of qualified voters

*****Board Policy 1050 (revised 9/10/00) requires certain propositions to be filed 60 days before a Special or Annual District Meeting. That deadline is Tuesday, October 14, 2014, at 5:00pm. (60-day deadline is Sunday, October 12, and Monday, October 13 is a holiday. Therefore deadline is Tuesday, October 14, 2014.)**

Chairman of Voting to be appointed by the Board of Education

Board of Voter Registration Meets:

Wednesday, December 3, 2014	4:00 to 8:00 pm
Friday, December 5, 2014	1:00 to 5:00 pm

Section 2014 (Ed. Law) – Registration to take place
not more than 14 or less than 5 days before vote.
Registration deadline in District is December 5, 2014.

Register Open for Inspection:

December 6, 8, 9, 10, 11

Sec. 2004 (Ed. Law) – on each of 5 days prior
to and the day set for the vote, except Sunday.

Absentee Ballots for Bond Issue:

There is no time limitation on how soon applications for absentee ballots can be made.

Absentee ballots will be available 30 days before
the vote (Mon., November 10).

Deadlines:

Thursday, December 4, 2014,	<u>5:00 pm</u>
Wednesday, December 10, 2014	<u>5:00 pm</u>
Thursday, December 11, 2014	<u>5:00 pm</u>

Applications: please call the District Clerk (914 721-2401).

If ballots are to be mailed, they must be received by the
Clerk seven (7) days before the vote.
If ballots are delivered personally, they must be received by
the Clerk not later than 5:00pm the day before the vote.
Absentee ballots must be received by the Clerk no later than
5:00pm on the date of the vote.

**BOND ISSUE VOTE: polls open at 7:00am – Voting all day until 9:00pm
Thursday, December 11, 2014**