

Liverpool Central School District Board of Education
Budget Public Hearing and Regular Board Meeting Transcript – May 8, 2025

[CHATTER]

NICHOLAS BLANEY: Please stand for the Pledge of Allegiance.

[ALL] I pledge allegiance to the flag of the United States of America and to the Republic for which it stands one nation under God, indivisible, with liberty and justice.

NICHOLAS BLANEY: Good evening, everyone. I will open the public hearing for the 2025- 2026 budget. And we will start with the presentation from Ms. Jen Woody, assistant superintendent for business services.

JEN WOODY: Thank you, Mr. Blaney. Just must have taken a minute to warm up. So today, I'm going to present the 2025-2026 budget to the public. Many of these slides will look familiar to you as they're similar to what we've presented with the budget earlier in the budget season.

I also just would like to comment that some of you might have noticed that the state budget slowly is starting to be unraveled but it is not final. And also, you will not see the reflected updates from the state budget in this presentation because the formal numbers that were sent out to the public in our School Bell, our budget notice, our property tax report card match these numbers here. So that's what we're going to continue for the presentation.

So our mission, "Preparing our students for tomorrow, today." So as we have created our budget, this is an idea that we've kept with us to motivate us to create our budget. Also, our vision, "Liverpool Central School District will establish and support opportunities for all students to be effective communicators, innovative thinkers, problem solvers, and lifelong learners who thereby contribute to an ever-changing world."

So as something we've talked about throughout the budget season-- oops, sorry. It's going crazy. Look at that. There we go. This year, well, every year, when we've gone to build the budget, we've created what we call the BAT team, a Budget Advisory Team. And we've used that team with-- it consisted this year of budget originators, people who are involved and have a budget in the district and also union leaders as well to help us drive these decisions with our budget.

So to start it, we decided that we wanted to create priorities and what were the priorities of the district. And everybody was to go to their stakeholders and collect feedback for what the priorities would be for their stakeholders. And then we created some main priorities, and this is what we used to drive our budget decisions for the 2025-2026 budget.

So you'll see here, these are the estimated appropriations for the 2025-2026 budget. You can see starting on the left is the list of the basic appropriation categories. We've got the 2023-2024 budget that was built. We have the 2024-2025 budget. And then we have in the orangish red is the 2025-2026 proposal budget. You can see starting from the top, we have instructional salaries. Instructional salaries are anyone with a New York State certification. So that includes teachers and instructional administrators. So that increase is due to some increase in unbudgeted positions, as well as some additional contractual obligations that were not budgeted last year and some contractual obligations budgeted for the 2025-2026 year.

Non-instructional salaries includes anyone that participates that are civil service staff. So that would include people like our O&M, our custodians, our secretaries, so all of the people that are paying into the

ERS system. We have our equipment line, which although it looks like a large increase, 11% is actually a little over \$50,000 that's increasing.

And if you've gone to the store, if you purchased anything lately, you know that the cost of things have increased. I also would like to point out that for our policy, anything under \$1,000 is considered a supply and everything that costs over \$1,000, a one item that costs over \$1,000 is considered equipment. And that's how we differentiate the difference between equipment and supplies.

There were a lot of items that used to be \$800, \$900 that are now over the threshold of equipment. So that accounts for some additional funds in our equipment line, because people went to go buy things this past year, and the price had increased, and they had to use an equipment line versus a supply line.

We have our contractual obligations. It actually decreased a little bit. That is partially due to us moving our athletic trainer costs that were originally a contractual item that we paid a company for, and we moved that into payroll. We have our special items, which includes our property and casualty insurance.

So you'll see there's a larger increase there. We did see a large increase in our insurance for our buildings and buses and whatnot for next year. So we have supplies, which is increasing, which, again, with inflation, there's this minor increase with our supplies. Our tuition is for paying for students that attend to other programs in other districts.

We have our textbook line, which maintained the same. If you remember, I mentioned that that is based on what the state allocates for us. And because we hadn't had our state budget, it remained flat for our budget.

We have services from BOCES, which the 3.73% increase is pretty standard. When BOCES sets their budgets, they tell us that you're going to see anywhere between 3% to 5% increase in all the programming. So I'd like to say that we ran a very thorough process with our BOCES this year and making sure that we're utilizing all the services we can and making sure that we're not taking part in any services that no longer need to be built into our budget.

So I'd like to say that that reflects a very strong process with BOCES. Our employee benefits, that includes our TRS and ERS payments that the district has to pay per employees, our Social Security and Medicare, as well as that is where our health and dental benefit line is found.

Our debt service is our payments that we have to make for all of our borrowed money. So any money that we have to pay for all of our capital projects and our borrowed money for our buses and any equipment that we purchase through BANs and bonds, that's where you find those payments. And then our transfer and fund balance, that is actually where we have our transfer. We budget the money there and then it has to transfer into other lines.

So one of our requirements is, you'll see later on, I'll mention a capital outlay project that the state allows us to do. In order to participate, the state requires us to have a line item in our general fund budget for that money, which then gets transferred into the capital line. So that's 100,000. And then the other funds are for our summer program, our ESY program. So we budget that in the general fund, and then it gets moved into our special aid fund.

So we're required to report how the breakdown of our budget is. So there is program, capital, administrative for the three part budget. So you can see our program component is 74.6% of our budget. And the program component includes any of our instructional personnel, any costs for our programming for instruction, pupil transportation, and any of our after school activities and athletics.

And just to point out, I just want to point out that last year, that amount was 74.23%. So we have increased. We've moved more of our funds to our program component for this year's budget. The capital component is 17.06% and that includes any of our O&M costs, any costs for our facilities, our debt service funds, and any of our employee benefits.

And finally, our administrative component is 8.35%, And that includes any of our costs related to the Board of Education, our central administration, so costs here at the District Office, any instructional supervision, finance costs, legal services as well.

So when we're building a budget, there's two components we have to think about. We have what the budget is going to cost, but we have to balance it with the money that we're going to receive for the district. So this is a breakdown of the revenue. And again, I just want to point out that this is the breakdown of the revenue prior to any updated state budget information that we might have received last night.

So you can see one of the main revenue streams for the district is our real property, which is our taxes. It is increasing by 2.94%. And I'll show you that calculation in a minute. We have our PILOTS, which is our taxes from the larger corporations like from Amazon and whatnot. So that's that revenue.

We have our sales tax, which is the taxes that we receive from the county. So that is something where we've looked at the political environment and what we think that's going to look like next year for taxes. And we decided to roll that over and keep that flat.

We have our total charges for services here. And then we've got our total use of property, which includes our interest payments are rolled into that line, as well as any of our rentals for facilities, and also, we receive a little bit of funds from BOCES because we rent out a room for them as well.

We've got our total sale. The total sale of property includes just us, the sale of any of our-- for example, we might sell a bus that we're no longer using at an auction, so that's where that revenue would be included.

Our total miscellaneous includes donations, some of our Medicare reimbursements, as well as any refunds that the district might see. We've got the federal Medicaid aid that we receive there. Interfund transfers, that has to do with debt service.

So what happens is if a project, a capital project closes and it's under budget and there's funds left over that the voters approved for that project, that then goes into an account, and we use it to offset the payments of the debt going forward.

So what we would do is, let's say, we close a project and there's \$100,000 left in that project that was not spent, we then divide that over 15 years and use that to offset the debt of the project to still continue to support that project, since the taxpayers approved that amount of funds to be used for that project.

So in turn, that actually ends up saving funds in your taxes because it goes right into the tax cap. So that is the amount that we roll into the project. You might notice last year there was a larger amount than this year. And that's because you have to use that money within the 15 years of the borrowing. And there was a project that was about to come off, and there was still a large amount. So we needed to use that for that project to offset that debt before that borrowing ended.

Finally, we've talked a little bit about our fund balance and our use of reserves here at the board meetings for the last few budget times. We have decided to use \$5 million in fund balance, which I will show you a little bit more detail about that in a few minutes. And we've also decided to use \$2.5 million in reserves.

\$1 million of that is going to come from our ERS reserve to offset ERS expenses. \$1 million is going to be used from our health insurance reserve, and \$500,000 is going to be used from our TRS reserve to offset costs from our TRS costs.

So as we've looked at this before several times, this is the trend of the use of fund balance over the last several years. So you can see if you probably averaged it out, it looks like the average is probably \$3.5 million to \$4 million of fund balance used to balance the budget in the past. But you can also see that the use of \$5 million is not unheard of.

You can see in the 2021 school year, as well as the 2013-2014 school year, there was more than \$5 million used to balance the budget. So although that is a very large number, it's not something that we've never done before.

And as I said, we're going to get into the tax cap calculation. This is a breakdown of what the calculation includes. This presentation is on the board agenda on our Board Docs if you'd like to read this in more detail.

So as I've reviewed several times as well, here is our tax cap calculation for the 2025-2026 school year. What we do is we take this tax-based growth factor. So what they do is every single school district gets a tax-based growth factor. And what that number is it says how much your community has grown over the last year.

So the higher that number, the more growth that your school district has had with the property taxes. So people might say, well, what does 0.007 or 1.007 mean to me? And I would say that it means that the Liverpool had some growth. I've seen numbers lower than that, but I've also seen some numbers higher than that. But the higher the number, the better it is, because then it allows us to have a higher tax cap. Well, I think it's better because it allows a higher tax cap, but it also takes that into account because it says, OK, if the tax base is larger, it means that people can absorb a higher amount of funds because it's divided over more of a tax base.

So you take that into account. One of the other things that I know I've talked about many, many, many times is the allowable growth factor also plays a part in the tax cap calculation. When you hear 2% for the tax cap, a lot of people think that that means that the number at the very bottom can't go over 2%. But what the 2% is with tax cap is actually this allowable growth factor number. And that has to do with inflation. So the comptroller sets an inflation rate every couple of months for the state. And if that inflation rate is over 2%, then we can only multiply the tax cap calculation by 2.

So let's say, now, the inflation rate, I think, it's floating around 2.9%. So technically, for our tax cap calculation, we should have been allowed to multiply our prior year levy by the 2.9%. But because the tax cap says we can only go to 2, we can only use 2. But also take note if there were some years where the inflation rate was under 2, for example, a few years ago, it was down to, I think, around 1.7, then we could only multiply it by 1.7, and it would actually bring down everybody's tax cap as well.

So just a fun fact when you see that 2. The 2% is talking about the allowable growth factor. So when we do the final calculation with all of the exclusions and exemptions included, our calculation is about 2.94% rounded.

So as we've reviewed, some of the budget realities that we've seen here in the budget, budget to budget is a 5.64% increase. Our local tax levy is 2.94%. Our state aid with our original runs in January was about a 9.08% increase. Other areas of the state budget impacting schools, there is still a \$35,000 camera project available. So what that is the district will receive aid back for up to \$35,000 of purchases of

cameras every year. So we always budget the 35,000, so that we can get that aid and continue to build the security within our buildings.

There is still 100K capital outlay project, which I'll talk about in a second. The COVID federal funds have expired. There are not additional COVID funds anymore, which was something that was really helping our school district and helping our budget in the past that the last bit of it had expired this past September. And then I say unapproved budget. Again, this PowerPoint has been available to the public for a while. So the unapproved budget for 2025-2026 technically is not finalized because not all the pieces are done, but we're still waiting for that to be finalized as well.

So just some other budget realities that we thought we wanted to just cover to keep in mind too when we were building the budget. We've seen a decline in student enrollment, but we have increased our staff over the last few years. We've also seen an increase in student services due to students' additional needs in the buildings.

The uncertain economy has played a role in this budget. Not knowing where we are going to be, not knowing what interest rates are going to be, not knowing what funding is going to look like. I know I was talking with our fiscal advisors, and a few weeks ago, they weren't even allowing borrowing at one point for some of their BANs and bonds because the market was so volatile.

So there's just a lot of pieces of the economy that are very hard to budget for, because a lot of it is you have to look at a crystal ball and look at where the economy is and read a lot to see where we're going with things. So it was very hard to budget with that. And also, as we've talked about with federal funding, we're unsure what that's going to look like, if that money is just going to go to the state, if it's going to change, if it's going to shift. So it was very hard to budget for that.

Increased service costs. A lot of our contractual items have gone up, at least 15%, including like we were just talking-- Darrell and I were just talking with our trash costs have increased, our recycling costs have increased. So there's a lot of different pieces where we've seen an increase in those costs.

Our health care costs have also increased throughout this year. This year, we're seeing a very large increase in the cost of prescriptions and the cost of health care for the district. And also, as I mentioned before, the sunset of the COVID relief funding has had an impact on our budget.

So with this budget, with the appropriations that I had shown you earlier, that includes some reductions, some additions, and some shifts in positions for our budget. So for reductions, it included three K-5 classroom teachers, reduction in teaching assistants, one high school teacher reduction, reduction in transportation hours, and reduction in an administration position. However, it did include five special education teacher additions, an addition of a custodial worker, an addition of a half time athletic trainer, because there was 1.5 currently budgeted, restoring three K-5 classroom teachers, restoring four TA positions.

But this budget also included two of our teachers on special assignments have been shifted to library media specialists within the buildings. So here is some information from the New York State Report Card. A lot of it is mandated information to provide the public. I will take note that the irony of the state requiring us to put this information, yet they do not have-- this is the information from the 2022-2023 school year. They do not have the 2023-2024 information yet published on their website.

So this is a year lag. And actually, last year, there was a year lag as well. So I just wanted to take note. But it's still important for us to consider this information. We have our information. And as a reminder too

that a lot of this information drives what our funding is and where the state pulls a lot of our funding information from.

So here's our enrollment by grade level. Here are some of the other groups to consider. And as we unpack the new state budget, I believe that we saw a little additional increase in some of our foundation aid. And I'm still trying to figure it out. And I think everyone's trying to unpack what happened with the calculation, because we did see a little bit of additional funding. And I'm thinking it's probably they increased their ELL.

If I had to guess, I'm guessing they increased what their funding was going to be for ELL students. That's what it's looking like. But I'm still trying to unpack that. And I think everybody in the state is trying to figure out what all the budget includes since it's slowly unpacking itself.

And then finally, just to look real quick, how do our per pupil expenditures compare? So you can see our district cost per pupil versus the county average but versus the statewide wide average. So as I've talked about a few times, the district is interested in pursuing a capital outlay project. What that is the state allows us to spend \$100,000 on a project each year within the district, and then we get refunded on our building aid ratio. So we try to take advantage of that every year and do little projects here and there.

The last two years, we have been recarpeting Morgan Road. So this year for the 2025-2026, we are looking to recarpet the high school library as well as a few other additional spaces within the high school. For transportation, you're going to see a proposition about our transportation purchases for the 2025-2026 school year. I will point out that there are no electric vehicles on our proposition for this year. They are all diesel and fuel vehicles.

We are looking for voter approval. We are looking to purchase five large school buses with steer tires, four large school buses with luggage boxes, two small buses with air conditioning, two small buses with a wheelchair package. And we are looking to purchase two Ford Premier Shuttle Package vans, as well as three heavy cargo vans, and one pickup with a plow. So that is on our proposition for our vehicles.

So here is the average tax rate per 1,000. That's the average. Remember, we have several communities that are tied together. So this is the true tax rate. But breaking it down for the town of Salina or the town of Clay, you can see with this increase in the tax cap that the town of Salina for a \$100,000 house would see an increase of \$57.93, and the town of Clay would see an increase of \$57.95.

I do want to say that that calculation is based on last year's equalization rates, as well as last year's tax base. So there are a lot of things that could take place that could change that amount. For example, the equalization rates have not been at 100 for a while for both towns, so that can have an impact on the calculation, as well as the tax base could grow for your community. And that could have an impact and lessen your tax burden.

But I also want to say, this also does not include any of the exemptions that were added this year, so that you could see an impact with your taxes as well. So I just wanted to point that out. And as this says that the final assessments of the equalization rates are not anything that the school does. We just calculate what the taxes end up being based on the data that the County and the towns and villages provide us. And as it says that the tax rates could change. And often if there's a large growth, it could lower the tax rates as well. So on May 20th, there will be the budget vote. The budget vote will be here at the District Office because Wetzel Road is under construction. And these are the propositions that you're going to see if you come to the vote.

So the first proposition, this is the amount that the budget maximum is. Proposition two, you'll see this is the vehicle purchases that I just reviewed. I just want to point out one thing to you. If you read the proposition, you might notice that the wording is a little bit different this year, and that is due to the possible tariffs.

So when I reached out with the tariffs and the talk of the tariffs, I reached out to our vehicle purchase vendors, and they were concerned that the price could change if the tariffs impacted any of the buses. So the language is not to exceed, just to prepare in case the cost was to increase, so that we could have enough money. Because what the amount is set at is what is the maximum amount we can pay per bus. So we had to make sure that that's all set. So you might see the wording looks a little different. And that was written by our attorneys just to help with the tariffs in case they have an impact on our bus prices. And then proposition three is for the Liverpool Public Library for their budget. So as a reminder of the timeline, we had the New York State budget approval.

I'm just going to skip over that. And then we had the draft budget presentation on April 21st, and the Board of Education approved the budget on April 21st as well. We had a public hearing today, and then the vote will be on May 20th.

So on the ballot for the propositions will also be for the Board of Education for the Liverpool Central School District. There are three spots for voting. So there are two candidates right now. So there will also be an opportunity for a write in for the third candidate for this year.

And there's also the vote for the board candidates for the Liverpool Library. And there are two seats available, and there are two candidates, but there's also the option for write in. OK. So similar to last year's, there is in person voting as well as the absentee ballot. So as a reminder, you will be voting on the-- on May 20th, the vote will include operating budget, purchase of district vehicles, three board of education seats, and the Liverpool Library, as well as two library trustee seats.

And again, as a reminder, I just want to make sure this is clear, because this is probably a little confusing, is the budget vote, it will be here at the District Office and not at Wetzel. I do think if anyone tried to go there, they would see immediately that is not the right spot, because there's a big fence around Wetzel. But I just want to try to get that word out.

And if you could also remind people as well that the location has moved, and we'll do our best to educate everybody, so that we can make sure that everybody ends up in the right spot. So you'll come here for the budget vote through the same doors that you come in for the board meeting. OK. Are there any questions?

NICHOLAS BLANEY: Start with board members if you have any questions first. This is a public hearing, so anyone from the audience who would like to make a comment or ask a question, feel free to speak now. Is that Mr. Lippincott in the back? Can we get a microphone for Mr--

NICHOLAS BLANEY: Well, the people online can't hear if you don't use it, so unfortunately, I'm sorry.

BARRY LIPPENCOTT: In the wording for the proposition number two text, why weren't the vehicles that are being procured included in that? You're asking us to vote for almost \$3 million, but we don't know what we're buying.

NICHOLAS BLANEY: Ms. Woody, do you want to take that or do you want me to try to take that?

BARRY LIPPENCOTT: I saw it on your chart there, but it's not in the text wording. It's for the proposition that people are going to vote on.

NICHOLAS BLANEY: So there was a question about the proposition wording, and we did reach out to our legal counsel that said this was the suggested wording for the proposition this year.

BARRY LIPPENCOTT: So people that aren't here tonight, they're voting for \$3 million and don't know what they're buying.

NICHOLAS BLANEY: I think this information is now on the website. I don't know that was it available by the time of the School Bell release.

JENNIFER WOODY: Yes, I believe it was available. I'm unsure if it was broken out on the School Bell.

NICHOLAS BLANEY: If it was on the School Bell. Anything else to add, Mr. Nolan?

BRIAN NOLAN: I do know that in the School Bell, the proposition is just in the School Bell, not the actual itemized purchases of the vehicles. But this document is on the website. It's available to anybody who would like to go to the website and look at what we're actually buying.

NICHOLAS BLANEY: I agree it should be in the School Bell. Go ahead Mr--

MATT JONES: Is this a departure from years past where it's-- is this the first time where it hasn't been itemized on the budget? I mean, obviously, I haven't paid close enough attention when voting. At least don't remember the wording for the propositions. But is this the first time that it's like this and not how you described it?

NICHOLAS BLANEY: I would have to check. I do not remember.

JENNIFER WOODY: I know that every year, we have our legal counsel write this proposition for us. So that's not something that the district writes. It's something where we provide them with the information, and then they create what the proposition wording should be.

NICHOLAS BLANEY: I think, though, in the future, though, we'll note that I think it's best that the taxpayers know what specific vehicles they're voting on when we're going out for \$2.9 million in vehicles. So we will make sure that that's made note of. Mr. McKeever.

DAN MCKEEVER: Just to Mr. Jones' question a moment ago, I'm looking at last year's budget edition of the School Bell. The text is largely the same as what we have this year, just different numbers, but it doesn't enumerate which vehicles. So at least as of last year, this wasn't standard practice. That doesn't mean it can't become standard practice as far as unless legal feels differently.

NICHOLAS BLANEY: And I know every year, we do have it in our budget presentation. But hopefully, if it's ready by the School Bell next time, we can get it in there, so that we're being as fully transparent as we can. OK. Any other questions from the public? Ms. Gyder? You're going to be up to speak in a minute.

ALEXANDRA GYDER: Just very quickly, I know it wasn't shown here tonight, on the line item budget, I know that you had shown the projections for some of the positions that we're going to be phasing out through attrition to help balance the budget as well as positions being added.

I did note on the line item it looks like seventh through 12th grade SPED is being cut almost in half, and I know probably Ms. Woody would maybe be able to-- I know that's not necessarily your expertise area, but if someone could maybe touch upon that in terms of what we saw with the additions and reductions but then in relation to the line items.

JENNIFER WOODY: And anyone else that wants to jump in. The way that we run the payroll is that because we are so large, we take what is in WINCAP as our current database of staffing, and then we run what that would be for next year with contractual obligations. And then that is what is input into the WINCAP into our papers based on our financial software.

So although it appears there might have been some additional funding in years past that had been in there that was shifted to another group, it was not necessarily a total cut from the SPED department. It was just how the windcap funds fell. So there was not intentional major reductions from that budget. It was just shifted from one of the 7-12 to the K-6.

ALEXANDRA GYDER: So just to clarify, when you're talking about the current and the projections of that, so is that saying that we didn't actually, based off of last year's budget, have as many of the seventh through 12th SPED for the instructional salaries as we had intended to?

JENNIFER WOODY: I think that's how it was budgeted the prior year. And so there was an adjustment. So when the adjustment was made, it appeared that there was a large reduction, but there was not a large reduction in the high school with SPED.

ALEXANDRA GYDER: OK. Thank you.

NICHOLAS BLANEY: Any other members of the public? No. OK. There are two candidates on the ballot this year. One of them is Ms. Alexandra Gyder and myself. In the interest of time and the fact that you all know me pretty well, I'm going to turn it over to Ms. Gyder to give an introduction as we do every year for members of people who are board candidates. So feel free to come on up and speak to the public.

ALEXANDRA GYDER: Thank you. Good evening, everyone. I'm going to keep it short and sweet. As you saw, there are only two people on the ballot. So I know that's also a unique situation. But I did just want to speak tonight because I don't simply want my name to be a default vote but that the voters can know who I truly am and why I am running for the board.

So as a parent and former educator with more than a decade of experience, I'm committed to helping our district remain focused on what truly matters, developmentally appropriate and effective instruction, transparency in budgeting, and full alignment with education law.

I do not take the responsibility of this position lightly, and every decision I advocate for will be guided by a single principle, what is best for the children of Liverpool? Our students deserve thoughtful leadership that prioritizes their growth, their safety, and their success, and I'm fully committed to upholding that standard.

For the past two years, I've been an active presence at most every board meeting, engaging as a community member, asking questions, and encouraging clarity in how decisions are made. I've consistently advocated for responsible budgeting curriculum aligned with well-established child development research and practices that reflect both transparency and legal compliance.

I'm running for the Board of Education to continue this work from a new seat, bringing my background in education, my familiarity with the district operations, and my steady, collaborative approach to the table. I care deeply about creating a school environment where children thrive, resources are well managed, and trust is earned through openness and integrity. Thank you.

[APPLAUSE]

NICHOLAS BLANEY: OK. Thank you, Ms. Gyder. And you'll hear from me later and I think other people on the board who might be running. So do I have a motion to close the public hearing if there are no other questions from the public? Motion by Mr. McKeever, second by Ms. Melnik. All those in favor. OK. We'll close the public hearing, and we'll be back at 6:20.

NICHOLAS BLANEY: Please stand for the Pledge of Allegiance.

AUDIENCE: I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.

NICHOLAS BLANEY: First of all, I want to thank my colleague, Ms. Downs, and I believe it was the kids at Liverpool Elementary who helped put together the little display in the lobby tonight for Teacher Appreciation Week. It is Teacher Appreciation Week.

We had Nurses Day and School Nurses Day at the beginning of the week. And there are no words that we could ever say to make up for all of the sacrifices and the extreme care that our teachers put into their work every single day. But I think our actions can speak louder than our words. And so we will continue to do what we can to make that shown through what we do here and what we do out in the public, in the community to make that known.

So no more platitudes for you tonight. Just a heartfelt thank you. And my favorite teacher is at home right now, my mom, 38 years as a reading and writing teacher. So I will leave it there. And thank you again to Ms. Downs.

[APPLAUSE]

I think just a note too that this is a particularly educator situated board, I think, more than ever before. For we have quite a few educators up here, some that are still teachers, some that have moved into other realms, administration, and beyond. But we appreciate their presence, and they keep us honest.

So moving on to routine business, 3.9, do we have a motion to approve, acknowledge, and/or accept the routine business items as submitted? Motion by Ms. Martin, second by Mr. McKeever. All those in favor-- or excuse me. Any discussion? All those in favor. All hands are raised. Thank you.

And I believe we have the new Donlin Drive Elementary principal here, Ms. Christina Wood, Christine Wood. Excuse me.

[APPLAUSE]

I'm a big Donlin Drive lover, so I'm very happy to see we have a great individual to take that spot. And I also wanted to recognize the retirements of Mr. Bowden at the maintenance center, assistant director of facilities. 16 years of service. Thank you, Mr. Bowden.

[APPLAUSE]

And Mr. Thomas Hogan, art teacher at LHS 21 years.

[APPLAUSE]

OK. Moving on to president's report. Just a few things I wanted to recognize a while back that I didn't note the National Technical Honor Society, which is a program that BOCES participates in and BOCES students.

You have to have a certain grade point average and get recommendations from your teacher and all the typical things you see as part of National Honor Society. We had, I believe, 19 students who were recognized at the SRC Arena. And it was that morning that we had a snow storm in the middle of April, which is always fun.

But it was fun to go up there and see them be recognized. And so many of them have gained certificates and credentials in fields that they're either going to go into or they're going to take that credential and move on to college or something different.

So it's exciting that we have all those different opportunities for our students. The Seal of Biliteracy was last week. The presentations were at OCM BOCES. I was really disappointed I didn't get a chance to go over there because we have so many exciting students that have different cultural backgrounds and/or have decided to study different cultural backgrounds and put together these presentations in multiple languages.

So they will be recognized. They wear cords at graduation. And it's, of course, a great thing to have for their resumes and for college in the future. Also, Skills USA, it was at the fairgrounds two weeks ago. It's a wide array of different trades that do project-based learning competitions for the day all over the fairgrounds. And so you might have seen there were pictures of kids building sheds in the middle of the fairgrounds.

And so people from industry come in and are the judges and work on it. And we always have quite a few winners from OCM BOCES, and we had a national winner last year. So there are Skills USA sessions all over the country. And then they have a national one as well.

I'm sure someone will mention it, but tomorrow night is the Jazz Jam, Jumpin Jazz Jam 7:00 PM at LHS. Always a great night and hope to see you there. I have a calendar for the board. At this point, we get overwhelmed with all the different things that are coming in. So I've tried to keep track of them in a list, so that we can try to get to everything. And you don't have to check seven different calendars in order to find where you need to be. So I'll send that out as well. I think that's all. 4.2, superintendent's report.

BRIAN NOLAN: Yeah. Very quickly, I have a few items I'd like to first recognize. A few schools have participated in the Griffins Guardians Change of Heart campaign. Griffins Guardians is a campaign to fight pediatric cancer. And Elmcrest Elementary, Liverpool Elementary, Morgan Road Elementary, Willow Field, and Chestnut Hill Middle school raised \$4,734.95 for the Griffins Guardians Change of Heart campaign.

[APPLAUSE]

I also just want to mention the Liverpool High School students who participated at BOCES in the Seal of Biliteracy. I went over there, and you're able to sit in and observe. And it is an incredible day, but the nerves the kids display until they finally get in and are able to make their presentation.

I watched four of our French students, and what they do is the students make a presentation in the native spoken language. So in this case, it was French. They have to make a presentation that they have researched and it's all in French.

And then the really nervous part for them is then they get asked questions the instructors that are in there. And they're not questions like, what's your name? And they're in-depth questions about what the project was. And they have to respond in the native language.

It was awesome. Our kids were so, so talented and so prepared. The foreign language teachers at Liverpool High School, they should be recognized for the hard work that they put in with those students to get them there.

[APPLAUSE]

It's awesome. If next year if you get an opportunity, you got to do it. And then just some shout outs to our departments. To our Food Service Department, now most people probably don't understand what's going

on over at Liverpool High School with the cafeteria and the kitchen, but the students and the staff certainly do.

Annette Marchbanks and her department certainly knows what's going on over there, but they've done an outstanding job at the high school serving meals almost seamlessly during the construction. The cafeteria itself has shut down, the kitchen is shut down, so all the meals have to be brought in and served.

And as much as Annette was nervous prior to spring break, because when they came back, that's when they opened up, it's been seamless. And a lot of kudos to that department for making that happen. And we can all give them a big round of applause.

[APPLAUSE]

I want to acknowledge Darrell Clisson, the operations and maintenance department. They were recently recognized by Utica National for receiving the highest level award, which is the titanium with honor safety award. It's a \$500 award. It's issued to school districts that have a really great track record with safety in his department. It's 13 years, I think, now they've been recognized with this award. And it's a \$500 award. And I asked Darrell, are you guys going to buy some tools? What are you going to do? He says, no, we're going to kick the \$500 back right in to purchase some student equipment for the Wetzel Road CTE complex next year. Safety goggles, I think, he said. So kudos to Darrell and his crew for keeping it safe.

[APPLAUSE]

I know Sean Brown's not here tonight. He's probably still at the hospital with one of the bus aides who got injured yesterday because that's where he spent the day. But I want to particularly acknowledge the Transportation Center through the assistance of the Liverpool Foundation for Education.

They were involved in a Bus Buck Initiative project. It's a PBS initiative. I think most of the teachers and administrators in the room at the K-5 level at least know what was going on. But bus boxes were delivered to each of the schools.

And they recognized also their outstanding drivers and their attendance. I think everything was delivered this week. It was-- I think it worked. So a really great initiative for our K-5 schools and Sean and the TC. The other thing that they started over at TC this week is they're starting to install exterior cameras on the sides of all the buses, and that's to address the issue of cars trying to pass buses while the red lights are on. So another first. I think, we're going to be one of the first districts in the county that are going to have those cameras installed and try to reduce the number of people who do that, so kudos to those departments.

I have been asked by the New York State School Boards Association to present two certificates to of our board members. These certificates are Board of Excellence recognition awards. And the first one goes to our vice president Ms. Jecenia Bresett, the Board of Excellence Award from the New York State School Boards Association.

[APPLAUSE]

And the second award goes to our president, Mr. Nick Blaney, who also gets a very nice--

NICHOLAS BLANEY: Thank you very much.

BRIAN NOLAN: Thank you. And that's my report for tonight.

NICHOLAS BLANEY: Thank you very much. Board Mastery award. That's interesting. So just not to return back to the budget but just so everyone knows, it was noted that there were absentee ballots

available this year because of changes in state law. It's now you can get an early ballot. You can get an early mail-in ballot.

So you do not have to have an excuse anymore in order to vote by written ballot. So you do have to submit an application to the district clerk. And that information is online. But that's an exciting thing. You used to have to claim either you would be disabled or out of the district on the day of the vote. And now just anyone can do that. And then also a note, because it came up a few times to me, the 2.94% tax levy is under the tax cap.

I know everyone knows it as the 2% tax cap, but Ms. Woody did a great job of going through why that's not always exactly 2%. And just a reminder, again, that's the tax levy. That is not the tax rate.

The town's come up with the equalization rate. And so that will change quite a bit. Well, may change quite a bit by the time it ends up getting on the tax bills. So just two of those clarifications. So I will now turn it over to student liaison report, 4.3.

KRISH PATEL: So as was mentioned, the Seal of Biliteracy was last Monday. 36 students, including myself, got the award in 11 different languages. 36 is everyone that presented got it. So from Liverpool, all 36 presenters got it.

[APPLAUSE]

And for that, the ceremony will be held on Thursday, May 22nd at 6:00 PM at the auditorium. Before that will be the French Honor Society induction and then following it will be the LHS Culture Night.

ELIANA THOMPSON: So AP tests are currently taking place. Students have been working tirelessly to ensure that they all get fives, and I have no doubt that they will. So that's about a two week long period. This is the first week of that.

So if you hear any students talking about tests and AP stuff, that's what they mean by that. And so as events go, you also mentioned Jumpin' Jazz Jam, that's going to be this Friday in the auditorium at 7:00 PM. The tickets are \$10, and it's general admission. And there's also now a pasta dinner. So you can eat too, and everyone loves food, so why not?

There's going to be the Liverpool High School Stage Band, Jazz Ensemble, and Vocal Jazz Ensemble, as well as the Central Winds Jazz Ensemble, which Mr. Dumas, who is a teacher or a band director at the Liverpool High School, he is the conductor for that. These are all award winning ensembles, so it's going to be a great night.

KRISH PATEL: As was mentioned, the senior trip is to Hershey Park. Ticket sales were really good this year, and a lot of students will be attending. Ball tickets go for sale May 15th. Top 30 breakfast invitations have been given out to the top 30 of the senior class and will take place on the morning of Friday, May 30th. And the unified basketball senior night occurs Tuesday, May 13th at 4:30.

ELIANA THOMPSON: So junior prom is also this weekend. That takes place at the Oncenter. The theme this year is On Cloud Nine. I know that the officers have been working very hard to make sure that it is a great event based on little things I've heard. It's going to be very well done. It's going to look super professional and beautiful. So that's going to be really awesome to see photos from that.

Movies by the 'Pool is the summer film fest that the communication arts students put on. That's going to be on June 3rd. It is a showcase of student made films. And then this winter, we had the film fest, which had a Western theme. There's a poster on social media for more information about that.

The Dollars for Scholars event is going to be on June 10th. That's the reception where students get their scholarships. There's almost \$200,000 in scholarships. The recipients will be notified soon. PRISM is on May 21st. That's a showcase of all of our musical ensembles. It's going to be really fun. I believe tickets are available now. If not, they should be soon. And yeah, that's going to be a whole lot of fun.

NICHOLAS BLANEY: Thank you very much. If you can't tell, there are literally a million things going on between now and the end of the year. So we appreciate you highlighting all of them. Any questions for our student liaisons? No. OK. Thank you. 4.4, committee reports. Audit Committee met this morning, I believe. This is Ms. Martin, Mr. McKeever, and Mr. Solazzo, whoever would like to present.

DAN MCKEEVER: OK. I thought you were pointing me, but you're doing [INAUDIBLE].

NICHOLAS BLANEY: Mr. McKeever.

DAN MCKEEVER: Just very briefly. So the highlight was we had a report from the Segal Group. It had been commissioned some time ago. I want to say about a year ago, two years ago. Yes. So 18 months maybe. But anyway, looking at essentially our health care spend projections and then our actual costs, how accurate have our projections been in terms of the money we set aside for major medical and prescriptions each year, and then what we actually consume out of that line.

So we got a 10 year history for the district to help us evaluate how we're doing on that front. I don't want to disclose too much about that here, just because it could put us at a competitive disadvantage with our broker's ability to negotiate with providers. But I would say the punch line is nothing crazy.

We're generally pretty accurate, but we did ask that should we go through this cycle again with that report, that it be updated on an ongoing basis, let's say, every six months, so that as we transition the budget process more broadly to a year round full cycle process, we have a better idea exactly what we can afford, both in terms of where we need to make contributions for employee health insurance and where we have the flexibility to take some of those dollars and, for example, staff positions. So that was the bulk of the meeting today.

NICHOLAS BLANEY: Great. Thank you, Mr. McKeever. Any questions from board members? No. OK. Thank you. 4.5, department update. Grades K through 5 instructional programs update led by Jason Armstrong, executive director of pre-K through 8 and the K through 5 principal team.

JASON ARMSTRONG: Good evening. As mentioned, I'm Jason Armstrong, executive director of pre-K through 8 education. Thank you for having us tonight for our quick update on glows and grows. I have a wonderful group of school leaders that could make it tonight that are going to introduce themselves as they present.

I also want to take a moment to recognize the Teacher Appreciation things that were put up. It's been a fun week visiting buildings and seeing the creativity from the principals and the staff as well as the PTOs, the things that they're doing to recognize the hard work that all the staff in the buildings do.

And they're having fun with it too. And I get invited to things like charcuterie boards and school supplies and things like that. So it's been fun walking around and seeing that. I also want to recognize one of our team members who's at their last at bat, who is retiring after 11 years with Liverpool School District, our principal Heather Silvia from Donlin Drive.

[APPLAUSE]

People always scream out, speech, so I'll give you a chance to say anything about your time in Liverpool really quick.

HEATHER SILVIA: Quick. While we help Dan Farsaci have an extra second. It's been amazing. Absolutely amazing. I see some Donlin folks here. I am very prejudice that Donlin is just an amazing place to be. Now fully supporting Christine Wood as she comes on board. We had a great long talk today. I bragged all about them, and I know they're going to be in amazing hands. So excited to pass on the torch.

JASON ARMSTRONG: With that, we congratulate and welcome Christine Wood to the team again.
[APPLAUSE]

We're getting ready here. I chose to use a thumb drive and that's probably the issue. It's old technology. Our stuff is too updated for that. I know, mine too. I've been practicing. As we get ourselves set up, from the district perspective, you're going to see some things on my slide that represent what's happening district wide.

You'll see a visual of some circles, and in those circles, you have math, literacy, and PLC. OK. And there are some commonalities amongst those things and shared work that we're doing. So in terms of the math and literacy, we have our common assessments.

And then with those common assessments, we have our PLCs doing data analysis to figure out how the kids are achieving, what areas we need to focus on to enhance what we're doing to make progress and improve achievement. And then also, we have our district PLCs in there as well.

So that will be in the middle with all of the shared pieces working together. That is something that we've been crawling with. We're starting to walk with. We're trying to get stable with, so we can hit the ground running next year as we build our system around that PLC work at the district level.

There are some schools that are really high functioning with PLC. DDE being one of them that's recognized as a model PLC school. I'm confident that other schools will get recognized as well once we get them to go through the rigorous, what do you call it, credentialing process for the PLC recognition. So it'll be [INAUDIBLE]. Yep.

There it is. OK. Thanks. The next slide there. All right. Perfect. And with that just a little bit of data sharing. On the left side, you see an increase of 16%. And that represents the math data from fall to winter. We're getting ready to start our next assessment benchmark, assessment period. Or did we start already? I know it's next week. End of May. So from fall to winter for the entire K-5 set of students, we saw a 16% increase of students that are considered to be on target to meet grade level expectations in math.

And then on the right hand side for literacy, I have that green visual. We've been following our cohorts and Dana Ziegler has been instrumental in helping us look at this data over time, recognizing that the work that we're doing in literacy with students is following them year over year. So it's something that is really impactful.

The kids are finding it relevant and meaningful, and they're hanging on to those skills. So every year, those cohorts of kids are doing better and better as our work in the classrooms gets better and better. So that's something exciting.

The change from fall to winter for literacy was 8%. So we're excited to look at what happens from winter to spring to see how many kids-- I think we're on pace to meet what we typically do with state standards in terms of reading with our common assessment.

So it's just some exciting stuff that you can see. I think Mr. Killian gets photo credits for the PLC pictures that are on that slide. So yeah. Thanks. He's one of our PLC facilitators at the district level. OK.

HEATHER SILVIA: OK. Thank you. All right. I'm Heather Silvia from Donlin Drive. We're always excited to brag about our schools because our teachers work so hard. Our staff members work so hard. Our families are amazing.

And then we'll get into some growth areas we're really focusing on for next. So under the grow, you'll see the chart. It's four quadrants hard to see from here. But the top right quadrant is the high growth high performance. So that's where kids are in that high growing area and high performing, which is where we want all of our kids.

At the winter benchmark in math, those three dots are kindergarten, first and second respectively. Two of those have already hit the high growth, high performance. And these math assessments are end of year assessments. So they take the test in the fall, they take it in the winter, and they take it in the spring. It tests everything we want them to know for the whole year, so that we're already in the high performing, high growth spot for two of our grade levels in the winter means those are just going to skyrocket. And now, we're watching kindergarten, which traditionally grows the most from winter to spring. So we're excited to see that.

That's the first time in the winter our grade levels have been into that high growth, high achievement quadrant. So we're very excited. We contribute it to all of our professional development. TAs come in and work one hour a month with uninterrupted teaching professional development in house with our staff members.

They work with special ed teachers. That's a picture on the top with them, with the reading teachers, really honing their craft when they're working with our students with special needs. And once a month, our staff meets for PD for an hour.

The whole staff comes, and that's when we're really diving very deeply. We've done a lot with fluency, with mathematics. We've looked at behaviors and how to make sure our teachers feel supported. So that's the how we keep growing.

We've done so much work in ELA that we've really spent this year looking at math. And when you look at what we want to grow in, we notice something. Those seven bars are our seven first grades in the winter with their math. The double green, those dark green is students who are more than a year ahead.

The green is currently in exactly where they should be. The yellow is within the school year but not there yet. And then the red is one year behind. So what we noticed with those two homerooms that have so much green, we really looked backwards and looked at what they were doing.

And we noticed with those two homerooms-- I'm going to shout out Mrs. Wallon Rossetti's the bottom one. And the other one with the green in the middle is Mrs. Lightaul. We noticed that their kids were spending a lot more time completing lessons in the I-Ready platform. And so we just had this ah ha moment, because they're all using the same curriculum.

We follow what we're asked to do at Donlin Drive. And when we noticed that was happening in the winter, we all committed to let's see if we bump from 45 minutes a week to 60 minutes a week if that will change for everybody. So more to come. But that's what we're really digging in right now is how can we if our ICT classroom on the bottom and a gen ed first grade can grow that much from fall to winter, what can the rest of us do if we take some of those practices in place? So that's Donlin in a nutshell.

LORRAINE PASCARELLA: Can I get the pointer? OK. Oh. Sorry. Good evening, everyone. My name is Lorraine Pascarella, and I'm the principal at Long Branch Elementary. So similar data that you'll see here that Heather just explained but a little bit of a different viewpoint, because you'll see math is in the grow.

But we'll start with our celebrations at Long Branch. So in the blue text, you will see the district level SMART goals that were made for the K-2 buildings. So by spring, when we look at our spring benchmarking data, we would want kindergarten to show 85% proficiency in that last acronym is letter word sound fluency. First grade, 85% for nonsense word fluency. So they're able to read those nonsense words.

And then in second grade, it's a 53% proficiency in the composite, which is taking all of the probes in Aimsweb Plus that we provide that we have students take, which includes their oral reading fluency. So for a huge celebration in our building, what I've provided you on the left for fall of 24 is the percentile where students tested overall.

And you can see in the right for winter, second grade is highlighted in green because we had already surpassed the district level SMART goal for second grade with the composite. So a huge shout out to our second grade team at Long Branch. And I think that's also a testament to the Walk to Read model that has been initiated in our schools since Education 2020.

And then to highlight again, K1 is right there. Kindergarten was 1% away. That's less than 1 student that needs to improve there, and then first grade is only a handful of kiddos to meet that SMART goal. So we anticipate that we are going to surpass our K-2 SMART goals there.

Pivoting to math for our grow. So Heather just explained how to read this growth matrix. But you can see here that we have two grade levels. Those top grade levels are kindergarten and second, second being the top one. So again, huge celebration for our second grade team.

But when we took a look at this in the winter, I was so proud of the team that was able to have a conversation about what do we need to do to make a change. Our first grade team, that is really not that far off. So you can see first grade, that dot is representing that our median student in the winter showed about 40% growth from fall to winter.

So if it's a median, you can envision then that half of our first graders were testing higher than that. And then the other half were lower than 40%. But the conversation that this drove was really, what do we need to do to make sure that we close that achievement gap at first grade?

So some changes that we made after our winter data meetings was to take a look at our master schedule for our first grade blue and first grade orange team to see if we could provide more support during our math intervention or math MTSS time by utilizing our MTSS TAs or anyone who is available during that time to do some more reteaching and differentiation.

And we're confident that plan has provided some more support to see that grade 1 cohort move up to that high performance. So that's Long Branch. Thank you.

[APPLAUSE]

RACHEL KORZYP: Hi, everyone. Rachel Korzyp at Elmcrest Elementary. So one of our big moves and shifts this year was with regards to attendance. And so that is why our vision at Elmcrest is all about being here, being you, and belonging.

So when we talk about that, our chronically absent rate was 11%, which is amazing. It's about, I think, it was, what, 20% or so for the district. And so obviously, 11% is something certainly worth celebrating. And we had a goal of being at 95% overall for our students. And as you can see, on an average, we are surpassing that at Elmcrest.

I attribute that so much so to our support team at Elmcrest. We do the phone calls. We have those courageous conversations with families. We send home the letters. This trimester, one thing we did was

we sent home some positive celebrations of those students who had 100% attendance. So that is something that we are very proud of at Elmcrest.

Our area of growth was if you look in the bottom right hand corner, that is our math. And so with that being said, one of the things that we really wanted to do was utilize our math coach. So we had our math coach come in and do some work with all of our grade level teams.

And with that being said, one of the things that we also noticed, much like Donlin, was the teachers that were making sure that their students were meeting the 45 minutes saw much greater growth. So we absolutely are going to be making that shift and change. But we also talked about our Tier 1 and how we can make sure that our Tier 1 across the board is really strong and utilizing the wonderful program that we have here in Liverpool. And that's Elmcrest in a nutshell.

[APPLAUSE]

JENNIFER KONDRK: All right. Good evening. My name is Jennifer Kondrk, and I'm the principal of Liverpool Elementary. This year at Liverpool Elementary, we approached our work with a guiding question, what kind of impact can we have for our students over the three years that they're with us? So this might be a little bit of a shift as we're looking at everything, but we really had a vision in mind. We have these students in our building for three years, and we want to think about how far we can move them, thinking collaboratively about our kids as our kids from the entire time that they are in our building. So we had that goal of moving our students to 80% proficient by the time they leave us. So instead of a one year goal, thinking about where they're coming in at third grade, and then we think of those tiers, we want 80% of our kids to be in that green by the time they leave us in three years.

So to work towards this goal, we took a strategic and collaborative approach. Each week, we meet with our PLTS, which are our professional learning teams, where we analyze student data, collaborate across grade levels and departments, and set incremental, smaller goals to ensure that we're responding to our students' needs in real time.

Earlier in the year, our teachers identified some key barriers to our progress. They needed more recess-- or sorry, resources and support freed up. More time for fun. They needed more resources for our Walk to Read and our math intervention times. So in response, we partnered with our district coaches to provide [INAUDIBLE] training, a reading intervention program and to implement math fluency kits.

And this professional development, coupled with access to new materials and coaching support, enabled teachers to reach more students and provide targeted instruction across a broader skill level. So what we're looking at here are our winter assessment data. And as we looked closer at our data in these meetings, we noticed we're seeing great growth, but our third grade was growing slower than some of our other areas.

And as we dug in and analyzed this, we really decided we wanted to prioritize our third grade students. So with support from a student teacher as well as our resource teacher, we really prioritized our staff to give small little bursts of instruction to our third graders around letter sound correspondence, word chaining, basic numeracy skills.

We also really looked at our schedules. We said, how can we restructure our schedule to make sure that our students are able to receive multiple layers of services? They're able to receive resource service on top of reading service, and that we're giving reading intervention to a wider variety of kids, really maximizing our support opportunities for all of our students.

And our amazing third grade teachers also really wanted to grow their practice. Many of them are attending LETRS training currently. They visited other buildings to see what third grade is looking like in our ELA instruction with some new initiatives that are going out in other buildings as well. And tonight, we're looking at our data for our winter universal screening results.

And we are saying that with these screeners being just one data point we're making decisions on, if we look at where we're coming in in the fall with this group of fourth graders at 42% of our current-- third graders, I'm sorry, reading at proficiency when they came in the fall. And then we're sending out to middle school this year, our fifth graders at 78% proficient. And this was in winter. We still have five more months of instruction with those students before we are sending them off to middle school.

So we're really excited to then be able to track with historical data our third graders and saying, what are they going to do as they're moving through these years of interventions, knowing that we have to flex for the students that are in front of us?

We see a similar pattern in our i-Ready math growth. Our fifth grade students are performing at the high growth, high performance quadrant on that same graph that you had seen previously, where our third graders are beginning to move out of that low growth ranges as a result of these really targeted efforts. Our efforts this school year have really largely been focused on our literacy, but we also see that moving forward in our next school year, we want to dive into our math instruction as well too and see how can we start to move our students in math the way that we have moved them in reading.

So being Teacher Appreciation week, I do want to close this by just saying that the results that we're seeing is really having to do with the amazing Liverpool Elementary staff. They work collaboratively. They have data driven conversations each week. They pursue professional growth on their own. They work tirelessly every day to meet the needs of every student that is in front of them, and we're really fortunate to have them in front of our kids. So thank you for your time.

[APPLAUSE]

KRISTOFFER ROBERT: Good evening. My name is Kris Robert, and I am the principal at-- I am proud and honored to be the principal at Morgan Road Elementary. As my staff members who are here can tell you, I can talk. So I prepared some notes, so I wouldn't waste everybody's evening.

I just want to start, the teachers at our building are veteran. They have put in a ton of hard work. And so it's been an honor to really come in and try to see what we do well and work with what we do well. Our guiding coalition at MRE came up with an amazing plan to balance our PLT times on Wednesday mornings, so we are able to focus all of our resources where they're needed.

So one day, third grade will look at their math data and talk about their students and any of our math support people can come to that. Fourth grade will do ELA, and so our reading teachers will come and support. And then fifth grade will do behavior, and our counselor, our psych, our social worker, they will all come, and we'll all talk about all of the kids as they're our kids and what are the resources that we can do in order to help them improve.

With that, we have seen tremendous growth in our literacy. I wanted to point out especially our fourth grade. Our fourth grade composite score went from 56% at that benchmark or higher level to in the winter 71%. So just a tremendous amount of growth.

And I didn't want to bore you with the triangles because there's lots of triangles. But that triangle went from partly green to a lot of green. And it was very impressive. But all across the board, we've seen

tremendous amounts of growth when we've been able to really focus on giving our students exactly what they need in smaller groups and just working on where they are and trying to increase them.

One of the things we did notice is that our math, we have our kids that are growing tremendously, but our kids that are struggling in math are somewhat stagnant. They're making some growth, but they're not making as much growth as we need them. And so what we've decided is to look at our district's intervention that we're using the fact fluency kit. And we're going to actually try to train our entire staff on using the fact fluency kit so that we can utilize all of our staff members when there's times in the day to have them pull small groups to reinforce skills, to make sure that we're really addressing students' needs throughout the entire day whenever we can, just to make sure we have growth.

And like my friend down there, when they get a chance to go up and solve the problem for the class, in front of the class and explain their thinking, they get Elvis glasses with sideburns. And they get and they get to be the math rock star for the day.

And so we're hoping that all of our students get to experience being the math rock star. And that's just a little bit of what's going on at Morgan Road. There's tons of more things. And again, it's all due to the hard work of all of our amazing staff members in our building. Thank you.

[APPLAUSE]

JONATHAN KILIAN: Thank you, Kris. And I just want to point out thank you for not just going all the way down and leaving me up here all by myself like you started to do. Heather came over, and I was like, I'm going to be up there all alone.

So first, I'm going to start with our grow and only because my colleagues hit on the amount of work that we've put in for our literacy and trying to achieve those goals and how we've seen those triangles at all our buildings, the green increases and the red decreases as we get through to second grade at our K-2 buildings and then the fifth grade.

And a lot of that is due to the hard work that we put in across the board on we call them our big data days at Soule. And I remember three or four years ago when I first started as the principal, I went to Heather Silvia's building at DDE, and I said, how are you doing this? We need to do it better.

And I was able to get information on how they conduct their data days, how they look at data, how they analyze data. And over the course of the last three years, we've been able to take our reading teachers in our building and really devote days to meeting with teachers and individually analyzing students and how they're doing and looking at everything that impacts them and then properly place them in the interventions that they specifically need for their specific needs.

We do that phenomenally for literacy. Right now for math, we don't devote that kind of time. We devote PLT time to look at data, try and group, provide interventions. So Mr. Robert's talking about fact fluency kits and getting that as a specific intervention for math. That's something that I feel when I look at the year of what is our next step and how can we improve what we're doing at Soule Road. That's something that's the next step that we have to take.

We have to put the devotion into our math analysis like we do our literacy analysis right now. So that's something that we're going to be looking to do going forward, starting with our bench-marking here in the spring that is taking place over the next few weeks.

But our big glow is connected to one of our strategic goals in the district, which is authentic learning experiences. So we spent a lot of time in the summer, I meet with my three five colleagues and we look at

the strategic plan, what is our goal for literacy, what is our goal for math, what is our goal for authentic learning experiences.

And one of the things that we've said is we're going to have a science fair every year. And that's been where it's stayed, at least at Soule for the last few years. And some buildings have a science guy that really takes it on and you do so much more.

We haven't had that person in our building who has really devoted this to that authentic learning experience, those STEAM activities. So what we were able to do this year is look at our half days. So when your kids go home at 12:30 from Soule, the first half of the day is spent with their special area teachers giving up library, art, music, time, PE time to have STEAM, to do STEAM activities.

So in my building at a time, there'll be three special area teachers at once who will at that time period, they'll have 60 to 75 students that they'll bring them all to the gymnasium, and they will do-- here, we have pictures of an egg drop. All right. But they have done making wind powered rockets.

They've done camouflage activities and then done little can you find me games. So we've taken that time where sometimes those half days can get lost for instruction. And our special area teachers have devoted that to giving them authentic learning experiences that we weren't doing prior to this year at the level that we felt really great about, that we wanted to take the next step.

So I have a student here at the science fair, and actually, those two girls right there are my daughters who went with me to the science fair. The one picture I had, I was like, oh, I'm throwing them up. They can be at the Liverpool board meeting tonight.

So this is a third grade student who was enthralled to teach them about how soda works through a tooth. And what we've been able to do is get students engaged beyond literacy, beyond math, which is also part of our goal here at Liverpool for our three, five students, for our K-12 students is to give them those experiences as well. So that was Soule Road Elementary's glow for the school year.

In addition, again, I want to thank Heather who is retiring. I can't say it enough. When I started out, I was a much like Christine, high school experience as a leader. But then coming into an elementary position, Heather was one of the people who made my life that much easier. So thank you. As long as I have the mic, I'll take time to do that. So thank you.

[APPLAUSE]

JASON ARMSTRONG: So these are some of your courageous school leaders who I can attest to the fact that as an admin group, they have opened themselves up to the vulnerability of asking each other for help and seeking guidance on things that they notice are glowing areas in each other. And that vulnerability turns into a strength for them.

And what they try to do with that is go back to their buildings and tap into their teacher leaders and their grade level teams and their support staff and implement systems in their buildings to try to keep pushing the work forward and making progress and celebrating success and balancing all the things that they're asked to do in their buildings.

And I can tell you they've got bingo boards of all of the fun and exciting things that happen, but we spend a lot of time celebrating the successes so that we can keep that culture going within the admin group. And so their collaboration with each other and into their building also works its way up to the district level departments, because we have departmental meetings, and we have executive team meetings where things funnel back and forth. And they really do a great job of trying to communicate messages and

implement initiatives supporting and developing people along the way, which we also want to recognize that all the staff that finished their final mentoring session last week that Dana set up.

And so we're proud of our new teachers, and we've gotten feedback from them about what they thought was good about it and what they think needs to be enhanced about it. But they're excited for that opportunity. And so it's all of those folks, our veterans, our new people, our folks who are earning their tenure and that accomplishment is huge because it shows an investment that they have a passion for the work. And we're excited to just keep it all going. So thank you.

NICHOLAS BLANEY: Thank you. Thank you, Mr. Armstrong, and thank you to our K through 5 administrative team. Questions from board members. We have a long agenda, so I know they would all love to ask a bunch of questions.

JASON ARMSTRONG: Send me your questions. We'll get them answered.

NICHOLAS BLANEY: We appreciate the data, the full data package. And I'm sure as people dig into that, if you have questions, send them to Mr. Nolan. And he'll make sure that they get to the right place and to Mr. Armstrong. Thank you all. Appreciate it.

[APPLAUSE]

OK. 5.1, Revenue Anticipation Note resolution. Each year, the board is asked to review and approve a revenue anticipation note resolution. This approval is requested in anticipation of the collection of state aid payments during the 2025-2026 fiscal year.

Local finance law establishes guidelines for this issue. It's recommended that the board approve the Revenue Anticipation Note resolution at its June 2nd, 2025 meeting. Are there any questions or discussion on the revenue anticipation note? This is pretty standard. I think we've seen them before, so we will keep going to 5.2. A timely topic board meeting time limit.

The board will discuss whether to set a limit on the end time of meetings. This was a topic that was sent in for agenda setting, and we had five board members who brought it forward to the table, to the floor here to discuss. So I think I'll maybe pass it to Mr. Solazzo first, since he was the one who was the originator.

JOHN SOLAZZO: Yeah, sure. So I think the thought really behind it was that we've had quite a few meetings that have exceeded 11:00 PM. And obviously to be respectful of both, not only the board members' times but also the public's time, I think there was a lot of interest in maybe setting a cap. And in the interest of setting a cap, it wouldn't necessarily mean that every single board meeting would definitely end at this specific time, whatever it is that we decide to do. It's more or less to say, at this particular time as a board, we would say, all right, as a consensus, do we need to continue or should we table these items for a later date just in the interest of time?

But there's obviously going to be some nights when we have time sensitive items that we have to take care of that night and we have to continue. So I think we need to be conscious of that as well. But there's also times when there are topics that can wait and that we don't need to continue.

So my initial proposal and I kind of just arbitrarily picked this when I sent this out to the rest of the board, but there was some thought into it was to pick a time of 9:45 PM that we would more or less take a pause and more or less, put everything to a vote for consensus and say, for the remaining items, do we have consensus to continue or would we like to either table some items, table all items? Whatever it is is the will of the board, so to speak.

I did some kind of rough math in terms of the items that are consistently the standard in the agenda. And if you think about with the opening being about let's call it a minute because doesn't take that long to do the Pledge of Allegiance.

But if you think about recognition taking 10 minutes, routine business is typically four minutes because we voted thought that all at once. If I gave 10 minutes to the president report, 10 minutes to superintendent report, 10 minutes to the student liaison report, 5 minutes to committee report, 15 minutes for department report, 15 minutes for public comment, 45 minutes for board comment, which I don't think anybody wants us to go that long, but I was being generous, that all kind of adds up to a roughly 125 minutes, more or less two hours, leaving us another hour and a half to complete discussion items, action, and executive session.

So I think there's enough meat on the bones of our standard items versus the items that we have a lot of flexibility that we could say 9:45 is a good time, but I'm more or less putting that out there as a starting point. And there it is. Negotiate.

NICHOLAS BLANEY: Other comments?

AUDIENCE: Amen.

NICHOLAS BLANEY: Ms. Martin.

KIMBERLY MARTIN: Yeah, I was just going to agree. I think it hits a certain time and our brains are shutting down, and we need to think about our own wellness and ability to make good decisions. I also think that sometimes it gets that late, and we're just not being effective. And so I would also approve of there being-- I like the idea of there being a time frame. I'd almost go to 9:30 as a standard and then us discussing if we want to continue.

NICHOLAS BLANEY: Ms. Chilbert.

STACEY CHILBERT: It kind of goes back. I mean, I understand the point of it 100%. And I would love it too. But it goes back to the making of the agenda. When we look at an agenda, I think it's been really good the past few months because we haven't gone really late. It seems like executive session is what goes on too. I'd rather have a limit there personally.

But I think we've been moving, but I think more control has been taken over the agenda because the board sets the agenda. So we need to keep control of that as a board that no, that really doesn't need to happen. We're planning on, hopefully, once we do a vote, to start the budget process as soon as July comes, we're going to start again. That's the goal is for that to happen.

So I'd like to see if we can get this information ahead of time, then hopefully, we can just buzz right through. Because it really is our decision to set this agenda. So I would love that.

NICHOLAS BLANEY: Ms. Downs.

HAYLEY DOWNS: Has it ever been discussed or tried in the past where executive session is half an hour, from 6:00 to 6:30 or whatever? So that way, it doesn't run. You have to start your meeting right at 6:30 or whatever time is decided. So executive session would be.

NICHOLAS BLANEY: Yeah. So we have done that in the past for special things. The issue is you have to start the meeting in public. So say we started at 5:30 and said, we're going to do executive session 5:30 to 5:55 or six o'clock. We would still start the meeting at 5:30, and then we would tell the public, we won't be back until six o'clock. But history has shown we don't usually hit those time markings to be here by six o'clock.

And I think we all try to be as respectful as possible as we can to the community that come to go to our meetings. So I think maybe there's the opportunity we could put some executive session stuff before the meeting if we knew specific time limits.

Back to literally 10, 15 years ago, they used to put time timings estimated on the board agenda. I've tried to do that before. sometimes I'm accurate. For myself, I put it on. Sometimes I'm accurate, sometimes I'm wildly off.

Something that I think will take 5 to 10 minutes ends up taking 20 plus minutes. So I think maybe if we all were just more conscious of it, that would help. I think also the input from the board as the agenda setting process is going on helps in moving it along, and so that we're all on the same page of what is going on in the topic. Other comments? Mr. Jones.

MATT JONES: So I think, John, or excuse me, Mr. Solazzo, your proposal is right on the money for me at least. Because I don't think that we want to stifle deliberation and discussion. I think that we've found some really good results on a lot of issues because of that deliberation and discussion that we've had as a board this year.

So I think that setting a time of 9:30, 9:45 where we literally hit pause and say, do we need to keep going or are we better serving the community and everyone else and ourselves by wrapping this up now and continuing at the next meeting? I support this idea, and I think I appreciate you putting in the thought and effort into putting it together.

NICHOLAS BLANEY: Ms. Martin.

KIMBERLY MARTIN: Yeah. I just want to clarify that when I talk about a time limit, I'm feeling that this is similar, we're also including executive session. That is included in the end time.

NICHOLAS BLANEY: I pray to God we never have a four hour in public session meeting. Go ahead, Ms. Bresett.

JECENIA BRESETT: I agree that we need a set time. As far as leadership goes, we work hard on the agenda to make sure that we put in the stuff according to the calendar. And what we've been finding is that we've been getting board members sending us messages saying, this is important to me, this is important to me, which is great. But we have to understand that the more we put on the agenda-- because I believe that you guys received my email last week about what was on the agenda.

And today, we have 9 or 10 things on the agenda for executive session. So from when I sent it to now, it's all your input. So we got to work together.

NICHOLAS BLANEY: Mr. Solazzo.

JOHN SOLAZZO: Yeah. I think that maybe a better way of working moving forward, though, is that maybe once we hit a certain number-- and this is an arbitrary. Let's say, we hit five items that all five board members want on the agenda, maybe at that point, we start asking the question or you guys start asking us the question, can this wait? Is this something that we can go two, three weeks? Or is this something that we absolutely need to have now? And put that question back and then maybe that displaces some of these items.

And it puts it the ownership more on us to say, yes, it's important to me, but it's not tomorrow important. And it makes it a little bit easier on you when you're trying to squish it 10 pounds into a 5 pounds bag.

NICHOLAS BLANEY: Other discussion? No. OK. So here's my idea. I want to look if maybe some other districts somewhere have some type of policy of this kind and also talk with district counsel about what we

could do to put this into policy form. Obviously, we work through policies. And see what we could bring as maybe a draft to the table at our next regular meeting. Is that OK with everyone? OK. Thank you.

Public communications, 6.1. I believe, Mr. Lippencott, is he still here? No. OK. Then we don't have any blue sheets. 6.2, board communications. We'll start down with Mr. McKeever.

DAN MCKEEVER: I'm all set. Thank you.

NICHOLAS BLANEY: Ms. Martin.

KIMBERLY MARTIN: I wanted to acknowledge that May is Mental Health Awareness Month, a time dedicated to highlighting the importance of mental well being for all of us, especially our students, staff, and families.

Our mental health is just as important as our physical health. It impacts how we handle stress, communicate with others, and our ability to make decisions. In our schools, mental health impacts everything from learning and relationships to one's overall happiness and successes. This month and every day, it is important to be reminded that it is OK to not be OK, that asking for help is a sign of strength and not weakness. whether it's anxiety, depression, stress, or simply feeling overwhelmed, every student and adult in our community deserves support and understanding.

As a mental health professional, I'm pleased with how this board and the Liverpool school district prioritizes mental health to increasing social work staff, partnering with community agencies like Liberty Resources and CCSIs, Promise Zone program, and seeking out grant funding to increase resources and supports.

I encourage everyone this month to take an opportunity to check in with ourselves and with each other. A small act of kindness, a listening ear, or simply starting a conversation can make a big difference. It's my goal, and I believe the goal of the board as a whole, to reduce the stigma around mental health and continue building a school district where everyone feels safe, seen, and supported.

I also want to acknowledge that it's Teacher Appreciation Week and also National Nurses Week. Thank you for all that you do. You're the frontline mental health supports in our buildings. I also wanted to take a moment to assure the community that I am indeed running for re-election in the board. There was a small clerical error with a misprinted due date, so I am running as a write in candidate.

I was successfully able to collect the required signatures to qualify, but the timing of my submission means my name's not on the ballot. I take full responsibility for this. I am up for the challenge, and I appreciate your support.

NICHOLAS BLANEY: Thank you. Ms. Chilbert.

AUDIENCE: Yes. I just want to make sure that those clerical errors get corrected for next year, because that was a bummer that Kim couldn't get hers in on time. So hopefully, that'll be all out. So she'll be here next year.

And I too wanted to thank the school nurses. I am too a nurse. You didn't mention the nurses.

NICHOLAS BLANEY: I'm sorry.

STACEY CHILBERT: That's OK. I'm retired. And I realize once you're a nurse, you're always a nurse. So thank you to all the school nurses and our teachers. It's actually an honor to be sitting on this side of the table to be able to say thank you for all that you do for our students and our families. That's huge. My son's actually in Europe this week. Liverpool grad. He did it all by himself. It's just amazing what these kids get. We are very lucky as a district for what we do have. It's hard on the board that we have to sit

here and talk about money, and we always are looking for what can we do better, what can we do better. But we have so much to celebrate with our teachers in the district and of course, our nurses.

Oh, and when we talked about the Spanish, I just want to-- the biliteracy thing. I wanted to thank our younger teachers too, because sometimes I think the high school teachers get all the glory. But if those kids didn't start in middle school, middle school is so important. Because if those teachers didn't make them love the language, they're not going to continue on.

So I just wanted to shout out our special language teachers in middle school to say, thank you because you're the ones that really get them to fall in love with their programs and other programs, so we can have full CTE programs. That's my thing, if they can't read and they can't do math, we can't fill CTE. So I'm looking forward to that.

I'm looking forward to the-- did we get a full-- I'm going back to the Mr. Armstrong's presentation. Did we get the full data? Did I just miss it? OK. Because I was looking for it, but I couldn't find it.

NICHOLAS BLANEY: It was sent to the full board.

STACEY CHILBERT: Thank you to LE and MRE for actually putting your grades on your dots, 3, 4, 5. Because then I could follow along. You have to make it very simple for me. So I appreciated that.

Because I'm like, who are these people? So I liked that. So thank you so much. That's all I wanted to say.

NICHOLAS BLANEY: Thank you, Ms. Downs.

HAYLEY DOWNS: Really quick, just one more shout out to LE for making the beautiful decor. Please read their signs. They're fantastic. And then happy Nurses Day and Teacher Appreciation.

NICHOLAS BLANEY: Mr. Jones.

MATT JONES: OK. Yes. Happy Nurses Day. My mom is a nurse, Nurse Ratched. I had perfect attendance several years, because she, I mean, literally just pushed me onto the bus. I mean, there wasn't a choice.

She's not watching. You know what? They're on their way to an AC DC concert in Pennsylvania. They're the cool ones in my family tree. I go to board meetings. So thank you to our nurses. Thank you to our teachers.

I've been trying to highlight a different one of my awesome teachers every day this week on my Facebook page. And I'm running out of days of the week because there's just so many great teachers that I had in Liverpool. But luckily, I've got two more years on this board, so we'll do a few more weeks for them.

I do have one of those teachers here, Mrs. Shaw. I always shout her out every chance I get because she was just phenomenal. I had her twice, not because I failed. In fact, she was one of the few math classes I passed. So that says something. But thank you, Mrs. Shaw, and to all the teachers here tonight. I appreciate you.

Speaking of Teacher Appreciation, it brings me to a topic that I wrote about because I'll screw it up if I try to wing it. So let me read that. At our meeting in early April, this board clearly expressed its concerns about the idea of maximizing class sizes.

We've consistently emphasized our shared commitment to keeping class sizes manageable, and I believe that commitment is genuine and widely held. That's why I was surprised by the number of messages I received over the past week from teachers, staff, and parents worried about potential increases in class sizes next year.

Just last month, this board supported restoring three classroom teacher positions and four teaching assistant roles that had been proposed for elimination. We were also presented with enrollment

projections that did not indicate significant increases in classroom sizes, yet we're now hearing reports of section reductions that could lead to larger classes in some grade levels.

To their immense credit, when I followed up with administration, I was assured that those concerns were unfounded. Still, the perception of a disconnect is very real, and I believe we owe it to our educators, our families, and our students to clarify the situation and work collaboratively to ensure that our staffing aligns with our values.

Speaking for myself, and I imagine many of my colleagues on the board would agree, exceeding recommended class size caps at any grade level or in any building is not the direction we want to head in. Research and common sense both tell us that manageable class sizes are essential to student learning, classroom safety, and overall school climate.

To that end, I'd like us to consider as a board, taking the next step, moving from the goal of trying to meet class size targets to adopting policy that formally commits to keeping class sizes within clearly defined limits. Let's create guardrails that help us protect the learning environment we all want for our students. If that means identifying savings in lower priority areas to make it possible, I believe that's a discussion worth having. I also want to take a moment to recognize and thank the Budget Advisory Team for their work this year. Thanks in large part to their thoughtful efforts, Liverpool was one of the few districts in the region that avoided, actually in the country from what I've been reading that avoided staff layoffs.

Something we should all be proud of as we look to next year's budget process, I'd like to suggest two improvements, one, which has been said multiple times on this board-- it's not my idea-- that we begin the process much earlier in the year to allow for broader engagement. And second, I'd recommend including a representative from the Board of Education as part of that team from the beginning.

As the body ultimately responsible for approving the budget, the board's role should be fully integrated throughout the process, not just at the end. After my first year serving on the board, I've seen how greater collaboration earlier on can only strengthen the work we do on behalf of our district.

At the end of the day, this is about aligning our budget with our values, ensuring that every decision supports a safe, effective, and equitable learning environment. I'm confident that we can move forward together with that goal front and center. Thank you. And that's all I got.

NICHOLAS BLANEY: Thank you. Ms. Bresett.

JECENIA BRESETT: I just want to say thank you to the nurses, to the teachers, but especially to Mrs. Silvia. I don't want to get choked up because you've had my babies, but you were amazing from the start when my little Ella was thrown into your school in fourth grade. And you called me, and you said, I got her. And you took her all day and introduced her, and she had the best time.

And then my twins came along, and they are thriving. So thank you. Those are big shoes to fill. I know that you can do it, but thank you for everything that you've done. Also, a shout out to our PTO. We have the Teacher Appreciation Week. So we've done the pizza lunch, and we're going to do the coffee. So thanks a lot.

NICHOLAS BLANEY: Ms. Melnik.

KIMBERLY MELNIK: So thank you, Ms. Martin, for bringing and discussing the importance of mental health. I feel it's no surprise that May is Mental Health Month along with Teacher Appreciation Week along with Nurses and Mother's Day. I think that right there, we're all connected.

So thank you. And thank you to all the nurses, and Happy Teacher Appreciation Week. I wrote this down because I will get choked up. Being a teacher myself, I had to say this. As we honor this wonderful week, let's take a moment to acknowledge the remarkable commitment and resilience of our educators.

Each day, they encounter a variety of challenges, from addressing the diverse needs of their students to swiftly adjusting lesson plans. In spite of these hurdles, they continue to motivate and influence the minds of our future generations. Reflecting back on-- and I'll date myself-- 50 plus years, I remember many teachers that actually guided me to become a teacher and then a special education teacher, along with many of them who have had my children, some of them here today.

We're truly blessed to have such dedicated professionals leading us and our children here at Liverpool. Their efforts often go unnoticed, yet their influence is profound and lasts forever. Thank you for your steadfast support, patience, and enthusiasm. Your contributions are appreciated more than words can convey.

NICHOLAS BLANEY: Thank you, Ms. Melnik. Mr. Solazzo.

JOHN SOLAZZO: So I'd like to echo everything the rest of the board has to say to for the teaching staff. Thank you for all that you do and the nurses as well. And everybody, all the employees in our district who help this district run because trust me, it is amazing everything that goes on here.

Also, would like to just say Happy Mother's Day, because that's coming up. And thank you to all the mothers out there for all the hard work you do, especially to my wife and everything that she does, especially making sure that my daughter goes to school not looking unkempt. Because if it were me, it'd be a ragged ponytail.

But I'd also like to thank my mother and my sister, who is an occupational therapist and has twins, and my other sister, who has her own business, is a doctor, and has two kids with autism. So I don't know how she does it. She's amazing. But for all the parents out there who are in similar situations and mothers who do that, thank you so much for all that you do, especially Happy Mother's Day to all the mothers who don't have babies but have angels in heaven. So thank you.

NICHOLAS BLANEY: Thank you, Mr. Solazzo. 7.1, approve technology purchasing lease with OCM BOCES. Is there a motion to approve the proposed Liverpool Central School District technology lease with OCM BOCES as presented? Motion by Mr. McKeever, second by Ms. Bresett. Any discussion? All those in favor. All hands are raised.

I think I'm going to have to make an announcement about cell phones at the beginning of the next meeting. 7.2, is there a motion to approve the memorandum of agreement between the United Liverpool Faculty Association and the Liverpool Central School District as presented?

Motion by Ms. Melnik, second by Mr. Jones. Discussion? This is pertaining to the athletic trainers. Ms. Bresett.

JECENIA BRESETT: I just want to add that they added on here to stay within the budget appropriations. So I appreciate that. Thanks.

NICHOLAS BLANEY: Any other discussion? All those in favor. All hands are raised. Thank you. 7.3, video conferencing and virtual attendance at meetings conducted by the board. You'll remember back in March, we had the public hearing that was necessary for this. And thanks to district counsel, we have our resolution and our procedures in order.

So be it resolved that the Board of Education of the Liverpool Central School District hereby approves procedures related to use of video conferencing and virtual attendance at meetings conducted by the

board, a copy of which is incorporated into the minutes of this meeting. Is there a motion? Motion by Ms. Melnik. Second by Ms. Chilbert. Any discussion? All those in-- oh. You're welcome.

And a reminder, a quorum of the board needs to be at in-person location, and others can be on a video conferencing app. OK. All those in favor. All hands are raised. Thank you. 7.4, election inspectors. Is there a motion to appoint the following individuals as election inspectors at their contractual rate for the 2024-2025 school year, Kelly Slowik and Doreen Holekamp?

And a reminder that we are adding election inspectors because they will have to be reading write in ballots for quite a while longer than we're used to because of the candidate situation. So is there a motion? Motion by Ms. Melnik, second by Mr. Jones. Any discussion? Mr. Jones.

MATT JONES: Just a quick thank you to the folks that run our elections, because it's a long day 6:00 AM to 9:00 PM. Reminder, again, that it's here this year. And I forgot to mention it in my public board comments, but I'm looking very forward to writing in Kim Martin and to have her join us again. I hope, God willing, next year.

NICHOLAS BLANEY: And thank you to our district clerk, Ms. Gail Massett, who ran a great vote back in March. And I know this will be another one by the books. So any other discussion? All those in favor. All hands are raised. Thank you.

Announcements. June 2nd, 2025, Board of Education meeting 6:00 PM at the district office. June 23rd, Board of Education meeting 6:00 PM at the district office. For executive session, do I have a motion to enter into executive session for, one, a disciplinary appeal to the Board of Education of a long term suspension resulting from a superintendent hearing for a particular student? Two, final discussions on tenure award recommendations? Three, discussion regarding collective bargaining negotiations with UKFA? Four, receiving an update from legal counsel on ongoing legal matters and pending litigation? Five, discussion of the future superintendent's contract negotiations? And six, discussion of the salary related to assistant superintendent for business services?

Motion by Mr. McKeever, second by Mr. Jones. Any discussion? Let's get going. All those in favor. All hands are raised. Thank you. We will be back to vote on the student appeal and tenure recommendations. And we will meet 7:50, about eight minutes in room, the HR conference room. Thank you.

NICHOLAS BLANEY: Yeah. Rolling. Ready? OK. Do I have a motion to return to public session? Motion by Ms. Martin, second by Ms. Bresett. Any discussion? All those in favor. All hands are raised. Thank you. Do I have a motion to deny the appeal of student number one? The Board of Education, upon review of student appeal as discussed in executive session for student number one, hereby denies the appeal of the superintendent suspension and further directs the interim superintendent to notify the parent/guardian of the board's decision. Is there a motion?

Motion by Ms. Melnik. Second by Mr. McKeever. Any discussion? All those in favor. All hands are raised. Thank you. Is there a motion to postpone 11.1 until our next meeting of the Board of Education? Motion by Ms. Martin, second by Ms. Melnik. Any discussion? All those in favor. All hands are raised. Thank you. Seeing no further business, is there a motion to adjourn the meeting? Motion by Mr. McKeever, second by Ms. Chilbert. Any discussion? All those in favor. All hands are raised. Have a great night. We are adjourned.