

**Board of Education
Regular Meeting**

Minutes April 2, 2025

**ELMIRA HEIGHTS CENTRAL SCHOOL DISTRICT
ELMIRA HEIGHTS, NEW YORK**

Call to Order: The Regular Meeting of the Board of Education was called to order at 7:00 p.m. on April 2, 2025, by President Joseph Sullivan followed by the pledge of allegiance.

Members Present: Jody Buckley, Christopher Callas, Terry Day, Dominic Lucarelli, Joseph Sullivan, Mikki Yesesky

Member Absent: John Cole

Others Present: Michael Gill, Martha Clark, Megan Molina, Luke Cady, Carol Cady, Amanda Perry, Emily Thresher, Connor Thorpe

APPROVAL OF AGENDA/MINUTES

Agenda - A motion was made by Dominic Lucarelli, seconded by Jody Buckley and carried 6-0 to approve the agenda **with updates** of the April 2, 2025 Board of Education Regular meeting.

Minutes – A motion was made by Terry Day, seconded Mikki Yesesky and carried 6-0 to approve the minutes of the following Board of Education Meetings:
March 5, 2025 Board of Education Regular Meeting
March 19, 2025 Board of Education Regular Meeting

Order of Business

A motion was made by Christopher Callas, seconded by Dominic Lucarelli, and carried 6-0 to suspend the regular order of business to accommodate guests, special discussion topics and presentations in an order of business as deemed appropriate.

COMMENTS FROM THE PUBLIC AND STAFF

Michael Gill - Superintendent ♦ Work with 1st year teachers mentoring this week, book study. Jessica Green provides the main support for new teachers, kudos to her. ♦ Meeting on insurance plan strategies with Perry and Carroll and Health Care committee next week. ♦ Training our lead teachers with PLC consultant, intervention team is ramping up. ♦ Mini plays at elementary are wrapping up. ♦

Megan Molina – Director of Student Services ♦ Reviewing Special Plan this summer, working towards changes and supports for all three buildings. ♦ Reviewed presentation introducing special education eligibility, general procedures, qualifications, continuum of services and performance. Also reviewed BOCES services and in district services including Work Based Opportunities. Working on plans to continue to meet the needs of students.

Martha Clark – Business Manager ♦ Saving most of her comments for budget presentation. ♦ DASNY set up process has been time consuming. ♦ Still waiting on finalized state budget.

Other Staff/Public Comments ♦ Luke Cady, student – presented a slideshow “Why Should the Class of 2025 Decorate their Caps?” giving reasons why students want to decorate their graduation caps and guidelines students are willing to follow if the request is granted. The Board agrees to discuss this further.

PERSONNEL

A motion was made by Terry Day, seconded by Mikki Yesesky and carried 6-0 to approve the following recommended personnel items F-1 through F-2 with additions, and being further resolved that upon receipt of final clearance from the State Education Department, any conditional appointments shall be changed to regular appointments, reflecting the effective date of said Board meeting.

F-1 Appointments

Recommendation to approve the following personnel. Be it further resolved that upon receipt of final clearance from the State Education Department, any conditional appointments shall be changed to regular appointments, reflecting the effective date of said Board meeting.

- a. **Substitute Support:** Melissa Mager Lori Beck
- b. **Non-instructional probationary appointments:**
 - Julee Farnham
 - Position: Food Service Helper
 - Effective: April 3, 2025
 - Probationary Period: one (1) year effective April 3, 2025 - April 2, 2026/Civil Service
 - Total Compensation per EHESSA Contract: \$15.94 per hour (Step 1)

FINANCIAL

G-1 Reports - acknowledged

A motion was made by Jody Buckley, seconded by Dominic Lucarelli, and carried 6-0 to acknowledge the following consent financial reports G1a thru G1g.

- a. Budget Status Report as of March 26, 2025
- b. Revenue Status Report as of March 26, 2025
- c. Budget Transfer Report as of March 26, 2025
- d. Treasurer’s Report for February 2025
- e. Claims Auditor Report for February 2025
- f. Extra Classroom Report for February 2025

FACILITIES

The updates below were reviewed by Superintendent Gill.

H-1 Capital Project 2021 / Energy Performance Contract (EPC) Update – Final paperwork wrapped up and will be closed out soon.

H-2 Capital Project 2024 / Transportation Facility Update - Material required to level the bus garage site continues to be imported and stockpiled for upcoming work. Coordination for natural gas, sewer and water work is currently underway. Once all parties and materials are lined up the underground work will begin. Hoping to go out to bid this week to push the process.

H-3 2025 Capital Outlay Update - Closeout paperwork and final payment is currently being circulated. All contracts are wrapping up and will be closed out this fiscal year.

CONSENT

A motion was made by Jody Buckley, seconded by Terry Day, and carried 6-0 to approve the following consent agenda items K-1 through K-2.

K-1 CSE Recommendations – approved

The Board approved the student placement determinations from the on March 12, 14, 17, 19, 20 and 21, 2025, CSE/504 meeting(s) and the funds to support such recommendations.

K-2 CPSE Recommendations – approved

The Board approved the student placement determinations from the on March 14, 2025, CPSE meeting(s) and the funds to support such recommendations.

DISCUSSION TOPICS

N-1 PLC Presentation – RTI at Work in Albany

Amanda Perry (school counselor), Connor Thorpe (teacher), Emily Thresher (teacher) from TAE attended the RTI at Work conference through the PLCs and presented key principles, multi-tiered systems--expressing Response to Intervention benefits and strategies.

N-2 Capital Reserve Propositions

Business Manager, Martha Clark reviewed the current drafts of the capital reserve propositions for transportation, technology, and maintenance equipment reserves that will be funded by unassigned fund balance previously discussed at March meeting.

N-3 2025-26 Budget Presentation

Business Manager, Martha Clark and Superintendent reviewed current budget numbers with projected revenues based on most recent state aide run to include Capital Outlay Project and GSTBOCES initial service request, moving forward with tax levy increase of 2%.

NEXT MEETING

Wednesday	April 23, 2025	Regular BOE Meeting(BOCES)	7:00 pm	Comm Rm
Wednesday	May 7, 2025	Regular BOE Meeting/Public Hearing	7:00 pm	Comm Rm
Tuesday	May 20, 2025	Annual Mtg/Budget Vote/BOE Elections	7am-8pm	TAE Gym
Wednesday	May 21, 2025	Regular BOE Meeting (if needed)	7:00 pm	Comm Rm

EXECUTIVE SESSION:

At 8:47pm a motion was made by Dominic Lucarelli, seconded by Terry Day, and carried 6-0 to enter executive session to discuss particular personnel employment histories and negotiations.

ADJOURN EXECUTIVE SESSION:

At 9:59pm a motion was made by Jody Buckley, seconded by Dominic Lucarelli, and carried 6-0 to adjourn executive session.

ADJOURNMENT – At 10:00pm motion was made by Christopher Callas, seconded by Mikki Yesesky, and carried 6-0 to adjourn the meeting.

Clerk

WHY SHOULD THE CLASS OF 2025 DECORATE THEIR CAPS?

By: The Class of 2025



Reasons why

1. Shows of creativity
2. Shows our future plans for college
3. Follows other schools in the surrounding area
4. Shows what everyone's next chapter in life is

What students are saying

“I think that decorating our caps not only is fun, but it also is a great way to express our creativity. My reason for wanting to decorate my cap is simple. I love the children I intern with and would love a creative way to show them off. While I understand wanting to keep us all the same and seem more professional I do think that it would be nice to be able to show the creativity of your students. As a child I always imagined how I would decorate my cap and how cool it would look. After learning that we would not be able to decorate them I was understandably upset. Not at you, but at the idea of not being able to live out something I’ve dreamed of for years. I do think that there should be some limitations on decorating thought. I think keeping it simple and 2d would be appropriate. I think it would still show our creativity while being able to keep our class and professionalism. With that possibly having you or our principal review and approve our cap ideas would also help to control the look of our school and who we represent as a school. Thank you for hearing us out. We hope that you, the board of education can take what is said here into consideration.”

What Students are saying

1. Another student said “It is weird to not decorate our caps. GST Boces lets us decorate our caps and I think we should also be allowed to . I hope you can take this into consideration to let the class of 2025 decorate their caps for graduation”
2. A student said “I just don’t get it. I just want to show off my creativity on my cap at graduation. It is upsetting to see other schools get to decorate their caps for graduation and not our school. I hope you can take this into consideration and let the graduating Class of 2025 decorate their caps at graduation”.

Guidelines for decorations

- Submit our designs for graduation for approval
- 2D designs only
- Find a way to have designs attached to loaner caps so the caps won't be permanently damaged

What schools let the students decorate their caps

- GST BOCES
- Corning Painted Post High School
- Elmira High School
- Watkins Glenn High Schools
- Horseheads High School
- Waverly High School
- Odessa Montur High School
- and many others

Our Mission as the class of 2025

As the class of 2025 we would love to have the chance to decorate our caps. We want you, the board of education make that decision. We can turn our designs into Mr. Boyanowski, Mr. Bennett, and Mr. Gill to make the final decisions about our designs. As the graduating class we hope that you can take this into consideration to let us decorate our caps and express our creativity

**Thank you for your
time!!!!!!**

Students With Disabilities

IEPs and 504s



ELMIRA HEIGHTS
CENTRAL SCHOOL DISTRICT



The Special Education Process: What is it?

Special education means specially designed individualized or group instruction or special services or programs to meet the unique needs of students with disabilities.

Student with a disability means a student with a disability as defined in section 4401(1) of the Education Law, who has not attained the age of 21 prior to September 1st and who is entitled to attend public schools pursuant to section 3202 of the Education Law and who, because of mental, physical or emotional reasons, has been identified as having a disability and who requires special services and programs approved by the department.

Disability Classification(s):

For all preschool students: *Preschool Student with a Disability*

For school-age students, select one of the following disability classifications:

- Autism
- Deafness
- Deaf-blindness
- Emotional disability
- Hearing impairment
- Intellectual disability
- Learning disability
- Multiple disabilities
- Orthopedic impairment
- Other health-impairment
- Speech or language impairment
- Traumatic brain injury
- Visual impairment (which includes blindness)

What are the steps in the **Special Education Process**?

Step 1: Initial Referral for Special Education Services

Students suspected of having a disability are referred to a multidisciplinary team called the Committee on Special Education or the Committee on Preschool Special Education.

Step 2: Individual Evaluation Process

The Committee arranges for an evaluation of the student's abilities and needs.

Step 3: Determining Eligibility for Special Education Services

Based on evaluation results, the Committee decides if the student is eligible to receive special education services and programs.

What are the steps in the **Special Education Process**?

Step 4: Individualized Education Program (IEP)

If the child is eligible to receive special education services, the Committee develops and implements an appropriate IEP, based on evaluation results, to meet the needs of the student. Based on the IEP, the Committee must determine the student's placement, ensuring that services are provided in the least restrictive environment (LRE).

Step 5: Annual Review/Reevaluation

The IEP is reviewed and, if needed, modified or revised by the Committee at least once a year (annual review). The student has a reevaluation at least once every three years, to review the student's need for special education programs and services and to revise the IEP, as appropriate. A reevaluation may also occur when conditions warrant or when requested by a parent or teacher. The process occurs sequentially with each step building on the previous one. In this way, comprehensive information about the student is obtained and considered. Timelines are in place so that delays are avoided. Parents are an integral part of this process, and your involvement is encouraged.

Understand IEPs: Key Points

The IEP must include the student's academic, physical, social, and management needs and present levels of performance (PLPs). The PLPs provide the informational basis for generating goals, supports, and services that are specifically designed to meet the student's individual needs.

Testing accommodations remove obstacles to the test-taking process that are presented by the disability without reducing expectations for learning. The categories of testing accommodations most frequently required by students, as indicated in their IEPs/Section 504 accommodations plans (504 plans) are:

- flexibility in scheduling/timing
- flexibility in the setting used for the administration of assessments
- changes in the method of presentation
- changes in the method of response

Testing and/or Program modifications are changes made to the testing process and our programming that may change, lower, or reduce learning expectations. Testing modifications may also alter the underlying construct of the assessment. Examples of modifications that reduce expectations for learning and affect the construct of the test/curriculum include:

- simplification, clarification, or explanation of test questions/items
- use of spell-checking devices on a test of the student's spelling skills
- use of a calculator on a test of the student's computational skills.

What is a Committee on Special Education?

The Committee on Special Education (CSE) is a multidisciplinary team established in accordance with the provisions of section 4402 of the Education Law. The *Committee on Special Education (CSE) for the 2024-2025 school year will hold **392 meetings***. The meetings included **initial referrals, requested reviews, manifestation determinations, transfer student/intake, annual reviews, and reevaluations (required at least every 3 years)**. Pursuant to the regulations of the State Commissioner of Education, the CSE makes recommendations to the Board of Education on the needs of those students referred to the CSE. Based upon those recommendations, Elmira Heights CSD served **194 K-12 students with IEPs as of March 2025**.

The required members of the CSE are:

- The student's parent(s)/guardian
- General education teacher
- Special education teacher/related service provider
- School Psychologist
- EHCS representative (chairperson)
- Others with knowledge/expertise
- Individual to interpret evaluations
- School physician (if requested-72-hour notice)
- Agency representative—for transition purposes (with parent consent)
- Student, if appropriate

ENROLLMENT



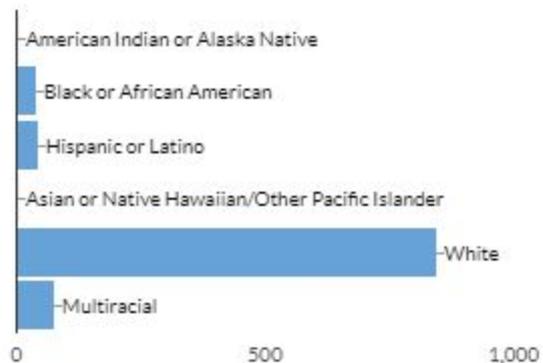
TOTAL K-12
PUBLIC SCHOOL
STUDENTS

1,008

TOTAL K-12
PUBLIC SCHOOL
ELL STUDENTS

0

STUDENTS BY ETHNICITY

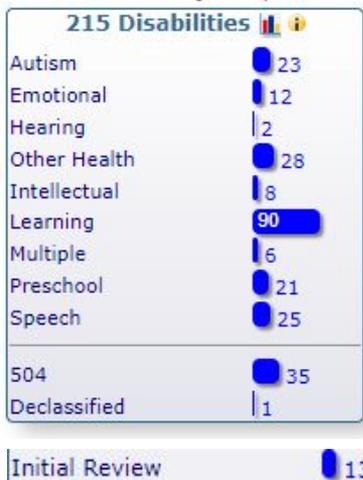


[More Information](#)

STUDENTS BY GENDER

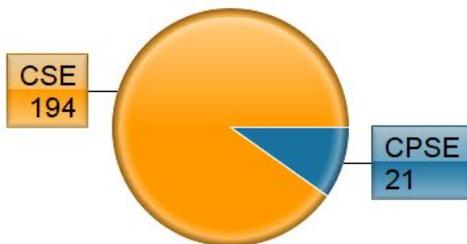


As of April 2025



263 Students in Elmira Heights CSD

Student Types



What is a 504 Plan?

Section 504 is an act which prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Section 504 Act defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activity (major life activities include activities such as learning, walking, seeing, hearing, speaking, breathing, caring for one's self, performing manual tasks and working);
- has a record of such impairment; or
- is regarded as having such an impairment.

What is the 504 Committee and Process?

- The CSE initially refers a student to the Section 504 Committee in the building if CSE determines that a student has a disability significantly affecting a major life activity such as seeing, hearing, walking, breathing, learning, etc.
- Then, the 504 Committee develops a written accommodation plan to meet the student's needs. Typically, a plan calls for practical measures to be carried out by general education teachers to ensure that a student with disabilities has full access to school district programs.
- Each building principal takes responsibility for the implementation of the 504 plans in their building.
- The CSE Office will send a roster of 504 students to the building principal at the beginning of each school year. The principal will ensure all 504 plans are distributed and properly implemented. Administration will determine a schedule to review and update plans annually.

Continuum of Services

In District

- Consultant Teacher Services (Direct and Indirect)
- Resource Room
- 15:1 Special Class**

WBL Opportunities

BOCES

- 6:1:1 ASD, EPC-ED
- 8:1:1 ED, ID/ED
- 15:1 Phoenix Academy
- 12:1:3
- 12:1:1 EOP

Related Services

Related services for both school-age and preschool students include, but are not limited to:

- speech/language therapy
- audiology services
- interpreting services
- psychological counseling services
- physical therapy
- occupational therapy
- orientation and mobility services
- vision services
- school health services
- school social work



RTI Intervention

Presented by Amanda Perry, Connor Thorpe, and Emily Thresher





What is RTI?



- 
- **Response to Intervention**
 - **Purpose:** RTI is designed to improve student outcomes by ensuring that all students receive effective instruction and that struggling students receive timely and appropriate support.



Key Principles

Early Intervention

RTI emphasizes identifying and supporting struggling students early on, rather than waiting for them to fall significantly behind

Data-Driven Decision Making

RTI relies on ongoing data collection and analysis to monitor student progress and inform instructional decisions

Collaboration

RTI requires collaboration among educators, parents, and other stakeholders to ensure that students receive the support they need.





RTI's Multi-Tiered Systems



RTI typically involves a three-tiered system of support:

- **Tier 1:** High-quality core instruction for all students.
 - **Tier 2:** Targeted small-group instruction and interventions for students who are struggling.
 - **Tier 3:** Intensive, individualized interventions for students who continue to struggle despite Tier 2 supports.
- 
- 
- 
- 



Why RTI is essential:



- ALL students must learn to grade level to be ready for the next year
 - ALL students should be in classes that teach at grade level
 - Some students will need more time and support to learn essential standards
 - Some students will need intensive reinforcement in essential skills
- 
- 
- 



Culture of Responsibility: ALL adults need to believe that ALL students can learn at high levels



- **Climate vs Culture:** Climate is the way that we feel vs Culture which is the way that we behave
 - Natural byproduct of RTI implementation will be resistance
 - The Guiding Coalition (teacher and admin teams from all levels) will work to reculture the school with education and positive attitudes
- 
- 
- 

The Best Intervention is Prevention

Can not wait for
all students to
fail before
providing an
intervention

Proposed Preventions at the High School:

- **Strategic Course Design** - collaborating with peers
- **More push in support**
- **Sheltered Classes:** Who is the best fit to teach each class
- **Systematic Accommodations: EX:** Online text , AI passages
- **Freshman Academy:** course for all students to learn essential skills to be successful in High School and beyond



Benefits for Students

Improved Outcomes

RTI can lead to improved academic and behavioral outcomes for all students, especially struggling learners.

Early Identification and Support

RTI helps schools identify struggling students early on and provide them with the support they need to succeed

May reduce the needs in Special Education

By providing early and effective interventions, RTI can reduce the need for special education services





Benefits for Teachers

More Collaborative Time With Peers

Collaborative teacher teams take the lead in choosing and identifying essential standards

Early

Intervention

RTI allows teachers to identify struggling students early on and provide them with timely support, preventing learning gaps from widening.

Professional Growth

RTI can help teachers develop their skills and knowledge related to teaching and learning, as they are constantly learning and adapting their strategies based on student data and collaboration with peers.





Conclusion



Implementing RTI at all levels will ensure that all students are receiving the support that they need while still being taught at grade level.

Proposed Schedule in HS: ALL students would have access to a 30 minute block of intervention time per day

While staff would have 30 minutes of collaboration time per week in addition to conference day time.



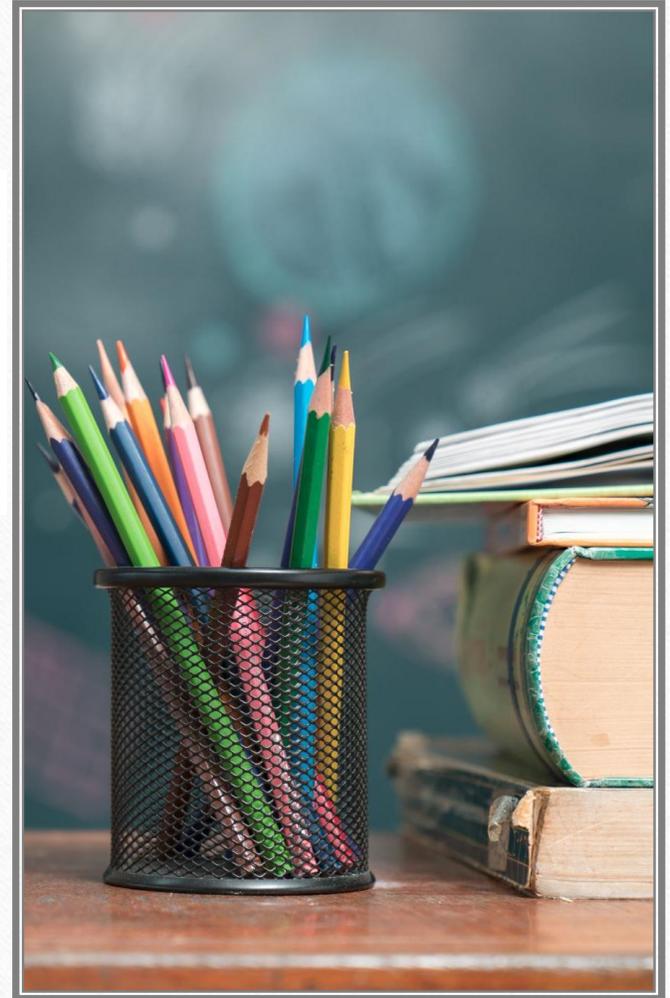


Thank You

Budget Presentation



April 2, 2025



Executive Budget Proposals

- Foundation Aid Changes –

Current law changes CPI increase to 3.1%

Rockefeller Institute Recommendations- Replace 2000 Census with Small Area Income & Poverty Estimates (SAIPE)

Replace Free & Reduced Price Lunch with Economically Disadvantaged Youth

State Sharing Ratio Tier 2 slight increase maximum % increase from 91% to 93%

Minimum increase for all Districts of 2%

Executive Budget Proposals

- Districted Free Learning – State mandated local policy prohibiting all internet-enabled devices used by students beginning August 1, 2025
- Dual Enrollment – Directs SED to create a statewide dual enrollment policy.
- Universal Meals – subsidy for students/schools not currently eligible
- School Aid Database Freeze – frozen at certain date with no adjustments
- STAR Program Changes- age eligibility, and set 7/1 residency date

Budget Assumptions

- Maintain current academic and extracurricular programming
- Maintain current staffing levels
- On-going Professional Development – PLC and specific association conferences
- School Bus Replacement Schedule – Purchase of 2 Type C – 65 passenger buses
- Equipment Replacement Schedule – Purchase of replacement for John Deere Tractor
- Athletics – Addition of Varsity Soccer and Winter Tack

Budget Assumptions

- Contractual Salary Increases – From 4 % to 4.75%
- GST BOCES – Net Increase of 1.30%
- TRS Employer Contribution Rate – Decrease from 10.11% to 9.59%
- ERS Employer Contribution Rate – Increase from 15.20% to 16.50%
- Health Insurance – Renewal increase of 17%
Key drivers limited claim data and poor medical loss ratio.

Projected Revenue

Account	2024-2025 Adopted Budget	2025-2026 Proposed Budget	Dollar Difference	Percent Difference
Real Property Tax Items	8,681,519	8,843,695	162,176	1.87%
Charges For Services	61,000	61,000	0	0.00%
Use of Money & Property	158,524	307,000	148,476	93.66%
Reimbursements/Refunds	366,000	466,000	100,000	27.32%
State Aid	19,449,848	20,256,274	806,426	4.15%
Federal Aid	50,000	45,000	(5,000)	-10.00%
Appropriated Reserves & Fund Balance	176,898	-	(176,898)	-100.00%
Total	28,943,789	29,978,969	1,035,180	3.58%

**2025-26 Executive Budget Estimates of General Support for Public Schools for the
Elmira Heights Central School District**

	2024-25	2025-26	Change	%
Foundation Aid	\$13,915,012	\$14,193,312	\$278,300	2.00%
Expense-based Aids				
Building Aid	\$1,198,807	\$1,258,972	\$60,165	5.02%
Transportation Aid*	\$658,126	\$775,902	\$117,776	17.90%
BOCES Aid	\$2,419,878	\$2,740,478	\$320,600	13.25%
Public High Cost Excess Cost Aid	\$573,193	\$350,454	(\$222,739)	-38.86%
Private Excess Cost Aid	\$43,049	\$42,475	(\$574)	-1.33%
Special Services Aid	\$0	\$0	\$0	N/A
Instructional Materials Aids				
Software Aid	\$9,468	\$15,429	\$5,961	62.96%
Hardware & Technology Aid	\$21,020	\$20,340	(\$680)	-3.24%
Textbook Aid	\$60,289	\$58,658	(\$1,631)	-2.71%
Library Materials Aid	\$6,446	\$6,438	(\$8)	-0.12%
Other Operating Aids				
Academic Enhancement Aid	\$0	\$0	\$0	N/A
Charter School Transitional Aid	\$0	\$0	\$0	N/A
High Tax Aid	\$0	\$0	\$0	N/A
Supplemental Public Excess Cost Aid	\$0	\$0	\$0	N/A
Aid for Recent Consolidations				
Operating Reorganization Incentive Aid	\$0	\$0	\$0	N/A
Building Reorganization Incentive Aid	\$0	\$0	\$0	N/A
Subtotal	\$18,905,288	\$19,462,458	\$557,170	2.95%
Aid for Early Childhood Education				
Full Day Kindergarten Conversion Aid	\$0	\$0	\$0	N/A
Universal Prekindergarten Aid**	\$340,155	\$340,155	\$0	0.00%
Total School Aid	\$19,245,443	\$19,802,613	\$557,170	2.90%

*Includes Summer Transportation

**Increases represent actual claims in 2024-25 returning to the maximum grant allocation, and may not reflect actual increase in funds.

Preliminary Tax Cap

Elmira Heights Central School District

Tax Levy Limit Determination (Chapter 97 of the Laws of 2011)

2025-2026 Fiscal Year

Tax Levy Cap - Calculations and Totals

Tax Levy Limit (Cap) Before Exclusions

Tax Levy Fiscal Year Ending (FYE) 06/30/2025	\$8,562,053
Total Tax Cap Reserve Amount from FYE 06/30/2025	\$0
Tax Base Growth Factor**	1.0040
PILOTS receivable FYE 06/30/2025	\$90,398
Capital Tax Levy for FYE 06/30/2025	231,910
Allowable levy growth factor***	1.0200
PILOTS receivable FYE 06/30/2026	\$90,398
Available Carryover from FYE 06/30/2025	\$0
Total Levy Limit Before Exclusions	\$8,533,490

** As determined by the NYS Office of Real Property Tax Services (ORPTS)

*** As determined by the NYS Office of the State Comptroller

Preliminary Tax Cap Cont'd

Exclusions	
Tax levy necessary for expenditures resulting from tort orders/judgments over 5% FYE 06/30/2025 tax levy	\$0
Capital Tax Levy for FYE 06/30/2026	\$607,696
Tax levy necessary for pension contribution expenditures caused by growth in ERS	\$0
TRS	\$0
Total Exclusions	\$ 607,696
Tax Levy Limit, Plus Exclusions	\$ 9,141,186
Tax Levy Limit, Plus Exclusions %	6.76%
Proposed Levy for FYE 06/30/2026	\$8,733,297
Difference Between Tax Levy Limit Plus Exclusions and Proposed Levy	(\$407,889)
Do you plan to override the cap in 2025?	<input type="radio"/> Yes <input checked="" type="radio"/> No

Account	2024-2025 Adopted Budget	2025-20265 Proposed Budget	Dollar Difference	Percent Difference
General Support	4,450,951	4,633,323	182,372	4.10%
Instructional	15,469,613	15,090,978	(378,635)	-2.45%
Transportation	705,069	735,066	29,997	4.25%
Employee Benefits	6,063,482	6,436,040	372,558	6.14%
Debt Service	2,104,674	2,933,562	828,888	39.38%
Interfund Transfer	150,000	150,000	-	0.00%
Total	28,943,789	29,978,969	1,035,180	3.58%

Projected Expenditures

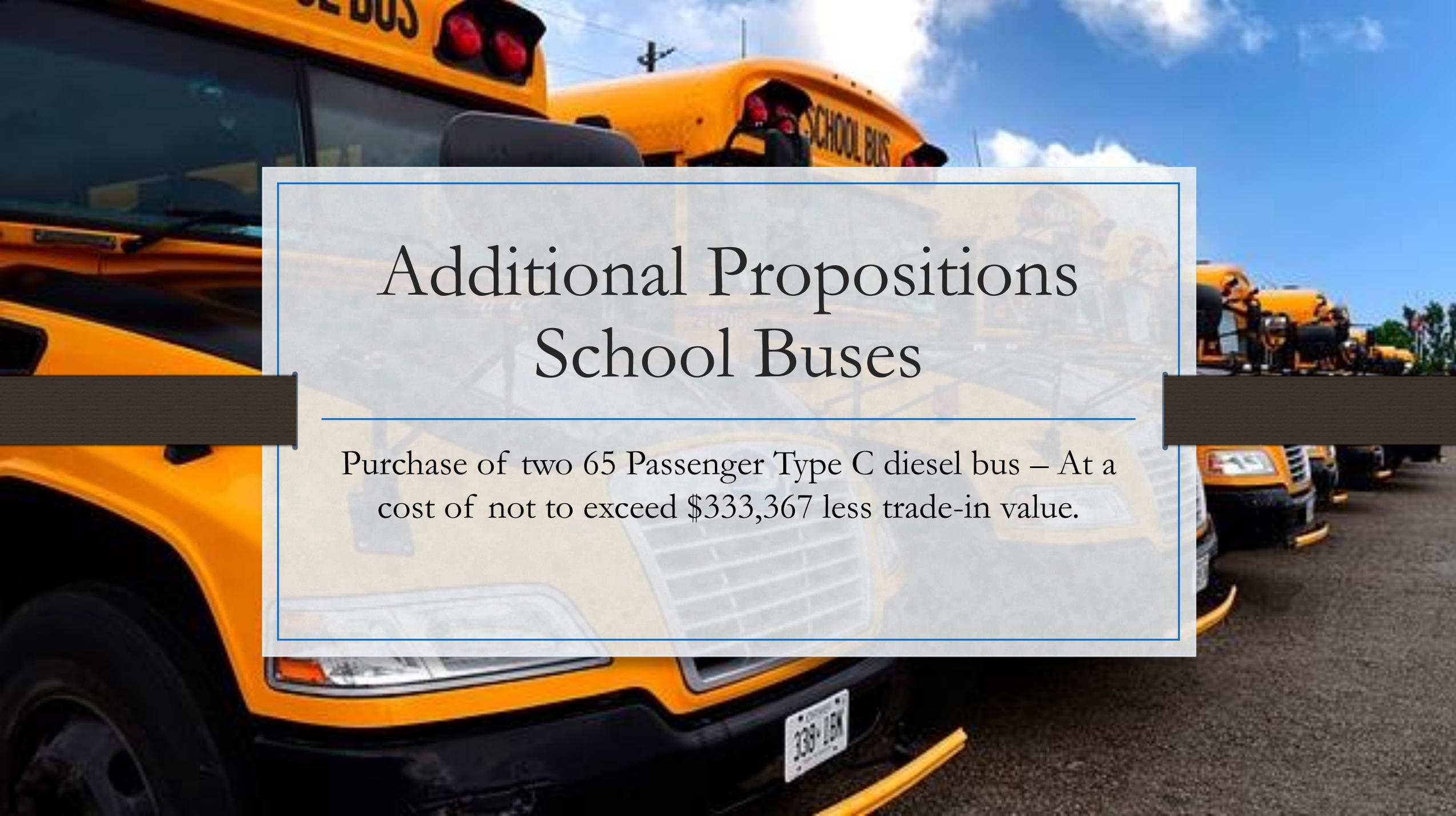
GST BOCES Initial Service Request

Code	Description	2024-25 Initial Request	2025-26 Initial Request	\$ Change Year to Year	% Change Year to Year
1010	Board of Education	\$ 1,000	\$ 1,000	\$ -	0.00%
1310	Business Administration	\$ 642,048	\$ 661,167	\$ 19,119	2.89%
1680	Computer Services	\$ 950,567	\$ 1,079,170	\$ 128,603	11.92%
1981	BOCES Administration	\$ 507,739	\$ 533,155	\$ 25,416	4.77%
2020	Supervision	\$ 4,200	\$ 4,300	\$ 100	2.33%
2060	Research/Planning/Evaluation	\$ 7,015	\$ 7,130	\$ 115	1.61%
2070	In-Service	\$ 224,251	\$ 227,439	\$ 3,188	1.40%
2110	Teaching - Regular	\$ 414,392	\$ 422,291	\$ 7,899	1.87%
2250	Special Education	\$ 3,304,663	\$ 3,224,055	\$ (80,608)	-2.50%
2280	Occupational Education	\$ 1,221,662	\$ 1,170,584	\$ (51,078)	-4.36%
2330	Teaching - Special	\$ 278,537	\$ 281,165	\$ 2,628	0.93%
2815	School Nurse	\$ -	\$ 42,563	\$ 42,563	100.00%
5510	Transportation	\$ 1,872	\$ 1,898	\$ 26	1.37%
TOTAL BOCES BUDGETED		\$ 7,557,946	\$ 7,655,917	\$ 97,971	1.30%

25-26 Capital Outlay

- Scope of the project at Thomas Edison High School with a total cost of \$100,000
 - Classroom renovation to accommodate Family & Consumer Science curriculum
 - Stage door replacement
 - Weight Room floor upgrade (as budget allows)





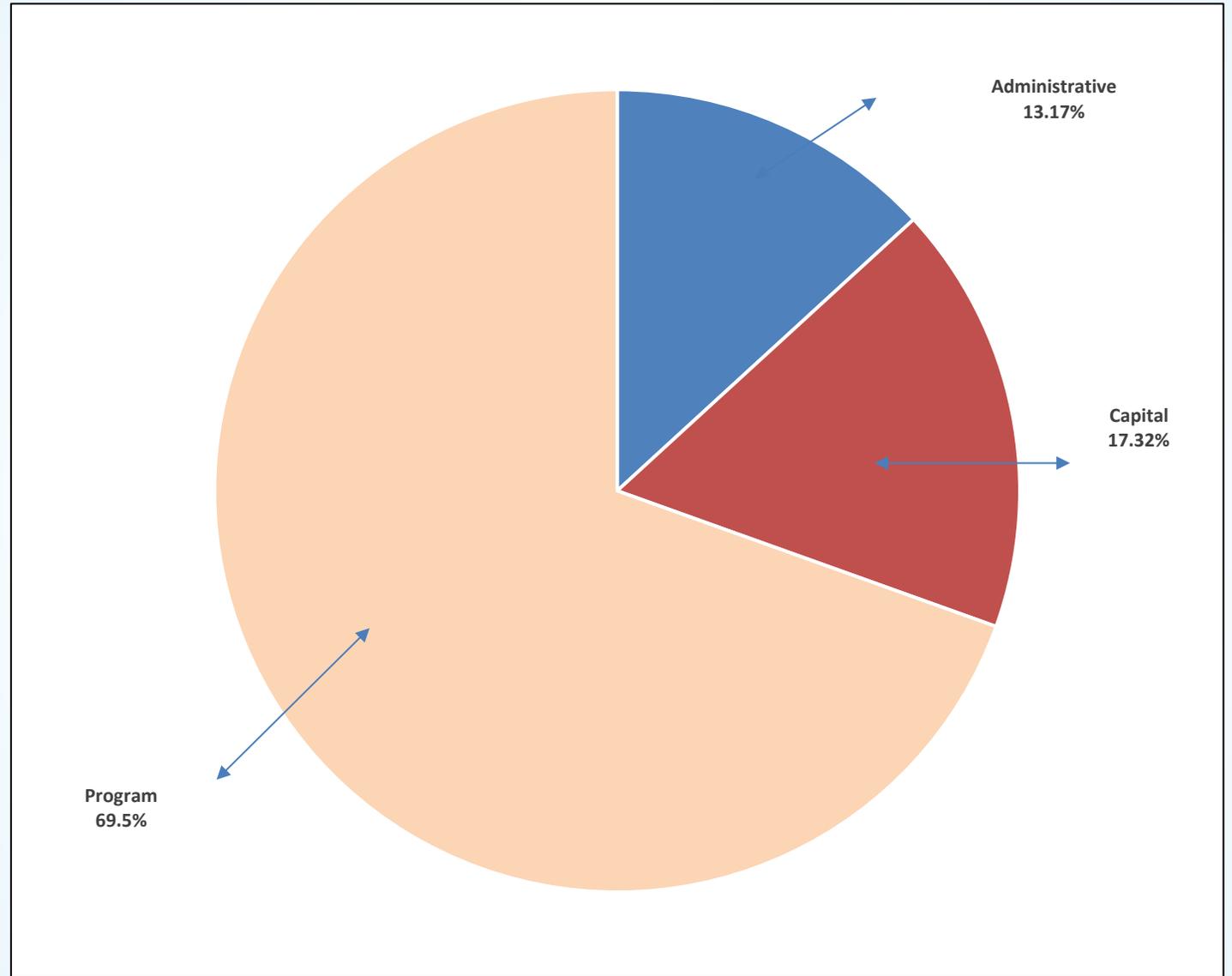
Additional Propositions School Buses

Purchase of two 65 Passenger Type C diesel bus – At a cost of not to exceed \$333,367 less trade-in value.

Three Part Budget

FUNCTION	2024-25	2025-26	\$ Change	% Change
Total Administrative	\$ 3,749,072	\$ 3,949,422	\$ 200,350	5.34%
Total Capital	\$ 4,270,312	\$ 5,191,120	\$ 920,808	21.56%
Total Program	\$ 20,924,405	\$ 20,838,426	\$ (85,979)	-0.41%
Totals	\$ 28,943,789	\$ 29,978,969	\$ 1,035,180	3.58%

Three Part Budget



Estimated Impact of Proposed Tax Levy on a \$100,000 House

- This chart estimates the possible 2025-2026 tax increase on a property with a \$100,000 value with a 2.0% tax levy increase. This chart does not take into account any changes in your town equalization rates & assessments

** Maximum STAR increase per law is 2% over prior year.		2024-25 Actual	2025-26 Proposed with Tax Cap of 2.0%
Property Value	\$100,000		
Tax rate per \$1000 of assessed value		\$24.52	\$25.01
Average School Tax Bill		\$2,452	\$2,501
Annual \$ tax increase (before STAR)			\$49
Monthly \$ tax increase (before STAR)			\$4.09
Basic STAR Savings		\$631	563
Average tax due after STAR		\$1,821	\$1,938
Annual \$ tax increase (after STAR)			\$117
Monthly \$ tax increase (after STAR)			\$9.75

Next Steps

- Continue to monitor NYS budget information for any changes to state aid.
- Preparation of ballot to include additional Propositions and ballot.
- Distribution of petitions for Board of Education Member – Due 4/21/2025
- Work with Perry & Carroll and MVP on Health Insurance
- Prepare Budget Statement & required attachments along with budget newsletter
- Adoption by the Board of Education on 4/23/2025

- Budget Vote

- Tuesday May 20, 2025
- 7:00 a.m. until 8:00 p.m.
- TAE Gymnasium





Questions??