

[MUSIC PLAYING]

Welcome. I would like to welcome everyone to the May 28th public budget hearing and call this meeting to order. Recommended action that the Board of Education approve the agenda.

So moved.

Second.

On the question? All in favor?

Aye.

Aye.

Aye.

Oppose? Abstain? Motion carries. All right. I'm sorry, we can now-- yes. So now we will start off with the-- I'll turn it over to administration so that we can begin the presentation and then the public budget hearing.

Sarah, do you want to just quickly make a statement about why we're not live streaming?

Yeah. I apologize to everyone. We tried repeatedly to get the live stream going this evening, and we're having some issues with the live streaming, so you will be able to see this recording after the fact.

OK. So, Denise, are you going to put your slides up?

Yeah.

Well, good evening, everyone. As with every year, we build a budget with the Croton-Harmon student and profile of the Croton-Harmon graduate at the center. They're really critical. Next slide, please. Thank you.

This year, playing on the theme of a river. Our budget was built with several currents-- safe and health, health and sustainable schools, vibrant and relevant curricula, enhanced student support

systems, family and community engagement, operational efficiencies. And these themes flow throughout our budget, in that we have the mission and vision driving the currents. Next slide.

As we see with our mission and vision, they always are at the core. And we see our little profile of the graduate, which has numerous attributes that our curricula and our instruction nurture. So, next slide. We always share that the budget is a year-long process. So, Denise, would you share our timeline and take us through our budget slides?

I am, unfortunately, going to have to turn my video off, because it seems as though I have difficulty with these slides when my video is on. So if you would just [INAUDIBLE]. OK. So welcome to the public budget hearing. I thought we'd begin by showing some pictures of our parade on Wednesday to remind us of why our work is so important.

As I was preparing, I thought to possibly summarize the budget development that's transpired over these last nine months or so would be extremely difficult, with all of the complexities and nuances and assumptions that we've had to manage each step of the way. But I did want to point out that all of our presentations, our many presentations-- close to 10 presentations-- and slide decks and budget development timelines and our budget presentations are all online for your viewing.

So let's begin. Here we go. So this is a picture of our budget development timeline. This is a culmination of the last nine months or so, and it's involve many people-- our board, administration, my team, Dina Mikulewicz, in particular, and our community, as well. And this budget development started in September of 2019 and then took a turn somewhere around here in March. And a lot has transpired budgetarily since that point, which has really forced us to pivot and take another look at our plan.

So COVID-19 hit in March. At that point, we knew that we needed to redirect, and we looked at reducing our expenditures, looking at levying below the allowable limit, utilizing fund balance. We tried to position our reserves to offset expenses. And then our discussion about a spending moratorium that would be evaluated quarterly in response to the governor's measurement periods, in which he will be looking to reduce state aid. And I'll talk about these briefly in a moment.

So this is a picture of our revenue slide. And this was the first area that was identified after COVID-19 that was going to need to be adjusted. As you can see, there are-- I just have to move my screen a little bit. As you can see, we have about \$235,000 in reductions for county sales tax and interest earnings due to the local and federal shutdown. So we reduced those. And then, also, another \$200,000 in state aid.

Here's just a picture of our budget overview. We have our budget in blue, our tax levy in pink, and then state aid in purple. And as you can see from that trend line, our state aid has actually decreased over time. And our tax levy and budget have remained rather consistent. This is a good thing.

If you look at it through the lens of how hard the district will be hit by state aid cuts, we have a very small portion. And then on the other hand, we know that, as a community and a school, we need the support of our state government. So let's see.

So I just wanted to review some of the budget iterations that have occurred. So first, we have February. We were looking to levy a 2.95% levy, which was the allowable levy. And on May 8, we reduced it by \$50,000 to 2.83%. And then in May, we reduced the levy 500,000, bringing it down to 1.71%.

Then, in February, our budget was a 2.6% increase. We reduced it by 350,000, bringing it to 1.88%. Then we had, in February, our reserves allocated were 1.7 million. And then May, 1.8 million. And then, finally, at our adopted budget on May 15 to 2.2 million.

Here is an overview by category. As you can see, 70%, 74%, 75% is in salaries and benefits. We then have another large portion in debt service at 8.3%, a total increase of 911,000, and a 1.88% increase. So this is just another view where you can see 50% of our budget is salaries. The remainder is non-salary expenditures. And then, combined, our total budget of 49,424.

Here is another view. This is a three-part budget component overview. Our administrative expenses are the dark blue on the bottom that represents about 11% to 12%. The green is our program component, and then the whatever we want to call that-- pinky peach-- is the capital portion of our budget. And the percentages are in line with our peers and neighboring districts and actually a little bit below for a small district.

Next, we have the district tax levy. So most of you are familiar with this calculation. This is the comptroller's office calculation for the maximum allowable tax levy. I just wanted to point out at the bottom here, you see a reduction to the levy. We started at 2.95. We reduced it by 500,000. I also just wanted to point out that that is a permanent reduction. So that is actually restraining property tax growth in the district indefinitely.

So is it STAR compliant? As some of you know, in order for our community members to receive STAR eligibility, we need to remain within the allowable tax levy, which we have. The levy-to-levy increase is

1.7%, down from 2.95%. And compared to our Westchester-Putnam districts, Croton-Harmon ranks in the lowest quartile as far as an increase. So that is very good.

We are \$500,000 below the tax cap. Again, this is a permanent reduction. And from 2.95% to 1.71%, that represents a 40% reduction to the levy. Budget overview. So we have our expenditures in the amount of 49,424. That's a 1.88% budget-to-budget increase with \$350,000 in reductions-- non-programmatic, I might add.

Revenue-- here's a picture of our revenue slide. The levy represents a 1.7% levy-to-levy increase. And that is 500,000 below the cap. On our propositions, there will also be a bus proposition. We initially put this to the board at \$355,000 with the option of a second one, reducing one of our larger [INAUDIBLE] passenger buses. And we reduce that to 225,000.

Go to our website to review the FAQ about the bus proposition. And [INAUDIBLE] there have been some questions about what would occur if the proposition did not pass. Essentially, the district would have to bring the 15-year-old bus, which is in retirement-- we would have to bring that out of retirement and expend some general fund money to bring that vehicle up to speed so that we could utilize it. We cannot do without that vehicle at this point.

We don't know what's ahead as far as the requirements for social distancing on our buses, our schedules for classes, if we're going to have to have multiple runs each day. So this is the bare minimum that we need in order to operate.

Contingency budget. So if the budget is defeated on June 9, it could result in a contingency budget. The governor and the executive order have not really addressed a revote, so some districts are choosing to go directly to contingency. Others are waiting for further guidance, and that is where we stand with regard to that.

So what are contingent expenses? Those needed to operate the school and protect our students' health and preserve our property. Can everyone hear me? OK.

Prohibited expenses-- equipment purchases and leases, free community use of buildings, certain classroom supplies, and planned renovations. If we were to go to contingency, it would require budgetary cuts of \$685,000-plus. That is a considerable decrease from one of our previous presentations. So once we supplemented the levy-- because the contingency budget is that you cannot exceed the levy from the prior year.

So because the district infused an additional \$500,000 into the budget, that reduced our contingency

budget amount down to 685,000. Change. If further reductions in state aid were warranted and/or if we had to go to contingency budget, these are some of the areas that we would need to address. So we have staffing efficiencies. So we would reduce some contingency positions, electives at the high schools, some other instructional reductions, athletics, possibly co-curricular.

Ideally, our goal is to stay as far away from the classroom as possible. But with cuts of this size, we would absolutely have to impact instruction. Building maintenance, scaling back on projects. We are also beginning, regardless of contingency or state aid cuts, we are beginning with moratorium-like spending, utilizing our reserves to offset our costs. The district has positioned themselves very well to offset future expenditures with reserves.

Additionally, debt service fund. We will utilize some interest in our debt service fund to pay off principal and interest on future debts. And then replacement cycles, we would postpone or freeze them in the event of a loss of state aid. But that would be a mandatory removal in contingency, which is an issue, considering the technology demands that we are faced with in this distance learning environment.

Here are our propositions. We have the budget of 49,424,525, which represents a levy of 40,844,252, 1.88% increase-- I'm sorry, a 1.71% increase. Then we have our Croton Free Library levy at 869,674. That is a 0% increase to their levy. Then we have our transportation BAN not to exceed 225,000. And then, of course, we have three seats open for our board of education trustees.

Again, I encourage you to visit our website for all of our many budget presentations. We have budget 101. We have various slide decks, and we have a great video on our budget streams. We have a budget brochure, 150-page document that goes over various portions of our budgets. A lot of great information on our budget.

Also, if you have questions, budget.questions@chufsd.org. You can email us directly. You can always call my office or go to our website. And again, we have the bus proposition FAQ on there, as well. So don't forget to vote. Voting is by mail ballot only, and ballots are due by 5:00 PM on June 9, no later. Not postmarked by June 9, but actually received by our district clerk on June 9.

And that concludes the public budget presentation. At this time, we are going to open up the floor for public comment. And Tracy will let you out of the waiting room in for public comment. I would just remind you that there is a three-minute time limit and that all comments should be directly and only related to the budget.

Thank you, Denise.

Thank you.

We have Joe Gingold.

Tracy?

Yes?

Before we do that, I believe, formally, we need to vote to open the public hearing. And then we need to close it at the end.

OK.

So I will, on behalf of my colleagues, move to open the public hearing on the budget at 8:21 PM.

That's my motion.

So moved.

I moved it.

Or second.

Thank you.

All in favor.

Aye.

Aye.

Aye.

Aye. Opposed? Abstained? Motion carries. All right, now we'll turn it back over to you, Tracy. Thank you.

Thank you, Neal. At this time, we have Mr. Gingold. He was in the waiting room. Mr. Gingold?

Yes, ma'am?

Hi.

Hi. How are you?

Thank you for your patience, and welcome to the public budget hearing. You have the floor.

I hadn't planned to make any statement. I just wanted to listen in. But if I could make a suggestion for the future, I think it would be better if you held a public hearing independently of another meeting. I signed on at about a quarter of 8:00, and it was, what, over a half hour. I think a lot of people probably gave up and went home. So that the next time you do a hearing, do the hearing first and then the balance of the meeting to accommodate those people who were interested in participating in the hearing. And really, that's my only comment at this point.

Thank you. Mr. Gingold, my apologies. The public budget hearing is the main focus of tonight's meeting, with a short presentation ahead of time. It's just that we were having some very serious technical difficulties. So we were having trouble getting the meeting recorded and live streamed. So that's what led to it being so late. So our apologies there.

No problem.

But thank you for tuning in.

None of us are going anywhere, unfortunately.

Thank you. Next, we have Patty Buchanan. Ms. Buchanan?

Yes, I didn't have any questions.

OK. All right. Thank you very much for joining us for the hearing.

Pleasure. Thank you for having us.

OK. Next, we have May.

Hi. Oh, actually, this is Beth McFadden, and I'm realizing I'm logged in under my daughter's Zoom account name. So my apologies there. I did have just a couple of questions. Thank you for the presentation. It has super details.

Beth, we lost you for a minute there. I don't have any audio.

Oh, OK.

There you go.

OK, is that better?

Yeah.

OK, great. Sorry. I don't know why I was muted there. Yeah, this is an excellent presentation, and I just wanted to ask just a couple questions. The first is about the electric-- about the bus, the BAN for the bus. And I feel like people are not quite understanding all the details that you guys have presented around all the extra costs that would be involved with an electric vehicle bus.

And this is probably a question for Tracy or Denise, but how much-- could you quantify how much more altering our energy performance contract would be, changing the infrastructure, adding charging technologies, driver training, so that people really understood that this would take us over the levy, basically? Does that make sense?

Yes. Yes. So the electric vehicles themselves, the bus that we are slated to purchase, is approximately \$130,000. And the electric vehicles are about \$325,000 that the district would have to put out in hopes of acquiring some state or federal funding. The infrastructure seems to be our biggest challenge at this point. The bus garage has some issues. We have some septic issues, some electricity issues that we are looking into with Con Edison.

So that infrastructure is-- I cannot put a price tag on it at this point. We are in the process of retaining a consultant who can look at that for us. But this is more than purchasing a bus. This is a huge undertaking, and the district is fully committed to it. But we all have to keep our responsibility to our students in mind and, of course, our taxpayers. So we want to go in it with a comprehensive strategic plan.

Right, and I understand that. I'm just thinking it might help, from a messaging perspective, to quantify it a little, even if it's just a greater than number. It's greater than 325,000, which would mean it impacts the taxpayer. Because I think people don't-- they only think about the bus, and they don't understand that the bus requires all the infrastructure.

So if it's a number bigger than that, maybe some messaging around that could really help. Because a lot of people are-- the feedback I'm starting to hear is that people are going to try and vote down the BAN. And it would have a really serious impact on our children.

And our ability to transport them, yes. I don't feel that we were ready to purchase an electric vehicle

without some of the necessary infrastructure and planning, but that was also a consideration to say [INAUDIBLE] a bus that will meet our legal obligations at 130,000 or an electric vehicle at 325,000 in the middle of this pandemic. It was a consideration. At this point, I would say it is in excess of \$350,000.

OK, that's good. And then, in the documents you provided, could you clarify how the bond anticipation note will affect the 2021/22 school year? So you said it doesn't affect this year, but how does it impact next year?

It doesn't. So this year, what's impacting this year is last year's bond anticipation note.

Last year's, OK.

Last year's. And then next year, this will roll on. I believe this year, we have '15/'16 rolling off, so we have a five-year cycle, which enables us to keep the taxes [INAUDIBLE] so it prevents spikes. So if we were to lose two or three buses in one year-- and this bus that we're retiring is over 15 years old, from I think it was 2006 or 2009. So our vehicles are old, and if we were to lose two or three, [INAUDIBLE] we could be looking at a \$450,000 to \$500,000 cost. So by utilizing a fleet replacement plan, we are able to level that expense for the taxpayer and the district.

And then that leads into my other question, just a separate question about debt service as a percentage of the budget. Would you say that our district is high or low versus other districts in Westchester?

Our district is low, is low. We actually had a-- for our 2016 capital authorization, we had a sale of our BAN today, and we recently were reviewed by Moody's to get our bond rating. And our bond rating is a solid AA2 and held in the midst of this crisis, where many districts are looking to-- are looking at possibly losing their rating because of what's happening at the state level and the impact on the districts.

And our ratios were wonderful. We had 10 bidders today. Oh, [INAUDIBLE]. I'm sorry. Excuse me. Thank you. Sorry. So we [INAUDIBLE].

We can't hear you.

Denise, you want to start that sentence again?

I'm sorry? Where did you lose me?

Better. Yeah.

We had 10 bidders and--

So today, we had our bond sale. We had 10 bidders. It was an incredible offering. And it had a lot to do with our strong credit rating. Can you hear me?

Yes.

OK. Our strong credit rating, some of which has to do with our debt-to-revenue expenditure ratio. It's a long, long way to that answer. I'm sorry.

No, that's an excellent answer. Can you clarify, though, some of the increases and the decreases we're seeing in the budget? So the first, I noticed budget decreases in curriculum development and supervision, teaching in general education, and computer-assisted instruction. So I'm sure you're going to anticipate why I'm asking this, but can you clarify what some of those reductions are and how they are impacting e-learning in this current environment?

Right. So we had reductions, some of which-- for example, for teacher aides that are normally in the instructional budget, we have transitioned those positions into our-- a large portion of those into our school lunch fund. Then we also had some teaching positions that we incorporated into our federal grants. So instead of the general fund absorbing those salaries, they were pulled from the general fund, and they are now in federal funds under grants.

We also, due to transparency reporting, moved some expenditures. We had over \$110,000 in copiers and leasing fees that were incorporated into our instructional budget. So we reappropriated [INAUDIBLE] administrative portion of our budget. I'm trying to think. Let's see.

We did have tri-states this year, so that was a big PD cost, Professional Development. So that was removed, because we will not see that expense this year. But essentially, there were no real reductions to our instructional program at all.

OK, that's helpful. And then can you clarify the 6 and 1/2% increase in employee benefits? I'm just trying to understand whether those are contractually mandated, that's part of a benefit increase. I mean, obviously, if that's over time for cleaning, that's completely understandable. I'm just trying to get my head around who's getting the increases and in what fashion.

OK, so those increases reflect the New York state teacher's retirement contribution that the district

makes on the [INAUDIBLE] the employee retirement system also--

Can you repeat that? I'm sorry, you broke up again. Can you repeat that sentence again? It reflects the New York state contribution?

Yeah, so the employer contribution to the New York state teacher's retirement system. We have to watch the time, I'm sorry. I think--

[INTERPOSING VOICES]

OK, sorry. That was my last question.

OK. So the teacher's retirement system, the employer contribution to Social Security, and the cost of [INAUDIBLE] insurance for our contractual employees.

OK, great. Thank you so much for your help.

Sure.

Great. Thank you very much, Beth. Tracy, did we have anyone else in for public hearing? You're muted. OK.

My apologies. We have Lindsey Audin, but I don't see she's here.

He.

He.

He, sorry.

No, it looks like Lindsay may have left. OK. If we have no one else to speak, I do have a letter that was submitted that I will read that was submitted by a community member. This was submitted by Anne Marie.

Anne Marie?

Anne Marie Stok.

Thank you.

And let's see. She posed a question. And the question is, why should I consider voting for the school

budget, which even though it is less than the limit, is still increased significantly when, unless I'm mistaken, we do not see any plans to address-- I do not see any plans to address school reopening and what it might look like, despite all epidemiology models showing some resurgence of COVID in the fall and many families are suffering financially.

Similarly, I wonder why administrators are concerned about hiring a new athletic director and buying new buses when it is likely that we'll end up with, at best, no school again for some part of next year, and athletic programs may be severely reduced or nonexistent. Cross country and tennis may be OK, but what about wrestling, basketball, and soccer? Similar question about hiring a new CTE principal. Is this a priority at this time?

The asynchronous learning that has been put in place the spring is working for some students and terribly failing others. Why not save the funds and reallocate them to develop a robust online synchronous teaching platform and keep the tax levy unchanged or, better, lower it for next year? Why not save the time devoted to interviewing potential hires and put it back into action to develop such a platform? Many private organizations are planning to keep their employees working from home next year. What is the school plan, and how is it reflected in the budget?

A contingency budget seems just fine to me at this point. It won't allow use of the facilities by non-school organizations and may cut extracurriculars, but it doesn't matter anyway when school is closed. And many of these activities are likely not going to happen even if school is open.

I think that--

That is the only letter that I received from the community this evening ahead of our meeting, so I don't have any other letters.

I'd like to make a motion that we close the public hearing at 8:37, absent-- since nobody else wishes to speak. That's my motion.

Second. All in favor?

Aye.

Aye.

Aye.

Opposed? Abstain? Motion carries. All right, now that we have closed the budget hearing, we will now

move on to speak with-- Jesse Gordon will speak and discuss the Croton Library budget.

All right. Thank you very much. Can everybody hear me right now?

We can.

Awesome. Great. Looks like Tracy's loading this up. So what you're looking at is actually our budget draft. As we all know, we walked into a very interesting situation right around the time that we would be voting on our budget, that our board would be approving our budget. So even at the time, we were still hearing about the potential spread. We didn't know how bad it was going to get, but we were prepared for something.

So I prepared two budgets. One was whether we go through with the proposed levy increase that stayed under the tax cap. And this frog is joining me for this one. And the one is was saying if we decide not to increase it at all. So as I regularly calculated, one of the big things we have to get hit until 2021 is getting in minimum wage increases until we hit \$15 an hour. So it's always staff salaries is the first thing that I have to increase until I look at the services.

So I went through, and I pretty much calculated the budget one way, two ways. And I pretty much was able to come up with one that allowed us to keep the levy in the same place, still offer some of the same services. There were slight things that didn't increase as much as I wanted to, whereas we did get to increase a focus on teen and young adult stuff. Because only in the past year did we get a new head of teen services. And she didn't even have too much of a program budget to work with.

So we were able to devote some there. We weren't able to increase our collections budget for the adults. But the reason why you're looking at a draft right now is this was done back in mid-February, early March. Things are going to change. We're about to enter our new fiscal year in July, and I don't foresee everything being back to normal by then. So I'm going to be meeting with my board, and while we officially voted, we are not raising the tax levy.

The expenses are going to get moved around slightly. We might have to devote a little more maybe into collections for digital stuff, because we're going into a summer where we might very well have to work with the schools to increase some of the material. We work with the librarians to see that. I know the schools have a great database, but if we can fill in any gaps where they're missing, that's what we're going to do. So we're already ramping up our summer reading program anyway.

Yeah, so pretty much, we're not seeking an increase. We're hoping to retain the services. I do foresee our final, approved by my board, our budget have an increase in maintenance and supplies. Because

we didn't know how much of the PPE we were going to need on site to start opening up to the public again. We're not even starting our phased opening until another week from now. We hope to be providing curbside services before the end of June, but there's no even set date on when people can be-- when patrons can be back in the building.

Because in the end, it's our patrons, it's the people at Croton, that we have to watch out for more than anyone. But we understand that the library is an integral part, and we know people do want to be using the library when they can. So as much as we've tried to increase our digital presence, we know that existing as a physical facility is still something we need to do.

So yeah, that's pretty much where our budget is now. We'll have the finalized where the numbers go. But for the most part, what you're looking at, the income, is where it's at. I do foresee there's a chance we might not be able to get as much from our association as we're writing in, because we thought maybe just we wouldn't have a May book and bake sale. But it's looking like I don't know if we'll have a November book and bake sale, either.

So we're going to have to play it by ear and just get through this. And the only thing I'll say is that credit to all of you and all the teachers in Croton, because I don't know how anyone's-- how you guys are handling this. I've got a staff of 30 people to worry about. And while we are open to the public, to have to handle all the students in Croton, it's-- I commend you all for all you've been doing. I know what my board's been going through, so nice job to all of you, too. So that's all I've got.

Thank you.

Jesse, one question, which wasn't really clear to me. Are you saying that your anticipation is that there will be no to tax levy increase for the library budget or an increase that is below the levy cap?

Yeah, we're seeking a 0% increase this year.

0% increase?

We're not looking for any increase this year. Not that the library is the biggest issue to taxpayers, but know when we're looking through the situation and the people that were losing jobs and stuff like that, looking through the certain things we can offer. If I sat down and said, you know what, I can-- I think the total amount we were allowed to raise it was about by \$21,000. I believe that was what we were given that would keep us under the tax cap.

And when I looked at that and I saw places where I could easily still allow staff to be in the building,

still have everyone be able to get paid, put food on the table, still allow the services we have, I could shave off 21,000 in some places to allow that. So for this time, go around, I wish I could say for a while now we're not going to do it. We don't know where we're going to be next year.

I'm always told by libraries, it's like, always seek as much as you can get. Libraries always need money. But it's just at a time like now, I just-- for what the library can offer and the fact that we've been closed this long, know in terms of having the money on hand, we can make do with where the savings have happened. There's no reason task for an increase this time around.

OK, thank you.

No problem.

And Jesse, I'd just like to say thank you. You really stepped in and saved us when this all happened and jumped in. And the library gave us some portable hot spots for our students. So thank you very much.

No problem. I just renewed those, so they're good to go for another year if we need to. I hope it's not another year, but [INAUDIBLE] got it.

Also, Tracy, can I just jump in? I realize that in my presentation, it looks like I jumped through two slides that I'd like to share. So this is just a view of the impact that the levy will have on our tax [INAUDIBLE]. Cortland is looking at approximately \$131 increase over the year, and that is about \$11 or less a month. And then Yorktown at 71, which is about \$6 per month.

And then this is just an overview of the tax rate at Croton-Harmon. The white squiggly line is Yorktown, and that varies considerably because of equalization rates and the smaller amount of properties. But as you can see, the red trend line here for Cortland, which is about 96% of our taxpayers, it is trending down. So next year, our Cortland residents are going to be looking at 1.73%, and Yorktown 0.94%. Thank you.

Denise, just so I understand, in years past, we had talked about a per year annual tax increase averaged over a number of years-- four years, five years, six years. I know that in last year's presentation, it was about slightly more than 1% annually for Cortland and about 1 and 1/2% for Yorktown. Do you have that projection of a increase over-- an average annual increase over a long period of time?

Can you see that? Can you see that yellow?

No.

[INTERPOSING VOICES]

Yeah, you're out of that.

OK. Here we go. I am out. So I'm not a good artist, but as you can see--

No, I can't see it yet.

The five-year average, Cortland is 1.2%, and Yorktown is a negative 2.2%-- a negative 0.22%.

OK, appreciate it. Although, for some reason, I seem to have lost the screen. So I can't see anybody. Can't see anything.

I have those figures if you need them.

OK, I appreciate it.

Sure. That concludes my presentation.

Great. All right. Thank you. And thank you, Jesse, for coming to give the presentation for the library. Now we will move on to ongoing business. Recommended action resolved that the board of education of the Croton-Harmon school district hereby adopts a revised 2019/2020 school calendar dated May 28, 2020, which is subject to further revision as may be required due to any directives and/or executive orders issued by the governor and/or the State Education Department.

So moved.

Second.

On the question?

So I'll just take a moment. This is, of course, the revised calendar. This takes into consideration the 180-day student instructional time. And given the fact that the governor's executive order required us to be in session during our Easter Passover break, as well as the Friday before Memorial Day, that makes for the 180 day come sooner than what we had logged as our last day of school. So as you can see, hopefully, from the screen in front of you, that the last day of school for students would be on June 19, versus what it was originally as the 26th.

Thank you. Does anyone have any questions?

I do. I just wanted to ask you, Dr. O'Connell, is that going to affect the dates for graduation?

So even though the last day of classes, if you will, e-learning, for students is on the 19th, we will still have end-of-year celebrations the week of June 22 through the 26th. So our graduation, moving up ceremony dates, are still in place. Thank you for that clarity.

Go ahead. I'm sorry.

And then just before we leave that, I don't know if, Mr. Griffiths, if you wanted to just share a moment a thought or two about the end of the school weeks.

Oh, sure. I would love the opportunity. As the end of the school year quickly approaches, we've been looking at ways for all grade levels, all departments, all the schools to close in a way that is strong, cohesive, and upbeat. So starting on June 8, we will be utilizing a schedule that will allow all of our students and all of our teachers to connect in real time. Classes will once again be together, think together, reflect together, celebrate together. So we're very excited to find this way to reignite our classroom communities.

As an administrative team, we did some district-wide coordination as we were doing some planning of the schedules to avoid, to the best of our abilities, siblings in households needing to attend live sessions simultaneously. Then, yesterday, at this week's faculty meetings, each building refined some unique schedules so that we know which classes will go live at what times.

But in short, students will have three days a week on the weeks of June 8 and June 15 where they will be engaged with their teachers and with each other in interactions that should be both educational and celebratory. And we think that it will go far in creating lasting and enjoyable memories with our students during what's been a very strange and unique time in our history.

Thank you.

Thank you. Any other questions?

I guess the only question-- and it may be a little early, but I'll throw it out there anyway. In terms of the graduation and moving up ceremonies, I know some school districts have already kind of announced their plans. Do we know what's possibly in the offering, even if they have not been finalized?

So I don't want to steal any principal's thunder, so they will be--

That's fine.

--sending out their messages very soon as they put some finalizing on their plans. So far be it from me to steal that away from them, Neal. But yes, they'll be communicating to their public very soon.

So just to make sure and we've done that. We haven't forgotten about it, and I'm presuming that once they're announced to the community of each school, we'll also let the wider community know so that other members of the community can join appropriately in those celebrations.

I will tell you, the larger community has also been a part of the planning. So you know that Mrs. Dubak has been in communication with some community members.

Debbie?

Yes?

This really doesn't have to deal squarely with the calendar, but I was just wondering about programs like TAP that usually have their ceremonies. Are we making sure that that isn't forgotten?

That's a great question. Each principal is looking at their end-of-the-year ceremonies and celebrations and looking at them each individually and seeing what plans they're putting together. So I can certainly have Mrs. Dubak report out on that. But they are looking at what they normally have each year and reflecting on how best to approach that.

That would be great, thank you.

All right, if there are no further questions, all in favor.

Aye.

Aye.

Aye.

Oppose? Abstain? Motion carries.

So I will be sending out a K12 alert to share this information that the last day of classes for e-learning and students would be on the 19th. So in case anybody-- they're not watching it live streaming, but

you'll know it'll go out. You'll probably hear little cheers.

All right. And now we're on to our consent agenda. I'm sorry, I'm having some problems there. So we usually--

I didn't hit the action item.

I was like, wait, I don't see the action item.

My apologies there.

Recommended action would be the board of education approves the consent agenda as presented. Is that how it goes?

Yes.

So moved. So moved.

Second.

On the question?

On the question. Just looking at the list of individuals who are listed as election inspectors, I noticed that number one is Ms. Braddock is election chair, and I know she's done that in the past. And two through eight are listed as election inspectors. And beyond that, there are more people that don't have names next to them and don't have titles.

They are essential personnel.

But they are going to serve as election inspectors?

As long as they are board approved for this year, they can serve as election inspectors.

OK, I'm just wondering, because they didn't have a title as the other ones did. But that's fine.

Thank you.

Tracy, you believe with this number of appointees, approximately how long do you-- I know it depends on the number of ballots, obviously. 10 will take less than 2,000. My basic question is, will this be enough to ensure you have what you need to process the ballots?

I believe so, yes. I think this will take-- like you said, according to how many we receive-- four to five hours.

OK. What I was going to say is we also have the opportunity--

[INTERPOSING VOICES]

We do have the opportunity on our meeting next week, if you believe that more assistance is needed and we have people who are willing to do it. We could add election inspectors and approve them at that meeting.

Thank you, yes.

But obviously, it's a matter of cost, as well. So notice that is a balance.

All in favor.

Aye.

Aye.

Aye.

Aye.

Opposed? Abstain? Motion carries. All right, and that brings us to the close of meeting. Recommended action-- that the Board of Education adjourn the meeting at 8:57 PM.

So moved.

Second.

All in favor?

Aye.

Aye.

Aye.

Aye.

Opposed? Abstain? Motion carries. Thank you, everyone. And again, we apologize for the technical difficulty difficulties that kept us from live streaming this. But hopefully, you're able to tune in and watch this video. And thank you to the community members who did join this Zoom with questions or comments or just to listen in to the presentation. Thank you to all, and have a nice night.

OK.