



April 15, 2026
Board of Education Meeting

Tonight's Agenda

01

Financial Context

Foundation Aid history, enrollment trends, levy decisions

02

Budget Decisions

What we are reducing & what we are preserving

03

Budget Workshop #5

Presentation of the finalized budget

04

Board of Education Questions

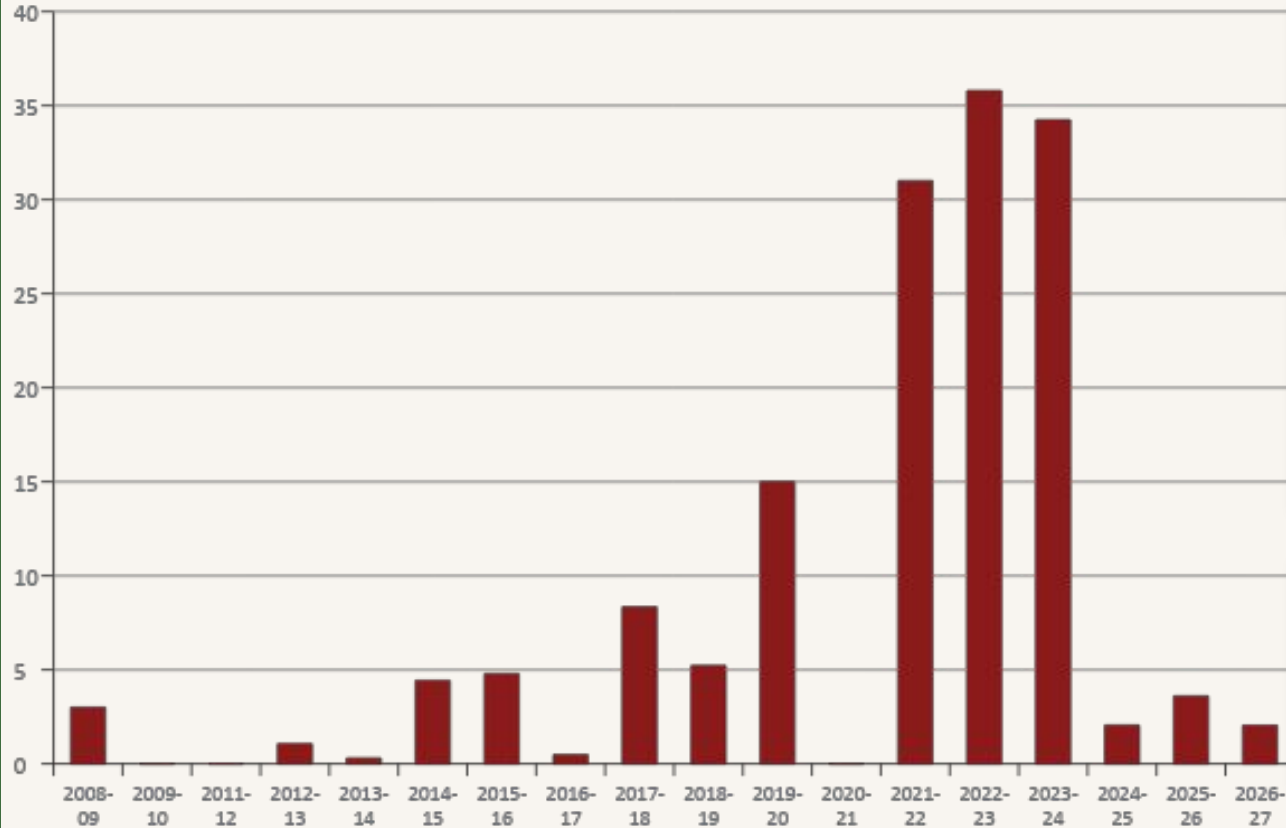
Responses to Board of Education Questions from March 30th

05

The Road Ahead

Next steps and community partnership

Glen Cove Foundation Aid: The Boom and the Cliff



35.79%

Peak growth
2022-23

2.04%

Projected growth
2026-27

\$468K

Foundation Aid
GCCSD increase 2026-27

NY State has finally fully funded our District.

The problem is that 2.04% growth can't keep pace with costs rising two to four times faster.

Enrollment Decline: A Double Impact on Foundation Aid



The "Double Whammy"

Impact 1

Fewer students = less total Foundation Aid (aid is paid per student)

Impact 2

Fewer students = higher apparent district wealth per pupil → lower state aid share

Impact 3

Declining enrollment also signals reduced need for current staffing levels

Enrollment dropped from 3,275 (2016-17) to 3,057 (Feb. 2026).

A loss of 218 students over about ten years.

Enrollment Decline: A Double Impact on Foundation Aid

Losing enrollment can be a "double whammy" in Foundation Aid

1

Less Total Aid

Fewer students = less total aid, since Foundation Aid is paid per student.

2

Lower State Aid Share

Fewer students = higher apparent wealth per pupil → lower state aid share.

3

Compounding Result

Enrollment loss reduces both total aid received and aid per student.

Numerical Example

BEFORE Enrollment Drop

Property + income = \$100 million

Students = 1,000

Wealth per pupil = \$100,000

▼ 10% Enrollment Drop

AFTER Enrollment Drop

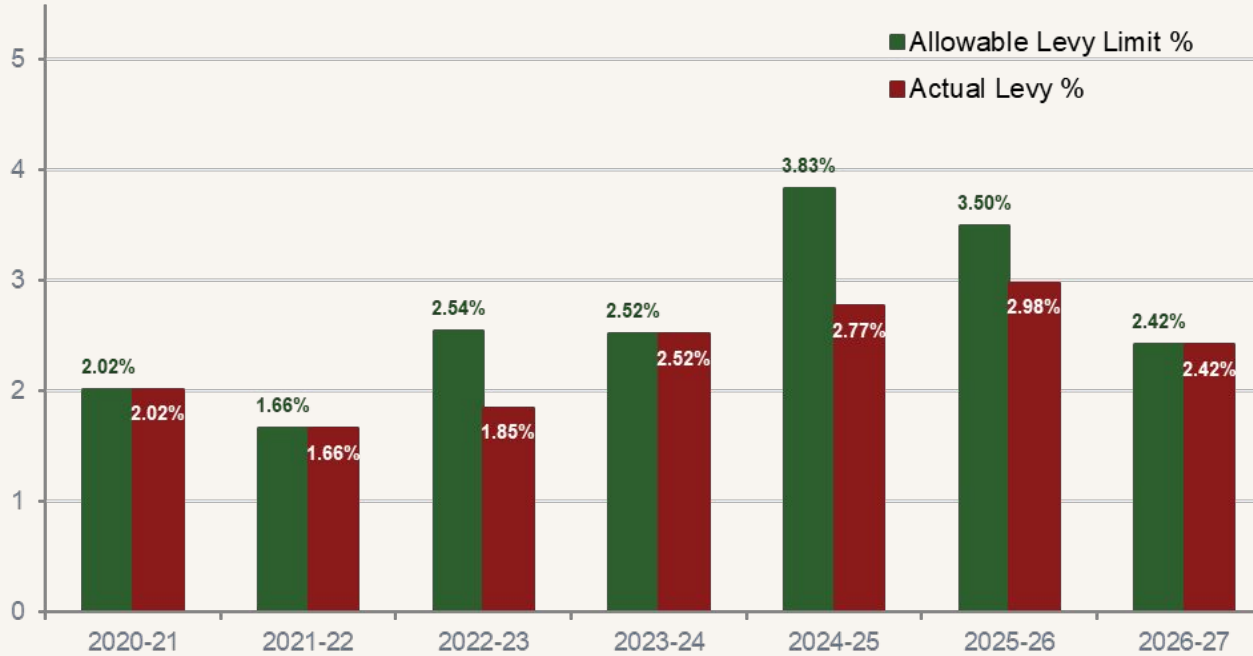
Same \$100 million in property + income

Students = 900

Wealth per pupil = \$111,111

Enrollment loss reduces total aid AND aid per student — a compounding fiscal challenge.

Tax Levy: Good Intentions, Compounding Consequences



Revenue Left on the Table	
2022-23	\$500,000
2024-25	\$800,000
2025-26	\$400,000
Total	\$1,700,000



The Compounding Effect

Not levying to the limit doesn't just reduce current revenue. It permanently lowers the base for all future levy calculations. These were good-faith decisions to protect taxpayers. Combined with enrollment decline and the Foundation Aid cliff, they created a structural gap that now requires strategic action.

The 2026-27 Budget Gap

Gross Budget Gap

\$7.57M

Less: Reserve Funds

(\$2.80M)

Remaining Gap to Close

\$4.77M

History of Reserve Use

Year	Amount Used
2020-21	\$2,390,000
2021-22	\$2,980,419
2022-23	\$1,325,000
2023-24	\$750,000
2024-25	\$1,879,000
2025-26	\$2,600,000
2026-27 (proposed)	\$2,800,000

Reserves are not a solution — they are a bridge. Increased reliance without structural changes is unsustainable.

The 2026-27 Budget Gap

Gross Budget Gap

\$7.57M

Reductions & Right-Sizing

(\$3.57M)

Less: Reserve Funds

(\$4.00M)

Remaining Gap to Close

\$0

History of Reserve Use

Year	Amount Used
2020-21	\$2,390,000
2021-22	\$2,980,419
2022-23	\$1,325,000
2023-24	\$750,000
2024-25	\$1,879,000
2025-26	\$2,600,000
2026-27 (finalized)	\$4,000,000

Reserves are not a solution — they are a bridge. Increased reliance without structural changes is unsustainable.

Fiscal Health: Two Lenses

Moody's Credit Rating

Aa2

VERY LOW CREDIT RISK

- ✓ Strong financial management practices
- ✓ Healthy fund balance & reserve levels
- ✓ Stable revenue base and local economy
- ✓ Strong long-term financial obligations capacity

Moody's assesses LONG-TERM financial stability

NYS Fiscal Stress Score

No Designation 0–24 pts

Susceptible 25–34 pts

Moderate Stress 35–54 pts

▶ **Our Score: 20 pts (was 0)**
5 points from 'Susceptible' threshold

- Triggered by cash-position indicators
- Structural indicators (fund balance, borrowing) = 0
- Early warning signal — not a crisis designation

OSC assesses a SPECIFIC POINT IN TIME

What We Are Reducing

2026–27 Budget Reductions & Right-Sizing

01 Summer Academic Program

02 Middle School Nine Period Day

03 Teacher & Admin Conferences

04 Twilight Program

05 Fine Arts Coordinator

06 Supplies & Postage

07 Curriculum Writing

08 TA & Monitor Reassignment

These reductions reflect responsible stewardship of district resources while protecting core student programs.

What We Are Preserving

Commitments Maintained in the 2026–27 Budget

01	Special Education Extended Year Program <i>As per specific IEPs</i>	07	Class Sizes <i>Not increasing class sizes to save on staffing costs</i>
02	Nassau BOCES — High School Summer School <i>Credit-bearing summer school for HS students</i>	08	Fine Arts Team Leader Positions <i>Move to previous structure of distributed teacher leadership</i>
03	Middle School Eighth Period Day <i>All requirements, ELA & Math AIS added, STREAM maintained, 8th grade art maintained</i>	09	Teacher and Staff Positions <i>Not cutting positions to save staffing costs and combine classes.</i>
04	Teacher & Admin Conferences <i>Professional learning continues through in-district partnerships & targeted priorities</i>	10	TA & Monitor Reassignment <i>Positions maintained Appropriate staffing to support classes</i>
05	AP & Dual Enrollment Courses <i>Maintaining college-credit aligned classes</i>	11	Athletics & Extracurricular Activities <i>No cuts to athletics or extra curricular offerings</i>
06	Continuing with Expanded PreK Offerings <i>Continuing with the expanded PreK offerings started 4 years ago</i>		

These commitments reflect the district's dedication to student success and educational excellence.



Budget Workshop #5

April 15, 2026

Assistant Superintendent for Business and Operations

Ms. Kahan



OVERVIEW

2026-2027 PROPOSED
EXPENDITURE BUDGET

2026-2027 TAX LEVY

CAPITAL OUTLAY PROJECTS

BUDGET INFORMATION



2026-2027

PROPOSED APPROPRIATION BUDGET: CAPITAL COMPONENT

Account	Description	2026-27	2025-26	Difference
		Projected Budget	Budget	Budget to Budget
A 1620	Operation of Plant	\$7,265,626	\$6,902,995	\$362,631
A 1621	Maintenance of Plant	\$1,020,000	\$955,622	\$64,378
A 1964	Refund-Real Property Taxes	\$600,000	\$550,000	\$50,000
A 9711	Bond Principal & Interest	\$0	\$258,438	(\$258,438)
A 9731	BAN Principal & Interest	\$1,700,000	\$1,295,000	\$405,000
A 9789	EPC Principal & Interest	\$506,890	\$506,891	(\$1)
A 9950	Transfer to Capital	\$1,000,000	\$1,000,000	\$0
	Total Capital Component	\$12,092,516	\$11,468,946	\$623,570

2026-2027

PROPOSED APPROPRIATION BUDGET: ADMINISTRATIVE COMPONENT



Account	Description	2026-27	2025-26	Difference
		Projected Budget	Budget	Budget to Budget
A 1010	Board of Education	\$76,726	\$83,151	(\$6,425)
A 1060	District Meeting	\$57,400	\$65,750	(\$8,350)
A 1240	Superintendent's Office	\$376,512	\$406,033	(\$29,521)
A 1310	Business Office	\$674,102	\$662,331	\$11,771
A 1320	Auditing	\$131,825	\$131,825	\$0
A 1325	Treasurer	\$85,000	\$88,434	(\$3,434)



2026-2027

PROPOSED APPROPRIATION BUDGET: ADMINISTRATIVE COMPONENT

Account	Description	2026-27	2025-26	Difference
		Projected Budget	Budget	Budget to Budget
A 1330	Tax Collector	\$50,000	\$50,000	\$0
A 1380	Fiscal Agent Fee	\$25,000	\$15,000	\$10,000
A 1420	Legal Services	\$345,000	\$295,000	\$50,000
A 1430	Personnel Office	\$394,667	\$400,562	(\$5,895)
A 1460	Records Management	\$88,426	\$82,710	\$5,716
A 1480	Public Information	\$127,210	\$115,578	\$11,632

2026-2027

PROPOSED APPROPRIATION BUDGET: ADMINISTRATIVE COMPONENT



Account	Description	2026-27	2025-26	Difference
		Projected Budget	Budget	Budget to Budget
A 1670	Central Printing and Mailing	\$248,100	\$256,000	(\$7,900)
A 1910	Unallocated Insurance	\$824,500	\$784,500	\$40,000
A 1920	School Association Dues	\$50,494	\$45,500	\$4,994
A 1981	Administration Charges-Boces	\$554,920	\$525,945	\$28,975
A 2010	Curriculum Development	\$2,284,912	\$2,615,464	(\$330,552)
A 2020	Supervision Regular School	\$2,336,598	\$2,319,459	\$17,139
	Total Administrative Component	\$8,731,392	\$8,943,242	(\$211,850)



2026-2027

PROPOSED APPROPRIATION BUDGET: PROGRAM COMPONENT

Account	Description	2026-27	2025-26	Difference
		Projected Budget	Budget	Budget to Budget
A 2110	Teaching - Regular School	\$29,954,954	\$30,033,287	(\$78,333)
A 2250	Teaching - Special Education	\$24,726,270	\$23,995,529	\$730,741
A 2280	Vocational Education	\$1,500,000	\$1,101,103	\$398,897
A 2330	Teaching - Special Schools	\$321,000	\$599,750	(\$278,750)
A 2610	Library	\$319,161	\$306,708	\$12,453
A 2620	Glen Cove Television	\$177,166	\$173,512	\$3,654
A 2630	Computer Assisted Instruction	\$2,353,573	\$2,400,144	(\$46,571)

2026-2027

PROPOSED APPROPRIATION BUDGET: PROGRAM COMPONENT



Account	Description	2026-27	2025-26	Difference
		Projected Budget	Budget	Budget to Budget
A 2805	Attendance	\$74,670	\$74,171	\$499
A 2810	Guidance	\$1,215,898	\$1,246,260	(\$30,362)
A 2815	Health Services	\$1,123,433	\$1,068,091	\$55,342
A 2820	Psychological Services	\$964,758	\$850,322	\$114,436
A 2825	Social Work Services	\$598,717	\$567,802	\$30,915
A 2850	Co-Curricular	\$192,700	\$213,300	(\$20,600)
A 2855	Interscholastic Athletics	\$1,215,150	\$1,008,550	\$206,600



2026-2027

PROPOSED APPROPRIATION BUDGET: PROGRAM COMPONENT

Account	Description	2026-27	2025-26	Difference
		Projected Budget	Budget	Budget to Budget
A 5510	Transportation Services	\$92,150	\$59,650	\$32,500
A 5540	Contract Transportation	\$7,945,500	\$6,903,824	\$1,041,676
A 7145	Summer Rec	\$3,000	\$4,650	(\$1,650)
A 7145	Adult Education	\$14,000	\$14,000	\$0
A 9010	Employees Retirement	\$1,543,734	\$1,404,735	\$138,999
A 9020	Teacher Retirement	\$4,536,189	\$4,341,189	\$195,000
A 9030	FICA	\$4,547,193	\$4,153,169	\$394,024

2026-2027

PROPOSED APPROPRIATION BUDGET: PROGRAM COMPONENT



Account	Description	2026-27	2025-26	Difference
		Projected Budget	Budget	Budget to Budget
A 9040	Workers Compensation	\$579,000	\$579,000	\$0
A 9045	Life Insurance	\$5,500	\$6,000	(\$500)
A 9050	Unemployment	\$60,000	\$60,000	\$0
A 9055	Disability Insurance	\$5,000	\$5,500	(\$500)
A 9060	Medical Insurance	\$16,919,000	\$16,037,000	\$882,000
A 9089	Administrative Fees	\$3,000	\$3,750	(\$750)
A 9901	Transfer to Special Aid Fund	\$500,000	\$500,000	\$0
	Total Program Component	\$101,490,716	\$97,710,996	\$3,779,720



2026-2027 PROPOSED EXPENDITURE BUDGET

	2026-27	Previously		2025-26
Component	Projected Budget	Proposed Budget	Reduction	Budget
Capital	\$12,092,516	\$12,140,898	(\$48,382)	\$11,468,946
Administrative	\$8,731,392	\$9,360,263	(\$628,871)	\$8,943,242
Program	\$101,490,716	\$104,383,945	(\$2,893,229)	\$97,710,996
Total	\$122,314,624	\$125,885,106	(\$3,570,482)	\$118,123,184

Tax Levy Limit Calculation	2026/27
Prior Year Tax Levy	\$ 79,642,176.00
x Tax Base Growth Factor	1.0019
+ PILOTs Receivable 2025-2026	\$ 3,382,194.00
- Capital Tax Levy Exclusion 2025-2026	\$ (2,631,911.00)
x Allowable Levy Growth Factor	1.02
- PILOTs Receivable 2026-2027	\$ (3,296,264.00)
+ Capital Tax Levy Exclusion 2026-2027	\$ 2,708,631.00
Allowable Tax Levy Limit	\$ 81,567,022.00
2026-2027 Proposed Tax Levy Limit	\$ 81,567,022.00
Proposed Tax Levy	2.42%



The 2026-2027
Proposed tax Levy
is 2.42%

This does not
pierce the cap



2026-2027 Use of Reserves

RESERVES INCLUDED IN REVENUE BUDGET	
Worker's Compensation	\$ 450,000
Tax Certiorari	\$ 600,000
Unemployment	\$ 60,000
Employees Retirement System	\$ 640,000
Employee Benefit Accrued Liability	\$ 400,000
Teachers Retirement System	\$ 1,850,000
Total	\$ 4,000,000

2026-2027
CAPITAL OUTLAY PROJECTS



PRE-KINDERGARTEN UPGRADES

PLAYGROUND UPGRADES

DISTRICTWIDE BATHROOM UPGRADES



BUDGET INFORMATION

www.glencoveschools.org

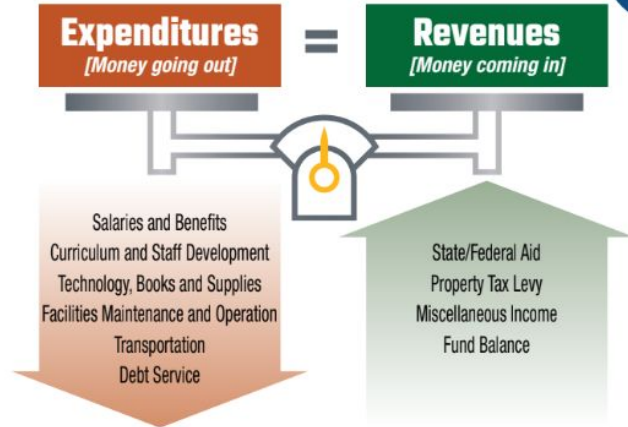
- Board of Education
- Budget Information

- Find It Fast
- 2026-27 Budget Information

School Budget 101

In New York state, local school boards must annually develop a balanced school budget proposal and put it up for a public vote on the third Tuesday in May.

Each school district is unique, but budget development generally follows this timeline.



Budget Vote Day: Third Tuesday in May

Voting on the school district budget is a **special opportunity**. It is one of the few government spending plans on which residents can vote.

Fall

- District reviews long-range goals, enrollment projections.
- Administrators begin discussing budget priorities.

January

- Governor proposes Executive Budget. District reviews preliminary state aid projections.
- District estimates health care/retirement costs and other major cost drivers.

February

- District presents preliminary budget information and identifies potential challenges, adjustments and/or additions to the budget based on cost estimates and projected revenue.

March

- By March 1, the District must submit its calculated maximum allowable **tax levy**¹ under the state's **property tax cap**.²
- Board of Education (BOE) reviews potential budget options in various areas such as instruction, transportation, special education, facilities, athletics, etc.

April

- BOE discussions continue on budget options and priority issues such as legislative actions and state aid, the local tax levy and use of **fund balance**.³ instructional programming needs, and staffing in all areas.
- By April 1, the New York State Legislature must adopt a state budget. District updates its state aid projection.
- BOE adopts school budget proposal.

May

- Annual budget hearing. Budget information is mailed to all voters.
- Third Tuesday in May: **BUDGET VOTE DAY**⁴

1 The property **tax levy** is the total amount of property taxes the school district collects. The **tax rate** is the dollar amount per \$1,000 of assessed property value a property owner pays in taxes.

2 Every year, school districts are required to calculate a "maximum allowable tax levy" under the **property tax cap** law. Exceeding that maximum, or cap, requires approval by a supermajority of voters (60% or more).

3 **Fund Balance** is akin to a district savings account, with funds added when budgeted expenses come in less than expected or when additional revenue is received. It can be used to help balance the budget or saved for future needs.

4 If vote fails, the school district has **two choices** – resubmit the same budget or a revised budget for revote on the third Tuesday in June OR adopt a contingent budget.



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ANNUAL BUDGET VOTE TRUSTEE ELECTION

MAY 19, 2026

6 am to 9 pm

Connolly School and Glen Cove High School

PROPOSITION I

Annual budget of the Glen Cove City School
District for the 2025-2026 school year



QUESTIONS?

tkahan@glencoveschools.org

Questions & Comments — BOE Meeting 3.30.26

Would we be able to list exactly who is participating in the budget preparation process? Who in admin is responsible, and do the BoE members have a say in the budget process?

- The Assistant Superintendent for Business (ASB) is responsible for the budget preparation process. The process starts in November each year. Summary worksheets are sent to each administrator to review their prior years spending, current budget and amounts spent so far, and their budget requests for the upcoming school year. Completed worksheets are due back to the ASB in December. The ASB and Superintendent meet with each administrator to review their requests and to understand their needs for the following school year. Salaries are projected based on the district's contractual obligations and staffing needs based on enrollment and course requests. All information is compiled by the ASB and reviewed with the Superintendent. The BOE is updated during this process and can be involved in decision making.

Questions & Comments — BOE Meeting 3.30.26

Concerned about cutting civics courses

- Despite the reduction in Civics classes at the middle school, all students will continue to have access to Civic-based learning opportunities through their social studies classes, school clubs, leadership roles, and enrichment opportunities such as our partnership with the Holocaust Memorial and Tolerance Center, Raynham Hall and Garvies Point, to name a few.
- At the HS level, we are revising our learning trajectory for social studies and building additional project-based learning opportunities to ensure that **all** GCHS students will graduate with the Seal of Civic Readiness, a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, skills, and experiences. We are proud of the expanded access to the Seal of Civic Readiness and believe it reflects our commitment to supporting graduates who are prepared to contribute productively to the larger community. This will be an increase from 53% of seniors earning the Seal CR in 2024, and 61% of seniors earning the Seal CR in 2025.

Questions & Comments — BOE Meeting 3.30.26

The NYS fiscal stress—Would we be able to tell them when they took that measurement? The one that puts us at a score of 20?

- The cash position data used to calculate Glen Cove's fiscal stress scores is drawn from the Annual Financial Report (ST-3) filed at the close of the fiscal year on June 30. According to the OSC manual, scores are typically available 7 to 9 months after fiscal year-end, with school district scores released in the first quarter of the following year. This means our 2025 score is based on the District's ST-3 Report for the fiscal year ended June 30, 2025. The snapshot date, which is the date scores are calculated and finalized, was 12/31/2025.
- We need to address concerns early, while more options are available, is far less disruptive than waiting until financial pressures force more drastic measures. By acting now, the district can make informed decisions.

Questions & Comments — BOE Meeting 3.30.26

Does abolishing the 9-period day actually take care of this budget gap? Does that solve this issue? How does the 9-period day save money? How much will this save?

- Changing back to an 8 period day will save approximately \$450,000.

What are the unassigned funds? Where is that money, and can that be used to help cover the shortfall for next year?

- Unassigned funds are the unrestricted funds remaining after all expenses are paid and other commitments are met. These funds are used for unanticipated and/or emergency expenses and are capped at 4% of the following year's budget. It is not advisable to use these funds to close a gap that includes recurring yearly costs.

Questions & Comments — BOE Meeting 3.30.26

The budget is substantially higher than in years past: When do you settle contracts with various units, and how do the pending contract negotiations factor into the projected budget gap?

- Negotiations are currently underway and we cannot predict when they will be settled. The pending contract negotiations, along with all obligations such as health insurance increases, transportation costs, and inflation factor into the budget gap.

What's left in the reserves once we use reserve funds to make up the shortfall? Could more money be taken out of that to close the gap?

- The use of reserves is limited to the expense included in the budget. For example, if the budget for workers compensation expenses is \$450,000, we can only use \$450,000 in reserves. We are reviewing what reserves can be increased to help close the gap.

Questions & Comments – BOE Meeting 3.30.26

Is there a timeline for the MS auditorium?

- No timeline yet for the MS auditorium project. We are in preliminary conversations with the architect to evaluate what needs to take place to update the space and will continue to provide the community with updates.

Getting rid of the double math—What are we doing to help higher-level students who need to be challenged more?

- At the middle school level, we are preserving the accelerated math pathway for students who will benefit from challenging the Algebra I Regents exam before they enter the high school. The Math Lab periods were not designed as opportunities for enrichment, but rather for additional support for students who required help accessing the standard curriculum; these students will now benefit from targeted Academic Intervention Services (AIS) Math classes. Note that the Math Lab period was not a daily “double dose” of math, but rather an extra period every other day.

Questions & Comments — BOE Meeting 3.30.26

I know NYS implemented the MLE—why didn't our district partake in that?

- The Major Life Event exemption is a new NYSED provision that allows superintendents to grant exemptions from diploma assessments for students facing extraordinary circumstances. It is important to understand that this is not an alternative pathway to a diploma. It is an emergency measure reserved for students experiencing exceptional hardship. We have been committed to applying this provision appropriately for students who meet the specific eligibility conditions.

When did we realize there was a deficit? Was it before or after raises were given? Are we giving back money to address the deficit?

- The deficit was identified when all budget documents and projections were compiled, and projected revenues were identified, which was in January.
- Salary increases are contractual obligations that the district is legally required to honor, and they are built into the budget each year as an anticipated expense. The deficit we are experiencing is not the result of raises, but rather a reflection of rising costs across multiple areas that have outpaced our Federal and State Funding over time.

Questions & Comments — BOE Meeting 3.30.26

In the general funds, it looks like there are restricted and unrestricted reserves. Unrestricted is limited to 4%. For the 26-27 budget, after the proposed reductions, does the budget anticipate having a balance in the unrestricted reserve fund? If yes, will this be funded to the full 4%?

- It is too early to know what we will have left at the end of the 26-27 school year.
- The district would fund the unrestricted reserves to the full 4%, if possible. This unrestricted reserve helps to maintain financial stability, allows the district to be prepared for any unanticipated or emergency expenses, prevents a reliance on short-term borrowing for cash flow and can boost credit ratings to lower interest costs.

Questions & Comments — BOE Meeting 3.30.26

One of the restricted funds is for capital projects—this is about \$9 million each year. In light of the recent bond approval and the significant capital spending, it strikes me that the funding for the recent work didn't come from the general fund.

- The district has taken bond anticipation notes each year to fund the capital work done under the bond. A BAN allows the district to borrow only what it needs to spend in the following year to reduce the interest expense. The principal and interest payments for the BAN are included in the general fund budget. Other projects that used the capital reserve were voter approved as a separate proposition on the ballot. These projects are at no additional cost to the taxpayers as it uses the capital reserve funds that were set aside for this purpose.

Questions & Comments — BOE Meeting 3.30.26

Are there any reserves not reflected in the general fund? Are these public records? Does the public get to know details of these funds?

- All reserves are reflected in the general fund and they are detailed each year in the district's financial statements.

Questions & Comments — BOE Meeting 3.30.26

What is the exact cost of the Twilight program? \$150,000

Why do we think it's ok to eliminate that because—from what I read—there were too few students? But we run AP programs where there are very small numbers of students.

- The Twilight program has been paused. The reality is that we're no longer seeing the student attendance numbers that once made it sustainable. With only 5 students attending on average and 2 completers, continuing at this scale isn't a responsible use of resources. We reviewed staffing across GCHS, and for next year, no AP course enrollment comes close to such low numbers. We want to take this time to assess what students need and how we can best serve to take the GED.

What is the precise cost of running the 9 period in the middle school?

- Changing back to an 8 period day will save approximately \$450,000

Questions & Comments — BOE Meeting 3.30.26

FEMA payment of \$4.2 million—I want to confirm that and clarify if that money goes into this year's budget. What reserve does it go into? What does that money go towards?

- The FEMA money does not go into this year's budget. It does not go into a reserve. The expenditures for work done from Ida are currently shown as a receivable on our financial statements in the Capital Fund. When the \$ was received, it cleared that receivable.

Questions & Comments — BOE Meeting 3.30.26

Regarding Foundation Aid—The district built its cost structure during years of stronger financial growth. A lot of the Board members were here for that. Were there any conversations about the sustainability of those decisions?

- Many current Board members served during the years when the State fulfilled its commitment to provide foundation aid at levels determined by what we know to be an inequitable funding formula. That increased funding was the result of sustained advocacy and effort by many individuals at this table and others involved in district leadership and governance.
- During those years, the District was mindful that the increased funding levels were not guaranteed to continue year over year. Accordingly, decisions about new programs and staffing were made with an emphasis on sustainability and long-term financial responsibility. The District focused on initiatives that could be supported through traditional annual increases and integrated into the regular operating budget.
- As a result, the District was able to expand and enhance educational offerings while maintaining fiscal discipline. These enhancements included the reintroduction of art in eighth grade; expanded dual-enrollment opportunities in areas such as fine arts and social studies; additional Advanced Placement courses at the high school; new coursework in science, business, theatre, fashion, art, and history; the placement of a social worker in each building; elementary literacy coaches; expanded STREAM, Seal of Civic Readiness and continued improvements to the Special Education Department. This list is not exhaustive.
- Importantly, all of these programs and positions remain in place today, with others unmentioned. Sustainability was a recurring consideration in Board and Administrative discussions as these decisions were made and we are proud of these additions and of the District's ability to sustain them while continuing to plan responsibly for the future.

The Road Ahead

Budget Road Shows - sharing the finalized budget with the community through PTA meetings and community organizations

April 15

Final Budget Presentation

- ▶ Complete 2026-27 budget
- ▶ Board adoption
- ▶ Community vote preparation

April 28

Budget Information

- ▶ Summary of proposed 2026-27 Budget
- ▶ Capital Outlay Projects
- ▶ Proposed Tax Levy

May 6

Budget Hearing

- ▶ Proposed 2026-27 Budget
- ▶ Property Tax Report Card
- ▶ Contingency Budget

May 19

Community Budget Vote

- ▶ Annual budget vote
- ▶ Board of Education election
- ▶ Community voice matters

Public Comment Protocol — Agenda & Non-Agenda Items



Thank you for attending and signing in to speak. We value community input on matters related to our school district.

Speaking Expectations

- Public comment — Glen Cove community members.
- Each speaker has 3 minutes.
- All comments delivered in a respectful manner as we model respect for our students.
- Naming individuals (staff, students, or community members) is strictly prohibited.
- Concerns regarding individual students or staff should be directed to building or central administration.
- The Board is here to listen to your input and concerns.
- The public comment period is not a discussion or Q&A session.
- Questions and concerns may require research and consideration.
- The Board or appropriate staff member will follow up at a future meeting or at the appropriate time.

Additional Communication: supplemental materials or further comments can be emailed to the Board at: GCBOE_SUPT@glencoveschools.org

Thank You for Your Public Comments!



- We appreciate your time, presence, and engagement in tonight's meeting.
- Your input helps inform our decision-making and strengthens our school community.
- Thank you for sharing your thoughts, concerns, and suggestions respectfully.
- We are committed to listening, reflecting, and following up as appropriate.
- Your voice plays an important role in supporting the success of our students and schools.
- Please continue to stay involved and connected with our district.

Additional Communication:
GCBOE_SUPT@glencoveschools.org

