

**SWEET HOME CENTRAL SCHOOL DISTRICT
REGULAR BOARD OF EDUCATION MEETING
TUESDAY, APRIL 21, 2026**

**APPROVED
BY
BOARD OF EDUCATION
MAY 12, 2026**

MINUTES

A meeting of the Sweet Home Board of Education was held on Tuesday, April 21, 2026, in the Norman C. Vergils Community Center. President of the Board, Mr. Bellanti, called the meeting to order at 6:32 pm.

Mr. Bellanti led the Pledge of Allegiance to the Flag.

PRESENT: Peter Bellanti, Marianne Jasen, Scott M. Johnson, Dirk Rabenold, Brian Laible, Amy Battaglia, Danyelle Anthon

ABSENT:

Upon motion made by Mr. Laible, seconded by Mr. Johnson, the Board of Education accepted the roll as called.

The vote on the foregoing resolution was as follows:

Yes	7	No	0	Absent	0
Carried	X				

APPROVAL OF AGENDA

Upon motion made by Mr. Laible, seconded by Mr. Johnson, the following resolution was offered:

RESOLVED: That, the agenda set forth for the regular Board of Education meeting held Tuesday, April 21, 2026 is hereby adopted in its entirety.

The vote on the foregoing resolution was as follows:

Yes	7	No	0	Absent	0
Carried	X				

MINUTES OF THE PREVIOUS MEETING

Upon motion made by Mr. Laible, seconded by Mr. Johnson, the following resolution was offered:

RESOLVED: That, the reading of the minutes of the voting meetings held Tuesday, March 10, 2026, and March 17, 2026, be waived and are hereby adopted in their entirety.

The vote on the foregoing resolution was as follows:

Yes	7	No	0	Absent	0
Carried	X				

COMMUNICATIONS

1. Letter from David Lowrey.
2. Erie 1 BOCES Annual Meeting Notice.
3. Multiple communications received by the Board with questions regarding budget items/Art concerns.

UNFINISHED BUSINESS

None

SUPERINTENDENT'S REPORT**A. 2026/27 Budget Update**

Donald Feldmann, Assistant Superintendent of Finance and Plant Services, gave an update to the Board of Education at the study session on Tuesday, April 14, 2026.

B. Superintendent Update

Michael Ginestre, Superintendent of Schools, gave an update to the Board of Education at the study session on Tuesday, April 14, 2026.

C. Athlete Spotlight

Michael Ginestre, Superintendent of Schools, and the Board of Education, recognized exceptional athletes at the voting meeting on Tuesday, April 21, 2026.

D. 2026/27 Budget Update

Donald Feldmann, Assistant Superintendent of Finance and Plant Services, gave an update to the Board of Education at the voting meeting on Tuesday, April 21, 2026.

E. Superintendent Update

Michael Ginestre, Superintendent of Schools, gave an update to the Board of Education at the voting meeting on Tuesday, April 21, 2026.

OPEN SESSION: Agenda Topics – Policy 1510

Jill Hopcia, GL Teacher - I have had the privilege of teaching at Glendale for 33 years. For 15 of those years, I sat on a school board in a small rural district. 12 of those years, I was president and had to make the difficult decisions you were having to make with this budget. I am compensated very well, and thankfully, you will be able to realize those savings next year when I retire. But this year, I need to speak on behalf of my profession and support my young friends as they attempt to establish, hopefully, a lifelong career at Sweet Home. Education is not a top-down approach to business. The business is kids, and a strong school district must work from the ground up. The most important question a board member should ask is, "What do the students need to be successful?" I challenge every administrator to get their hands dirty. Earn your salaries. Come into our world and see what it takes to keep 20 moving, active, scarred, or traumatized youth with varying individualized needs focused and interested in learning something new. It takes a village to teach in a building, and we are the village. Your absence is noted and noticed. During my time on the school board in a small school district supported mostly by its community, our focus had to be on a needs versus wants approach. We didn't have big businesses to fortify our budget. Sweet Home is blessed with endless business support, so there is clearly more room for luxury. I have personally made cuts to supplies, textbooks, field trips, staff allowances, staffing, intervention programs, paraprofessionals, coaching, sports programs, teachers, and administrative positions that weren't directly related to student achievement. Ask yourselves how many of our employees are hidden away doing random tasks because their own personal lives got in the way of their profession. Are those positions necessary for student success? Will the top officials be taking in their annual salary bump or paid incentives? In rural communities, those top officials have been known to take zero increases during the difficult years with no paid incentives. I understand that cuts are necessary, but didn't we just pass a large building project? Who will be the people that the project benefits? Without people who work directly with children, there will be no ability to support the enrollment expansion that continuously

OPEN SESSION: Agenda Topics – Policy 1510-continued...

happens here because of the endless housing opportunities available in the area. You can't have a school without teachers. It simply isn't possible. Even as AI takes over the classroom, someone has to be there to manage behaviors, boo-boos, academic requirements, counseling, the technology that's bound to go awry. Speaking of technology, could we rethink the need of one-to-one devices for all students? I am certain grades K to 2 don't need their own device. Speaking for myself, I can teach with or without them. Sweet Home has a challenging student population. It is the people on the front lines that do the most for them in all facets of their learning world. Please consider looking more closely at the luxuries Sweet Home affords and make your future decisions based on the needs of children. Thank you.

Michelle Christensen, WR Teacher - I've been a primary teacher in this district for 26 years. I've taught both first and second grade at Willow Ridge. And I'm here to speak about the impact that increasing class sizes has, particularly in K, 1, and 2. At this age, students are building foundations for everything that follows. In kindergarten, especially, the students are learning what school is all about. For many, they have never spent their day with a large group of children and need to follow the routine of the day. They cannot just get up and walk around when they want. Eating is only during lunch and snack time, and they have to do things that they don't like or is difficult for them. They also need patience. They are not the only student or child looking for attention or help. In a primary classroom, they're learning how to read, write, how to think mathematically. Socially, they need to learn how to interact with their peers positively, follow routines, and regulate their emotions. As well as these foundational skills of holding a pencil correctly, forming letters top down, using scissors to cut, twisting off a top, tying their shoes, or even zipping up their own coat, which you'd be surprised how many can't do. These are not skills that develop passively. They require consistent and individualized attention. When class sizes in primary grades reach between 22 and 24 students, it becomes significantly more difficult to provide a level of support. There are simply fewer minutes in the day for each child. Just as when you bring a second baby home, you love it just as much as the first, but you do not have the same amount of time for your first child that you once had. We love each and every one of our students, or we would not come back year after year. And it really weighs on us when we cannot give each child the attention that they deserve. Struggling students may go unnoticed longer, and those who are ready to be challenged may not get the opportunity to grow as much as they could. The kids who are at grade level stay at grade level instead of getting pushed. I also want to address the concern in the information presented in the budget. It states that the district will monitor class sizes over the summer and that K2 classrooms exceeding 20 students would result in a request for additional teachers. However, we have cohorts in Willow Ridge that have exceeded 20 students in both kindergarten and first grade. At present, kindergarten classrooms at Willow Ridge stand at 20, 20, and 22. And the first-grade classrooms are at 24, 24, and 23. And we have asked for additional sections. At the same time, the presentation indicates that Willow Ridge will lose a section. This feels contradictory if we already know that the class sizes are above the stated threshold. It raises the question of why we would move forward with reductions that will only increase these numbers further. Literacy development is especially impacted, and K through two students need time to practice their foundational skills, work in small groups, and receive immediate feedback. These are the years where strong readers are made, and we simply do not have enough hours in the day to reach each child. If students fall behind here, catching them up later becomes much more difficult and much more costly. Also, when it comes to assessing, the amount of time it takes to do this one-on-one takes up so much more of our teaching time. We are seeing increased social and emotional needs in our youngest learners. Larger class sizes mean more noise, more distractions, less space on the carpet and at their spot, as well as far fewer opportunities to build the strong relationships that help the students feel safe, supported, and ready to learn. This is also an equity issue. Students who need the most support, those who are struggling academically, who receive services, or who are learning the English language, are the ones most often affected when the class sizes increase. I understand that difficult budget decisions must be made, but it's important to recognize that increasing class

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sizes in our earliest grades comes with real consequences. These are the years where their foundation is built, and if that foundation is weakened, the effects are felt for years to come. I urge you to carefully consider the long-term impact on student learning as these decisions are made. Please think about their little faces and what they are missing out on because, as teachers, we do this every night as we lay our heads on the pillows. Thank you.

Kendra Ciezki, GL Social Worker- I am the social worker at Glendale. I adore my job. I talk about it with anybody who will listen. So I was just curious on some of the inconsistencies that have been presented in presenting for the capital project. There were multiple presentations that had listed that by 2029, there would be another 560 kids in our elementary schools alone. That was on multiple slides across many different conversations. So it is going to continue to increase, or at least we had all agreed that it was going to continue to increase while we were getting the votes for the capital project. The other thing that is standing out to me a lot is that since the consolidation was based on class sizes, and then the very next thing that is stated is that if class sizes in K to two begin to exceed 20 students, and then the plan for, like, let's say, Glendale specifically, the plan is already starting out at 21. So if we're thinking about urging the board to add another faculty member once it starts getting over 20, we're already doing that, and that's the plan for next year. There are so many needs across all of our buildings, and it is just overwhelming to think about these things continuing to rise. If we kept the numbers from this presentation about the projections for 2029, they have Glendale projected at 549 students. So if we have three sections in each grade, that would be like a 30-child classroom, and we know we're heading that way. So that's just kind of the confusion that I have had with this is we're planning for something that we said we would add another staff member for if we got to that point. I also receive all of our registrations for Glendale in the summer, and dozens and dozens and dozens come in every single year at the end of August and the beginning of September. That's just data that we have and data we should use. Thank you.

Jessica Stephens, Parent, Rockdale Drive - This is kind of short tonight. I believe most people here have already addressed this. I'm sure you've received a lot of emails, and you will get more, but I'm just going to echo the sentiments. We have teachers retiring, and those positions aren't being filled. Our 10 aide positions are also not being filled. I'm worried about the IEPs of those students in those classrooms. Bigger classrooms, fewer teachers in there. As class sizes are getting larger and aides are being cut, there's less offerings available to the students. This will affect grades and graduation rates. It will lead to early retirements and losing our most valued teachers. When these cuts happen, why is it always art and music that always seem to be on the chopping block? I know that that particular part was only proposed if needed. But again, it's always art and music that seems to be disposable. We used to offer more college-level classes and opportunities for high school students, and those have already been cut. Every year we're cutting more. We have one job, educating our children, yet somehow, all the means to do so one by one are disappearing. If elementary classes do increase, as Mrs. Battaglia kind of brought to our attention because some are already at capacity, I want to know what we're going to be taking away, where that's going to come from. You know I mean, because that's not in the budget, right? Is that when those proposals will start happening? I mean, I guess more rhetorical since you don't really respond, I understand that. Then, with summer school being proposed to be cut, I'm just curious, and maybe I don't understand this fully, but is that going to negatively affect the education of the students who need that summer school? I mean, unless you can confidently say yes, I don't think that should be taken away. The rest I'll do during the open session because it's not about the agenda. Thank you.

Sarah Mahani, 2020 Grad, Luzerne Rd - A few days ago, my younger sister informed me that Sweet Home was planning to cut some of the advanced art classes due to budget restraints. I graduated from Sweet Home in

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2020 to pursue my bachelor's in fine arts at the Rochester Institute of Technology. I took almost every advanced art class and really believe those classes got me to where I am today. I currently work as a cinematographer and lighting technician on films in Buffalo. I can't count the number of films I've worked on this past year, and have been fortunate enough to work on movies produced by Warner Brothers and Netflix. Six years ago today, I couldn't have dreamed that this would be my job, and it was at Sweet Home that I found the confidence to pursue my career as an artist. When I started high school, I was terrified of pursuing the arts with all the instability and competition that came with it. It wasn't until my junior year in Mrs. MP's APR class that I finally began to believe I could make it as an artist. She instilled a deep sense of confidence in me and gave me the freedom to create anything I wanted. Her support was unwavering. From the range of supplies she'd order for her class to the thoughtful, constructive criticism she gave her projects. She'd show us striking pieces of work from contemporary artists and bring up artists she knew personally that worked independently in Buffalo. My dreams finally began to feel more thrilling than terrifying. While building my AP portfolio, I felt like I was finally making art that was personal and impactful. I learned about who I was, what I loved, my fears, and the person I wanted to become. It drove me to want to keep creating meaningful work. I saw a future that was bigger than the person I was. After taking AP drawing and painting my junior year, I took AP photo and sculpture my senior year. I wanted to go to RIT because it had a great film program, one that was practical, hands-on, and cinematography-focused. Since it's a private school, it was extremely expensive. To consider going, I needed a lot of scholarships. Almost all the pieces included in my portfolio, 18 to be exact, came from my advanced art classes. None of the pieces were something I scraped up last minute. They showed skill, effort, and depth. Skills that I'd had time to develop in my advanced classes. Not only did I receive a large scholarship from RIT, but Miss MP also helped me get scholarships locally. Attending my dream school finally became a reality. I love my job. I often imagine working in a different field and don't think I'd be nearly as happy. I get to shape scenes, people, and locations with light. I am a piece in the puzzle that makes films beautiful. I'm constantly surrounded by other creatives whose passion for what they make is infectious. I can confidently say that I am a product of the Sweet Home Art Department and an example of the success it curates. It gave me the space to become the artist I am today. I strongly advise you to reconsider your decision to cut some of the advanced art classes and give future generations the opportunities I had. Please be a part of the reason students can become the greatest version of themselves. Thank you so much.

Christine Kempf, Parent, Luzerne Drive - Images and art are so important to us. I finally found it in myself to come here and speak because Amina, who is very much like me, an introvert, very creative, very quiet, has been pushing ever since she found out the possibility of the programs being cut. She has done nothing but push friends, family members, and teachers to just really try and get the word out that this is such an important program for her. She has willingly dedicated her free time on numerous occasions to work on her art projects. She's given up study halls. She has given up lunchtime. She stays after school. She goes in during exam week and midterm week when she doesn't have to be at school to work on art. It is her passion, and she hopes to make it her future. I just want to make sure that we remember students like Amina. There are a lot of them. And not only people like Amina, but students who just need that safe space to express who they are. I appreciate that Mr. Ginestre and the administration are working with the art teachers to try and make it work. I understand budgets are a nightmare, and I'm so glad that's not a part of my world generally. I have big concerns with a 0.4 art teacher. I think that's going to be very hard to find a quality art teacher that is 0.4. I love the idea of somebody traveling between middle school and high school. Please consider that. I also have big concerns when I heard Mrs. MP is taking 32 students in her mixed media class. That is a huge number for any class in a class where you're dealing with clay. Oh my goodness. If she does that, God bless you. I just want to make sure Amina's voice is heard, and I'm speaking on behalf of her. Thank you so much for your time.

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Taylor Heald, 2009 Grad – I graduated from Sweet Home in 2009, and I went to Daemen College for art, and now I own an art gallery and tattoo studio that's down in the city which we were voted best art gallery in the in the city through Buffalo Spree as well as some other community members that are here that I don't believe are speaking but, like Christine Boscarino who also won best arts administrator. I think that it's just kind of proof of what our department has been able to accomplish. I say ours because I donate also. I did want to talk about a couple logistical things because it was brought up that you guys are keeping all of the courses, which I really am encouraged to hear. A couple things were that with the alternating of the advanced drawing and painting, I think that's a great way to compromise, but something that I might bring to attention is potentially dropping back one of the sections of the studio art because that's a class where they're able to make up throughout the four years of their time at Sweet Home where the advanced drawing and painting are always towards the end of their time at Sweet Home. Going into college, you really need those courses, especially if you have some students that are trying to get those in towards the end, and then next year it's not offered, if they need that to be able to boost their portfolio up. So it might be something worth looking at to drop one of those earlier requirements, so then they can make it up because they can make it up in multiple classes as well. They can make it up through graphic design, photography, or some of the ones that don't have a prerequisite. That might be a good point to look at. Also, with the hiring of a 0.4 teacher, obviously, it'll be difficult, especially where some of those classes that will be strained are some of the higher-level classes, and making sure that a teacher is of proper skill. The teacher that we're losing is a 30-plus year teacher from the district and obviously from a budget standpoint, going down to a new teacher will probably alleviate some of that stress as well, budget-wise. I just wanted to stress how much this department has done, and I really applaud all of you guys for making sure, specifically, that the adaptive art program is staying. That was a big one. I came and volunteered at that when I was doing my student teaching for Daemen. Those are just maybe some things to think about. You can alleviate some of the lower-level classes or sections that they can still make up later in the year to be able to keep drawing and painting, because otherwise, like the previous speakers had said, getting those portfolio pieces ready for college is going to be a hard task, and a lot of students don't even get accepted. Making sure those are present, I think, is a really good point. Thank you.

Christy May, 2017 Grad – I want to start by saying I appreciate the opportunity to speak in front of you all today. I am a Sweet Home alumni, a graduate in 2017, and I'm also the current assistant coach for the Sweet Home girls tennis team. I want to give a bit of my background about myself. When I attended Sweet Home, I pretty much lived in the Sweet Home art rooms for most of my high school years. I've had the privilege of taking every single art class that was offered during my time. I have had the honor of being selected to paint in the art wing here, where my painting still stands almost 10 years later. With the help and support of Kristen Piurek, Kate Van Volkenburg, and Dominic Mediak-Pirigyi, I was able to study animation and illustration at SUNY Fredonia. The art department was a strong foundation for my art of my love of art as well as the foundation of my growth as an individual and finding my identity. My journey from taking advanced art classes in high school set me up for success in college. I then graduated in 2021, where I am now a 3D artist as a hobbyist and also in my career. I believe from firsthand experience, Sweet Home's art program holds great importance for young adults. Through artistic expression, young adults explore more concepts and discover more about themselves and the world through a multitude of mediums. I want to express these diverse skills and mediums in young art programs that are carried into many jobs you see today. Especially the students who become out-of-the-box thinkers, much like myself. Students who go on to continue and fuel their artistic skill sets will prosper. Whether it's strengthening the culture and history of their communities, being advocates through continuous art programs, advertising with local businesses, or possibly designing the future of innovation. Many of my fellow alumni could not be here tonight, but I would like to relay their messages spread across social media the past few days, and they all come to the same conclusion that we strongly encourage you to keep these advanced classes and retain the programs for future years to come. Although I have no resolution for the

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budget, I am here tonight to advocate for the next generation of students and the experiences that could be robbed from them. Please keep these classes and to enrich to allow students to enrich their skills, hone their craft, or even just keep the outlet available for students to feel safe, seen, and heard. Thank you for your time.

Mary Nowocien, Parent, Lawnwood Drive - My sister is an art teacher. My mother was an art teacher. My mother-in-law was an art teacher. My nieces excel at art. My son and my daughter excel at art. I cannot draw a stick figure. I will tell you, though, I am a nurse. I work at Buffalo General Hospital, and when you talk about staffing, that's something that I talk about constantly. It is something that is so important across so many different avenues, whether it be our students or when we're patients in the hospital. I've heard a lot of talk about budget constraints, and I understand that pressure is real. I don't envy what you do. I appreciate what you do. I'm very grateful that I don't have to be involved in figuring that out. As a parent with two children who are attendees of the school, a third who already graduated, what I can say is that in the past I have voted on things in this district that I didn't fully understand at the time, and I probably still don't understand, and I regret that. I think a lot of us, as busy parents and community members, trust things will work out without digging into all the details. The reality is these decisions have real consequences for our kids. I understand the capital project funding gets talked about a lot. It can't be used to support programs like the arts. It's restricted to the buildings. I believe the real budget strain from what I'm trying to pull together comes from state delays and unfunded mandates, especially in education. At the same time, there's real concerns about how resources are being used. We're hearing about significant spending tied to programs which serve a small number of students at high cost, and we certainly as parents don't want to see any of these resources or program funding taken away. It's a matter of figuring out where everything can be pulled together to meet everyone's needs, which I know has to be incredibly challenging. We're looking at advanced art classes being cut, which, it sounds like, has changed since I kind of wrote this little speech. I'm very happy to hear that, but what I'm hearing is that hiring a part-time or teachers taking on additional classes doesn't really solve the problem, and that reassigning a teacher to cover an art class might weaken other programs or even weaken the art program. I'm very happy to hear that it's a step in the right direction, but it doesn't sound like a long-term solution. So, beyond tonight, what I'd like to say to other parents is that we need to pay closer attention. We need to understand what we're voting on, and we need to ask questions and stay involved. These are decisions that shape what our kids have access to every day in the schools. The Keep the Art petition that was started on Sunday evening has gathered strong community support with 380 signatures and is still growing, calling for the continuation of this important program. This collective effort reflects how much students, families, and community members value access to advanced art education and the opportunity it provides. I'm making the commitment to get more involved in board meetings. I'm asking us all to stay engaged and work together to protect the future of our children. Although I'm not an artist, I do have a flair for the dramatic with our petition signatures. I did email them to you, but I will also hand them to you.

Savannah Farr, 12th Grade - Although I have not yet graduated Sweet Home, I am a senior, and I do take APR. It has been a large impact on my life. In fact, I should probably be doing my art assignment for my portfolio right now. I'm almost there. I swear. Although I don't plan on studying art in college, I do plan on going to RIT for chemistry with a minor in marine biology. Art is, like everyone has said before me, very useful. It's in everyday life. It's seen in forms that you don't even think about. Whether you're just sitting there now listening to this, counting back on all of the times, it's here, it'll always be here, and it can always be used as a scapegoat, a job, and anything else. I have two younger brothers. One of them is in middle school, and one of them is in fourth grade. The fourth grader goes to Glendale, and he loves watching me draw. He'll come into my room. He also has hopes of going to APR, too. He says, "I'm going to do what you're doing. I'm going to do studio and art. I'm going to do all of the art classes. I'm going to do what you want to do." In this room, how many of you have children currently or have children that are going through school? How many of you have your children's

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paintings on your fridge, on your wall, or as pictures saved on your phones? A lot of us, almost all. We can all agree that every kid has an artistic little piece in their heart. By diminishing AP art, advanced art, advanced drawing, painting, those classes, that artistic piece in them can also be discouraged, can no longer have the spark that it once had by being urged to keep going and keep thriving under whatever conditions, even if you need to pay \$99 for an art class. Crazy. Overall, the hope that these art classes will no longer be cut will still be there, even if they're in small numbers. It is joyful, and it brings a lot of hope to future generations, middle school, elementary, and even pre-k to keep pursuing art without being discouraged by the fact that our art classes are going to be gone. What about us? What about going to the arts? Thank you for your time. I'm so happy to say and hear that our art classes are going to be continued. Thank you.

Kristen Piurek, HS Art Teacher - I have been an art teacher at Sweet Home for the last 21 years. First, I want to thank my students, parents, staff, and especially the alumni who took time to write or speak on behalf of our art department tonight, even in the middle of a playoff Sabres game. Your support and your stories that you've shared about how this program has impacted your lives mean more to us than you could possibly know. Over the course of my career, I have stood at this podium multiple times advocating for my department and urging that cuts not be made. I stand before you as a passionate teacher who has already experienced the impact of reductions firsthand as our department has gone from five teachers to four and now potentially three. However, I can say without hesitation that the reductions proposed originally are some of the most drastic and devastating that I've seen in my entire time at Sweet Home. I'm here tonight to speak about the proposed reductions of our program through attrition and what that truly means for our students. On paper, this may look like a staffing adjustment, but in reality, it means a loss of advanced courses. It means students losing access to classes that they've already been planning to take. It means students who have spent years developing their skills will no longer have the opportunity to build the portfolios that they need for college art programs. Without these advanced courses, they are simply not competitive with students in neighboring districts who still offer them. It means our school losing its presence in regional art shows, spaces where our students have consistently represented Sweet Home with pride, talent, and professionalism. My little plug, we just won best black and white photography at the Keenan show on Sunday. And then there's the reality of the schedule. We will now have students who will need somewhere else to go, but many electives are already full. So what happens? They end up in multiple study halls. That is not a meaningful use of the student's day. That is not maximizing learning. And that is not putting students first. At a time when the world is rapidly changing, when artificial intelligence is taking over routine tasks, we are actively reducing access to the very skills that will matter the most. Creativity, critical thinking, problem solving, and innovation. These are not extra skills. These are essential skills. The arts are not a luxury class. They are the core part of a well-rounded education. They engage students who might otherwise feel disconnected. They give students a place to succeed, to express themselves, and to find purpose in their day. Just as importantly, they provide an outlet that supports mental health and emotional well-being. Many of my students have shared deeply personal struggles, and through art, they have found a way to process and express those emotions. I understand that difficult financial decisions must be made, and I don't envy any of you in this position, but I urge you to consider the long-term cost of this one because once these programs are gone, rebuilding them is not easy, and the opportunities lost for this group of students cannot be replaced. I respectfully ask that you reconsider these reductions and explore alternatives that preserve these courses and the opportunities they provide. because this is not just about classes. This is about students. It's about equity, and it's about the kind of educational experience that every Sweet Home student deserves. Thank you for your time.

Jonathan Makeley, Community Member, Durham Drive - I would like to speak to bring some attention to another aspect of the public concerns in relation to the budget. In regard to the matter of support for the needs of special education students. As was mentioned in the budget presentation, there would be the

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addition of two special education elementary classrooms and efforts to bring more of a special education students that are currently receiving education out of the district in-house and also as mentioned, looking at the staffing numbers for aides in the coming year. In regards to these things, I've seen some parents express concerns as to whether the new elementary classrooms would maintain the same level of support that the students are currently receiving elsewhere this year, and whether the level of aides provided would be maintained at a level where it'll be enough for all students who would need them. So I wanted to bring up mentions to these things and express hope that, going forward, the work will continue on with making sure that the needs of special education students are supported to the best of the district's ability. Thank you.

Julie Danko, 2016 Grad - I'm going to take you back to my first day in 8th grade. My high school experience wasn't the easiest. I'll never forget my first day transitioning into public school from homeschooling. Between a chaotic bus ride, bells ringing in the halls, and a hyper cafeteria, to say I was overstimulated would be an understatement. 7th period was approaching as I stepped out of a barbaric hallway into an art room. This was the second moment of quiet I had noticed since the pause right before the pre-pledge of allegiance that morning. I inhaled the smell of acrylics and pencil shavings, and for the first time, my nervous system settled as its surroundings formed a connection to a pastime of my prior life, art. As I climbed the grade ladder, I would continue to struggle socially and environmentally. I retreated to the art room for my lunch period to exist without feeling anxious. Sometimes I sat alone and poured into my work. Sometimes I sat with other kids who didn't quite fit in either, but it was a space where I felt okay. I had always been passionate about the arts and squeezed as many classes into my schedule as possible. Among my favorites were photography, advanced painting, and advanced drawing. I also had the honor of completing a portion of the AP art program. The teachers of those classes made me feel capable and seen in a way I hadn't experienced before. They showed me that I had talent and potential, even at a time when I was struggling internally and at home. Those classes gave me something to hold on to. For some, those advanced classes aren't just a safe space; they're a future. Cutting them doesn't just remove electives. It removes opportunities for students to grow, feel seen, and find direction. Many students go on to pursue careers in the fine arts, design, and architecture. These classes are not extras. They are foundations, and they are pathways. I basically just say all of this because I know we talk a lot about art as a creative outlet, and we talk about it a lot as a pathway for future careers. I think the mental and emotional health aspect of it sometimes gets left out, and so I just wanted to share a little bit of my story in hopes that that's something that people take into consideration when they're thinking about the budget. Thank you.

NEW BUSINESS

Upon motion made by Mr. Laible, seconded by Mr. Johnson, the following resolution was offered for agenda items A, B, C, D, E, F, G, H, I, J, K, and L.

A. Budget Adoption 2026 – 2027 – Policy 5130

RESOLVED: That, the Board of Education approve and adopt for the 2026 – 2027 school year a school budget with the total expenditure of **\$108,608,147** with a breakdown as follows:

FUNCTION	BUDGETED 2026-27
Board of Education	\$40,400
Central Administration	\$290,260
Finance Services	\$702,075
Legal Services	\$300,454
Human Resources	\$337,083

NEW BUSINESS-continued...**A. Budget Adoption 2026 – 2027 – Policy 5130**

Records Management	\$2,500
Education/Community Services	\$8,900
Operations & Maintenance	\$6,877,225
Central Printing & Mailing	\$207,007
Central Data Processing	\$835,744
Special Items	\$1,221,506
Curriculum Development & Supervision	\$403,248
School Supervision	\$1,913,285
Research, Planning & Eval	\$371,939
In-Service Training	\$367,109
Teaching –Regular Schools	\$33,594,069
Special Education	\$12,105,885
Occupational Education	\$1,336,688
Teaching Special Schools	\$150,820
Instructional Media	\$2,153,756
Pupil Services	\$3,159,811
Co-Curricular Services	\$150,002
Interscholastic Athletics	\$801,951
Transportation	\$9,586,845
Community Service	\$47,500
Employee Benefits	\$24,108,387
Debt Service	\$7,273,698
Interfund Transfers	\$260,000
TOTAL BUDGET	\$108,608,147

AND BE IT FURTHER RESOLVED: That, the Board of Education adopts the Property Tax Report Card.

The following will be the order in which items should appear on the voting machines for the purpose of voting on Tuesday, May 19, 2026, from 7:00 am to 9:00 pm at the Vergils Community Center at Sweet Home High School:

- I. 2026-2027 Budget \$108,608,147
- II. Proposition #2 Extension of Maplemere Modular Classroom Lease
- II. Proposition #3 Election of one (1) school board member for five (5) year terms July 1, 2026 – June 30, 2031

and be it further...

NEW BUSINESS-continued...**B. Special Education****1. Class placements for 2025-2026 – Policy 7613**

WHEREAS, Public Law 94-142, the Individuals with Disabilities Act, and Chapter 853, Laws of 1976 (New York State Education Act), requires Board of Education approval for all placements of students with disabilities, and

WHEREAS, the District Committee on Special Education has reviewed all placements, and

WHEREAS, all parents have approved said special education class placements, now therefore be it

RESOLVED: That, the 2025-2026 placements for students with disabilities be approved as recommended in a memorandum to Michael V. Ginestre, Superintendent of Schools, dated April 6, 2026.

2. Preschool class placements for 2025-2026 – Policy 7614

WHEREAS, Public Law 94-142, the Individuals with Disabilities Act, as amended by P.L. 99-457, New York State Compliance, Chapter 243 of the Laws of 1989, requires Board of Education approval for all placements of preschool students with disabilities, and

WHEREAS, the District Committee on Preschool Special Education has reviewed all placements, and

WHEREAS, all parents have approved said special education placements, now therefore be it

RESOLVED: That, the 2025-2026 placements for preschool students with disabilities be approved as recommended in a memorandum to Michael V. Ginestre, Superintendent of Schools, dated April 6, 2026.

and be it further...

C. Monthly Financial Reports – Policy 2140

RESOLVED: That, upon the recommendation of the Superintendent of Schools, the Board of Education accept the Investment Schedule, the Treasurer's Report, the Budget Appropriation Status Report, the Revenue Budget Status report, the Budget Transfer Report, and the Extra-Curricular Account Report as provided.

and be it further...

NEW BUSINESS-continued...**D. Bids – Policy 5410****1. Office Supplies Bid**

RESOLVED: That, upon the recommendation of the Superintendent of Schools, the Board of Education award the Office Supplies bid #2026-2027-4 to the following vendors at the unit price offered per item specified for a total bid of **\$109,736.69**.

Cascade School Supplies	\$10,461.61
Discount School Supplies (DSS)	\$922.26
Eaton Office Supply	\$2,124.72
Kurtz Bros.	\$1,712.27
Pyramid School Products	\$10,622.51
Quill LLC	\$6,340.10
School Specialty LLC	\$18,576.48
Staples Contract & Commercial LLC	\$28,184.71
WB Mason Co. Inc.	\$30,792.03
Total	\$109,736.69

2. Athletic Uniform Bid

RESOLVED: That, the Board of Education, upon the recommendation of the Superintendent of Schools, award the Athletic Uniform bid #2026-27-18 to the following vendors at the unit price offered per item specified for a total bid of **\$13,135.40**.

Sportsman's	\$11,460.40
Triple C Alliance	\$1,675.00
Total	\$13,135.40

and be it further...

E. Annual District Vote – Policy 1611**1. Chief Election Inspector**

RESOLVED: That, the Board of Education appoint, Linda Custodi, qualified voter in the district, to act as **Chief Election Inspector** at said school district's Annual Vote to be held at Sweet Home High School, Norman Vergils Community Center, 1901 Sweet Home Road, in the Town of Amherst, on Tuesday, May 19, 2026 from 7 am to 9 pm and to perform such duties and to take such action as prescribed by law.

NEW BUSINESS-continued...**E. Annual District Vote – Policy 1611****2. Inspectors of Election**

RESOLVED: That, the Board of Education appoint the following, each being a qualified voter in the district, to act as **Inspectors of Election** at said district Annual Vote per attached memo and to perform such duties and to take such action as prescribed by the Education Law:

- Gloria Maciak
- Frank Vecchio
- Elaine Wagner
- Eileen Hassett
- Peggy Zeranti
- John Montanari
- Lorraine Beaudet
- Andy Finley

and be it further...

F. Erie 1 BOCES**1. Erie 1 BOCES Budget**

RESOLVED: That, upon the recommendation of the Superintendent of Schools, the Sweet Home Central School District Board of Education hereby adopts the BOCES administrative budget for 2026-27, as presented.

Administrative Services	\$4,255,646
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2. BOCES Board Members

RESOLVED: That, the Board of Education of the Sweet Home Central School District cast one vote for each open seat (two (2) open seats total) for the election of the following individuals to the BOARD OF COOPERATIVE EDUCATIONAL SERVICES effective July 1, 2026.

- Nominees: Mr. John Sherman, Mrs. Janet MacGregor Plarr

and be it further...

G. Dispose of Obsolete Property – Policy 5250

RESOLVED: That, the Board of Education, upon the recommendation of the Superintendent of Schools, authorize the district to participate in competitive bidding procedures for the disposal of obsolete property.

and be it further...

NEW BUSINESS-continued...

- H. **A Resolution, dated April 21, 2026, of the Board of Education of the Sweet Home Central School District, Erie County, New York (the "District") declaring the District's proposed Capital Outlay Project (involving modest upgrades and improvements at the District's high school building) to be a type ii action under SEQRA, and authorizing and directing the inclusion of funding for such project in the District's proposed 2026-2027 budget.**

WHEREAS, the Sweet Home Central School District, Erie County, New York (the "District"), after consultation by District officials with the District's retained architectural firm, Young + Wright Architectural (the "Architect"), has resolved that the District should propose to undertake, during the District's pending (2026-2027) fiscal year, a capital outlay project involving modest upgrades and improvements at the District's High School building, such work being anticipated to include, but not necessarily to be limited to, the replacement of the pool starting blocks and the replacement of the doors in the main High School, as well as all associated work (collectively, the "Project"); and

WHEREAS, the estimated maximum cost of the Project (inclusive of all preliminary and incidental costs) has been determined by the Architect to be \$100,000; and

WHEREAS, the District is proposing that the Project be financed by the application of \$100,000 of funds to be earmarked for such purpose as a "Transfer to Capital Fund" in the District's pending (i.e., 2026-2027) budget, with the work on the Project being anticipated to occur (and be completed) during the 2026-2027 fiscal year of the District; and

WHEREAS, the District wishes to reserve the right to expand, contract, or modify the scope of the Project in light of the level of future bids received, with the understanding that the estimated maximum cost of the Project will not exceed \$100,000; and

WHEREAS, in accordance with State Education Department ("SED") guidance and policy, the District and its Board of Education is the appropriate agency to be the lead agency to undertake Project review under the State Environmental Quality Review Act ("SEQRA"); and

WHEREAS, Section 617.5 of the SEQRA Regulations (6 NYCRR Part 617) provides that certain activities are Type II actions that are not subject to review under SEQRA and that such activities include "routine activities of educational institutions," "maintenance or repair involving no substantial changes in an existing structure or facility;" "replacement, rehabilitation or reconstruction of a structure or facility, in kind, on the same site...unless such action meets or exceeds any [Type I] thresholds in section 617.4"; and

WHEREAS, the proposed Project constitutes such routine activities of educational institutions; maintenance or repair activities; and/or in-kind, same-site replacement, rehabilitation or reconstruction activities; and

WHEREAS, under the terms of the Memorandum of Understanding (a/k/a the "MOU" or the "Letter of Resolution") between the State Office of Parks, Recreation and Historic Preservation ("OPRHP") (a/k/a the State Historic Preservation Office or "SHPO") and SED, and the terms of

NEW BUSINESS-continued...

- H. A Resolution, dated April 21, 2026, of the Board of Education of the Sweet Home Central School District, Erie County, New York (the "District") declaring the District's proposed Capital Outlay Project (involving modest upgrades and improvements at the District's high school building) to be a type ii action under SEQRA, and authorizing and directing the inclusion of funding for such project in the District's proposed 2026-2027 budget.**

the MOU's exemption form, a project is exempt from SHPO review if, among other possible reasons, a building is 50 years old or older but has previously been evaluated by SHPO and found not to meet the criteria for inclusion in the State and National Registers of Historic Places (the "Registers"); and

WHEREAS, as indicated in the Cultural Resource Information System ("CRIS"), SHPO has determined in 2018 that the High School building is "not eligible" for listing on the Registers because it does not meet the criteria for inclusion in the Registers; and

WHEREAS, although the High School building is "not eligible" for listing on the Registers, and the Architect has determined that the proposed work is exempt from review by SHPO given that it has no anticipated impacts on historic and archeological resources under the terms of the MOU, the Architect may nonetheless choose to submit information on the proposed work to SHPO for confirmation;

NOW THEREFORE, BE IT RESOLVED, that it is the final determination that the District/Board is the lead agency for the review of the proposed action, that the proposed Project is a Type II action, which is not subject to review under SEQRA, and that the proposed Project will not result in a significant adverse impact on the environment; and be it further

RESOLVED, that the proposed Project shall be included as a "Transfer to Capital Fund" line item (not exceeding \$100,000 in amount) in the District's proposed budget for the 2026-2027 fiscal year (with appropriate additional notification to District voters regarding the anticipated details of the work to be given in connection with the District's regular budget approval process), so that such Project may be initiated and completed (assuming voter approval of the District's proposed budget) during the District's 2026-2027 fiscal year; and be it further

RESOLVED, that this resolution shall take effect immediately.

and be it further...

- I. BOCES/Dexter/Sweet Home Contract**

RESOLVED: That, the Board of Education, upon the recommendation of the Superintendent of Schools, approve the lease extension with Erie 1 BOCES for the rental of space in the Dexter Terrace School Building for a term of one year, beginning July 1, 2026 and ending on June 30, 2027 per the terms outlined in the attached lease agreement.

Be it further RESOLVED, that the Board of Education of the Sweet Home Central School District hereby authorizes the Board President to execute on behalf of the district.

and be it further...

NEW BUSINESS-continued...**J. Capital Improvement Project Phase 1 – Geotechnical Reports**

RESOLVED: That, upon the recommendation of the Superintendent of Schools, the Board of Education award the Geotechnical Reports RFP to Terracon with a total cost of \$29,825.00 for Phase 1 of the Capital Improvement Project.

and be it further...

K. Capital Improvement Project Phase 1 – Surveying

RESOLVED: That, upon the recommendation of the Superintendent of Schools, the Board of Education award the Surveying RFP to Jacobs Land Surveying with a total cost of \$7,500.00 for Phase 1 of the Capital Improvement Project.

and be it further...

L. Suspension Appeal

WHEREAS, the Parent/Guardian on behalf of their child with #812662 timely filed an appeal with the Sweet Home Board of Education pursuant to Board Policy 7313 contesting the District's suspension determination; and

WHEREAS, the Board reviewed the record of suspension in executive session to maintain the confidentiality of this matter; and

THEREFORE BE IT RESOLVED that the Board denies the appeal. The Superintendent or his designee shall send notice of this decision to the Parent.

The vote on the foregoing resolution was as follows:

Yes	7	No	0	Absent	0
Carried	X				

INFORMATIONAL ITEMS

J. Coleman - Well, first, I want to just give props to current and past students who came up and spoke about things they cared about. It's nice to see. Since the last time I've spoken, there have been a few things going on throughout the school. The spring and winter pep rally was on April 2nd, recognizing athletes and achievements all across the school. There were two music awards given out to students in both band and orchestra, recognizing their skill and high achievement at the all-county festival. Senior athletes continuing their sports onto the next level at college were also recognized. Also, some art students were shouted out for scholarships given for their work and the honors they've received from art showings. Lastly, students inducted into the National French, Spanish, and German Honor Society were recognized for their high academic achievements. There were a few mini games like musical chairs, grab the mic, and the Whitney Houston drum hit, where teachers and students played against each other, with the winner receiving a gift card. Moving on to a bit about the peer mentoring program. Instead of the high school students going to the middle school, they'll actually be coming to us for a shadowing day, I believe, on May 14th. I ultimately just feel it will be beneficial for them to see and get a feel of what high school life is like and how it works here. The senior tiles in the main hall are still being done. There were conflicts with a lot of seniors not being able to do

INFORMATIONAL ITEMS-continued...

them originally scheduled, but they are still being worked on, and they look great. Lastly, I just want to mention the Connect Life blood drive is back for the spring, and students can sign up and donate, which will be on Friday, May 1st, from 8 am to 1 pm right here (Vergils). All donors receive a pair of Bison tickets and a t-shirt. Thank you.

M. Jasen – I've been traveling quite a bit, so I don't have any updates.

S. Johnson - First thing, Savannah, I know your challenges, and I'm going to respond to your challenge about whether or not we have artwork. Natalie and I have our own kids' artwork. My daughter does have a bachelor's degree in art. Also, about 10 years ago, Glendale put together a project for board recognition week, where I have a tree with individual leaves on it, and every student in the school painted one of the leaves on that tree, and that still hangs in my bedroom from the last 10 years. So, yes, I do have probably about 400 kids' artworks. Anyway, I just wanted to let you know. Just a couple of quick things here. Over the last few weeks, I attended the 22nd annual Safe Schools Initiative seminar. It talked a lot about keeping your schools safe for any number of different reasons. That's changed over the years. This is probably the sixth or seventh one I've attended. We had our DEI meeting. We met over at Maplemere to discuss the exterior of the new building portion, and I think we're moving along very well on that. I had an alumni team meeting and SHEF meeting. Just last week, I attended the BOCES Twist on Tech program. They've been doing this every year for members of the Erie County Association of School Boards. They've rotated through different BOCES. In this particular case, we went out to Potters Road. Dr. Capuana, who's the district superintendent for BOCES, comes in and tells us a little bit about the program and what's going on in the other ones and then they divide us up into groups, take us around to a few different programs in the in the school, and then the students show us what they're doing starting off with exercise science I think was the exact name of it. They have a gym that any one of our schools would love to have in there with the workout equipment, but the students showed us how they do things, how they work with muscle groups, how they teach other people, and they actually bring kids in from the other classes to work with them on that as they're moving forward on what their careers are going to be. An occupational therapist is one. One of them was going to become a professional dancer. Another one was going to become a surgeon. He learned that from talking to other people, but from there, they challenged us to help him out. I did do one of the exercises, and I actually got it right. Then they moved us into an early education class where they showed us and explained how they do some of the stuff there. And finally, into a class where they were working on various things that they would do in the real world. We actually were shown a little bit about sewing, but they have a number of other things they can do, similar to the careers class we used to teach with that starts in the middle school, but it's a little bit more advanced level because they're in there longer than that. It was a great program. They also extended it for us so we can hang around a little bit more to see the house that they're building outside, which will go up for auction this summer. They've been doing it for several years. They're fairly long on it was very interesting that a couple of students explained to us how they do the whole thing. It's actually built in two pieces that are combined together with a walkway down the middle. After it gets auctioned off, they take the walkway out. It gets shipped away in two parts and dropped on a foundation somewhere. It's a pretty nice house. If you want to bid on a house, they typically sell for around \$70,000 or \$80,000. Finally, we had a safety committee meeting today, where we're getting ready to start the annual safety program or plan that we have to get updated, and we'll be working on that over the next month or so. Danyelle mentioned that we visited Glendale last month, and I just want to throw a point in there while we're at it. Talk about constantly changing registration at the school, Ms. DeLaPlante mentioned to us at that point, when we came in, that there were five new kids that week. That was early in March.

A. Battaglia – A handful of the speakers tonight, I've seen your work personally. I know it well. I work at Daemen in the education department. I also have three kids who have been through Sweet Home. Every single one of them has gone through the art program. One of them actually has artwork hanging in the art hall. The art program is very important to all of us up here. All three of my kids are taking their creative journeys, I'll call it. Two are employed, one is still in college, but they are all using what they've learned here from our incredible teachers. The conversation around our classes is never easy. There is a lot that goes into that thought

INFORMATIONAL ITEMS-continued...

process. There are a lot of sleepless nights, not only for Mr. Feldmann and Dr. Ginestre, but for us as a Board, especially with our kids who have gone through this. Know that you're heard. Know that we hear you. We see you. Every single one of you. It doesn't go unnoticed. So, keep speaking up.

D. Rabenold - I have kids that have gone through the school system. Art and music it seems like they come under attack in tough times. I understand and appreciate everything you're saying and doing, and I'll let you know that it's music specifically with one of my children that really saved his life. So, all your comments have forced me to rethink what we do when it comes to budget and maybe take a harder look. I hold myself to the standard to take a harder look at our priorities and the distribution, the equity, equitable distribution of what courses you, the community, feel are most valuable to our students. So, that's what I got from you tonight. I appreciate your comments. Part of my role as a board member is to attend the Heritage Heights PTA once a month, so I'll just give you a little bit of what happened there. Part of their goals generally are to increase communication to students, family, and faculty. So again, here your input is very valuable not only at this level but even at the elementary building level. Increase parent involvement in things which you're doing tonight. Please continue to do that. We talked about STEM night, their multicultural night, which was very successful. They were very proud of what happened that day. They are planning for some upcoming events. Author visit, teacher appreciation week, which they made me leave the room on that issue. So we appreciate teachers too. So anyway, that's all I have.

D. Anthon - I don't think I got to report on this last month because I was traveling for work, but we did do a walk-through at Glendale, which was awesome. It's always awesome over at Glendale. That's my kids' homeschool, one of them. Anyway, I do want to say thank you to everyone who emailed. I gave it my best effort. I got like 20 emails in that I was able to reply, and then they just kept coming, and I got tired, and I have a day job, and I got all these kids to take care of, and I'm sorry that I didn't get to email everybody back individually. But the one thing that really just struck me as a former English teacher myself is I'm reading through these, and I'm like, everyone is so eloquent. So there is a red thread between the visual and music arts and all of that kind of stuff, and self-expression and being able to write. So, I thought that was just really awesome. A couple of things, just because we're approaching the end of senior year for a lot of kids, my son included. He's a BOCES kid, so he goes to his program in the morning, and he only comes back to school a couple of days a week to go to gym class. For anybody who's listening, if you have kids who are in that position, keep your eyes open because there's a lot happening between now and the end of the year. There are things to pick up, things to order, more things to order. Stuff to do. There's just a lot that the kids have to get done before graduation. So, just keep an eye on that. Also coming up for all the buildings is leadership day. If you have the opportunity to attend a leadership day at any of the buildings that your kids are in, I strongly encourage you to go. It is so much fun. The kids are so proud to show you their work. We've got middle school coming up on Friday, so I'm going to cry the whole time, and I'm very excited about it. It's the good stuff of them getting to show us what they've been working on.

B. Laible - First of all, I appreciate everybody being here, and I will also agree with how eloquent and articulate everybody was in their emails and in speaking, and you know, again, I think that just highlights how much the creative element impacts us in many other areas of our lives. The only other piece I'll mention is that I attended a PTSA meeting at the middle school. They are looking for officers. So if anybody here is interested or at home, they are looking for some additional help.

P. Bellanti - I do reiterate, I want to thank everybody for coming. As a high school Participation in Government teacher, I'm very impressed with your advocacy through emails and for coming up and speaking, especially those who have a hard time speaking and who took the courage to come up there. I know that's not easy. Mary, like you, I cannot draw a stick figure myself. My oldest son graduated last year. He is more of an analytical kid, and he took a lot of AP science and math that I could never do either. My daughter is a freshman, and she is starting in science next year. She's registered for one of the photography classes. So, I understand where everybody was coming from, and I hope you understand our position and everything, and the work that our district office has put in over this last week, based on your advocacy for the art program. So, thank you for

INFORMATIONAL ITEMS-continued...

that. As for my information, I am Willow Ridge. They did not have a meeting in April because of the spring break. So, we have a meeting, I think, in the first week of May. I attended my daughter's first softball game today. They won 87 in eight innings today, on a walk-off single. So, congratulations to them.

OPEN SESSION

Jessica Stephens, Parent - I want to talk about bullying. My daughter and her friends deal with bullying on a daily basis, and nothing is ever done to properly address the problem. In this particular case, it is always one specific child, and there are never any consequences that deter this behavior, so this one child continues their behavior. And while this is a personal story, this is an example of what is happening throughout the schools, as I'm sure everybody's actually aware of. So, yesterday, this child accused another child of having a gun in her backpack. The teacher heard this, it was reported, she was escorted by the assistant principal to the office and was seated directly next to the bullying child to deal with this and talk about it. So, she was embarrassed, scared she would be in trouble, and that she was sat directly next to her bully to talk about it and made her write an incident report. She tried to go back to her school day, but by then, all the other kids were already asking questions, pointing, and picking on her. She went back to the counselor, and when she asked to call her mom for some comfort, it was brushed off, and she was denied that. She was so upset that she actually refused to come to school today. I know that this bully is currently in school suspension, but when that's over with, we all know that bully is just going to go right back to the same behavior, and nothing ever changes. This affects the teachers in the classroom, too. They're trying to teach to these students, and there's always the same handful of students that's constantly disrupting classes. I don't know what the answer is, but we need to come together and figure out what that answer is because it's not working. So, my child and some of her friends identify as LGBTQ. She and her friends have family members who also identify as LGBTQ, including parents. She and her friends are constantly bullied by other kids for this. The LGBTQ students are told on a regular basis by other kids that they will go to hell. Other students will throw things at them and tell them exactly why, which often includes homophobic slurs. When this is overheard or reported, it's never taken seriously. I've spoken to other parents, and they agree that this is an everyday occurrence and, as such, it's treated like, "That's just how kids are." One of my older daughter's friends even confided in me that another student, a female, forcefully kissed him on the bus. When he confided in his counselor, the counselor laughed it off. He also confided in me that many of his teachers and some of the admin refused to use his preferred pronouns. I'm sorry, but this behavior is not okay. By allowing it to continue with no consequences, you are giving the message that it is okay to harass LGBTQ students. If these children were being picked on for any other identifying factor, I believe this would be better handled than it is currently. I want to see actual consequences for once, and I really want the homophobic atmosphere to be properly addressed. Thank you.

PERSONNEL

Upon motion made by Mr. Laible, seconded by Mr. Johnson, the following resolution was offered for consent agenda on personnel items I and II.

- I. **Teaching and Administrative**
 - A. **Regular**
 - 1. **Discontinuance**
 - b. **Resignation**

RESOLVED: That, the *resignation*, in the **TEACHING AND ADMINISTRATIVE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Ryan Kaminski		
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PERSONNEL-continued...**I. Teaching and Administrative****A. Regular****2. Appointments****b. Regular**

RESOLVED: That, the *administrative appointment*, in the **TEACHING AND ADMINISTRATIVE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Marissa Dauria	Lindsay Marcinelli	
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e. Continuing Activities**Building Leadership Team – High School 2025-2026**

RESOLVED: That, the *continuing activities*, in the **TEACHING AND ADMINISTRATIVE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Debbie Opala (Chg.)	Cassandra Solis	
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f. Transfer

RESOLVED: That, the *transfer*, in the **TEACHING AND ADMINISTRATIVE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Keli Koran Luchey		
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g. Leave of Absence

RESOLVED: That, the *leave of absence* in the **TEACHING AND ADMINISTRATIVE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Amanda Glenn	Kathryn Littlefield	Kassandra Griffin (Chg.)
Kimberley Kwoka		

h. Reinstatement from leave

RESOLVED: That, the *reinstatement from leave* in the **TEACHING AND ADMINISTRATIVE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Cindy Biersbach	Kimberly Marianos	Amanda Glenn
Allison Radecke		

PERSONNEL-continued...**B. Substitutes****2. Appointment****a. Long Term Substitutes**

RESOLVED: That, the *long term substitutes* in the **TEACHING AND ADMINISTRATIVE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Liam Kelly	Christian Neureuter	Emily Velzy
Jenna Augugliaro	Hailey Heiss	

2. Substitute teachers for 2025-2026 school year

RESOLVED: That, the substitutes in the **TEACHING AND ADMINISTRATIVE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

C. Interscholastic Activities**1. Interscholastic Appointments**

RESOLVED: That, the *Interscholastic Activities appointments* in the **TEACHING AND ADMINISTRATIVE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Christine Kasper	Ajani Wall	Quintus Simmons
Cameron Millender		

II. Service**A. Regular****1. Discontinuance****a. Retirement**

RESOLVED: That, the *retirement* in the **SERVICE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Margaret Desiderio	Willam Roberts	Patricia Merrifield
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b. Resignation

RESOLVED: That, the *resignation* in the **SERVICE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Tyler Godson	Cameron Millender	Dana Gregory
Christi McKay		

c. Termination

RESOLVED: That, the *termination* in the **SERVICE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Barachel Brown	Gary Mistretta	
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PERSONNEL-continued...**II. Service****A. Regular****2. Appointment****a. Regular**

RESOLVED: That, the *regular appointment* in the **SERVICE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Lisa Noe (Chg.)	Caleb Dabney	Alexander Schuster
Charley Giglia	Carla Mae Salazar	

c. Permanent Civil Service

RESOLVED: That, the *permanent civil service* in the **SERVICE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Estella Slaughter		
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f. Leave of Absence

RESOLVED: That, the *leave of absence* in the **SERVICE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Kristin Puff	Kelly Hanes	Frank Martinelli
Jennifer Rogers	Beth Shaver	Elizabeth Barbato
Sheri Glass	Amanda Reed	

g. Reinstatement from Leave

RESOLVED: That, the *reinstatement from leave* in the **SERVICE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

Eric Keim	Kevin Schwab	Victoria Wilkinson
Beth Shaver		

B. Substitutes**2. Per Diem Substitutes**

RESOLVED: That, the *per diem substitutes* in the **SERVICE SECTION OF THE PERSONNEL MEMORANDUM NO. 748 dated April 21, 2026** be approved as recommended by the Superintendent of Schools.

The vote on the foregoing resolution was as follows:

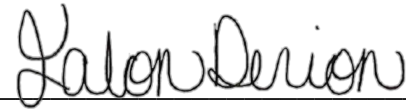
Yes	7	No	0	Absent	0
Carried	X				

ADJOURNMENT

Upon motion made by Mr. Laible, seconded by Mr. Johnson, the meeting was adjourned at 9:10 pm.

The vote on the foregoing resolution was as follows:

Yes	7	No	0	Absent	0
Carried	X				



Falon Derion
Secretary, Board of Education
District Clerk
Sweet Home Central School District