

We are live and can start whenever you're ready. Yep.

Right? I'd like to call the meeting to order with a pledge of allegiance.

Pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with Liberty and justice for all.

Thank you.

Uh, one announcement. Just want people to know that you'll notice a difference in the agenda since we're doing this remotely, that there is no, um, time for public comment. Um, it's not, um, law that we do public comment. That's something we do because we want to. So if anybody has any comments that they want the board to consider, um, that are agenda items, you can email those SLOs to me and I will forward them onto the board of education.

Thank you.

All right. Um, C reports to the board reports from district administrators. I believe we have that in a packet. Do. Okay. So we'll move on to district committee reports. Um, the first is the, the logo committee meeting we held virtually last week. Um, we'd like to update the rest of the board on some really awesome progress there.

We have another meeting, um, next Thursday, and, um, I think he'll be very excited to see what, uh, Ryan has come up with for us and the direction that we're headed in. Um, and policy committee meeting was canceled. Okay. District events. Superintendent conference wellness day on March 13th. I think that took a very different turn from what it was expected to be.

Um, would like to just, uh, publicly say to the, the staff members who are, um, possibly listening. Uh, thank you to everyone for taking that day in stride and doing what you had to do to make sure that our kids were well prepared for. This sort of crazy and uncertain times. So thank you to everyone there. Um, spring sports, parent information night, sadly was canceled.

Um, grades three, eight ELA testing. Never seen that before. My life canceled but canceled. Um. And, uh, last week we had a board of education, a special meeting and work session. That was our first meeting that was held virtually. And, um, the high school musical, um, is postponed until April 30th and May 1st.

Okay. Four County school boards association. Mmm. Yeah. I'm not sure I, everything has been canceled except for there was, um, on Saturday. It was that in this Misbah or I think it was actually, I can hold that to professional development. Um, so are they before County school boards has been canceled? Mmm.

Except for, I think I saw Kelly, maybe you can correct me if I'm wrong, but I think something came across to have a virtual, um, conference. No. Okay. So it might be crossing this bone for County there. So all right. On to a professional development. Did anybody participate in the NASPA a webinar or Saturday?

Yeah. Mg. do you want to, um, if you don't mind, just give a quick rundown of. How that was. Sure. It was a great conference. Um, I shared the video of the webinar with the whole admin team. Um, they really, uh, are listening to feedback from the field and doing their best as stated in, through the governor's office to make decisions in a timely manner so that we can make decisions in a timely matter.

They know that everybody is concerned about our students, our staff, our families. Um, and they're working hard to get decisions out to the field as soon as possible. So there really wasn't any new information, just the iteration of the things that they're working on. Great. Thank you very much. Angela.

There is also another webinar, I believe it's Friday, about transparency during this time, which I was going to try to sign up for. I know if you sign up, even if you can't attend live, they send you a link afterwards too. View it

if you have access to that and want to share it out with everybody else because they've missed it in their emails, it'd be awesome. Okay. I can do that. Thank you. Any other professional development conversation? Nope. All right. Uh huh.

I need a motion to approve the CSE case summaries.

Okay. I need a discussion. all in favor? I suppose

passes five zero.

All right. Budget presentation.

I'm back. I lost you for a second. It'd be one went off screen. Can you hear me okay?

Right in the start. At the beginning. Oh, welcome. And everybody. Okay. Okay. Um, we can go right to the next slide. We're going to start this presentation with a slide I normally have at the end of the presentation, uh, concerning the, uh, the bike calendar or, uh, timelines. So can you advance to the second slide, right?

Grace.

do you have two monitors? Mg . Okay.

Sorry, I had two monitors. I think that messed it up. That's okay.

Okay. And any case, um, here we are with our budget timeline and. Mmm. It's changed a little bit. So, um, one thing that did not change, um, we actually, uh, I did not get any notice until just before three o'clock today about the legislators, legislators passing the state budget. Apparently they did because the, uh, state aid runs came through, um.

At that time just before three o'clock today. So, um, I'm going to talk a little bit about that, but at least we do have aid runs and have a number to work with. Um, the calendar, um, I've got a red line through what was our calendar. As we've know, everything's been shifted. Um, we don't have all the information on all the Kailyn bate calendar dates, for instance.

Um, the new budget hearing, um, and exactly when our budget vote will be, we know now that, uh, the budget vote and the, uh, elections for board trustees will not have in before. June 1st we have heard that it may be the second Tuesday, uh, doing ninth. So that is kind of are target date right now. Um, it could be a second or it could be following the knife.

Right? Right now we're kind of shooting for June 9th is, um, a budget vote date. So we can start backing up our calendar timeline from them, but still we need to let the dust settle here a little bit. Okay. So, uh, we are moving forward with planning around this current crisis of the coven 19. It's, uh, really disrupted.

Everyone's schedule and our lives. So, um, and this budget process is no exception. Um, but we do need to move forward. And as we've talked about at our last meeting and that the workshop, uh, we are moving forward with a budget that we've been working on. As you. No, we, um, at our workshop, uh, last week, we made a progress in closing this original budget shortfall that we have.

Um, and so we, uh, we have packaged the budget together. Having said that, we know that there's a lot of uncertainty, um, with state aid revenues. We're fortunate we did get an aid run, uh, this afternoon. And it does reflect a reduction of the governor's proposal. The amount of that reduction, uh, is just over \$200,000.

So just when we thought we closed our gap as a, we had talked about a week ago, um, we had to brace ourselves for even further reductions. Um, I don't think anybody thought that the legislature was going to come out with a. Um, with more money than what the governor proposed back in January before this crisis hit.

That would have been, um, a wishful thinking. And, uh, as, as we kind of suspected the, uh, the budget has now passed with aid runs to school districts and with further reductions. So it looks like, um, our foundation aid has been decreased by, um, approximately \$400,000. But, uh, our aid runs are actually reflecting, um, um, uh, budget stimulus, uh, of about \$200,000, giving us a net reduction of about \$200,000.

So foundation aid down by about \$400,000. It looks like. Half of that has been restored, uh, for our budget. So, um, we still have a little more work to do. We have talk about, um, what we've done in terms of reductions, um, getting to the point that we are now as we promised we are working on other, are there areas for future consideration.

So phone. Gary, can I just, uh, uh, ask a clarifying question? So does that mean that our overall budget shortfall went from 700,000 to 900,000?

Uh, okay.

Yeah. we didn't have it too. \$1,000 this point. Yeah. And. Now we have, um, Oh, a revenue shortfall from the state. So, um, that was totally unanticipated, couldn't be predicted in, you know, when we started this process. So, um, from that first meeting in January. So, um, as we suspected we were going to have further challenges, uh, we'll talk a little bit more about that as we go on.

As we talked about at our last workshop and our last board meeting in March. Mmm. We are moving forward. We had talked about going into this budget flexibility mode. Kind of coined that a little bit. Um, so w with developing contingency plans that would reflect aid reductions, um, with corresponding reduction in appropriations.

So, uh, we are moving forward. But with anticipated reductions in the future. Now, governor Cuomo has suggested that there may be as much as quarterly, um, we visits to the state budget, so we're not sure what that means, but it potentially means, um, Mmm. Even further reductions as a total unknown. Um, how long, um, we might.

We dipped into near recession. Some people were calling it a recession at this point. Uh, but that is having a dramatic effect on state revenues and we don't know how long it's going to last, and neither does the state at this point. So, um, aye, even if we go forward and pass our budget. In June. At this point, we may find ourselves, um, uh, having to make more tough decisions on our budget if, um, if there's further reductions.

So I think that's a possibility that we want to keep. Keep in mind. Mmm. So that's why I call this a, this flexibility budget, Mo mode. But we are moving forward with, um, with what we know so far as anticipated reductions. Okay.

Thank you. Okay. Um, next slide.

So at our workshop on the board had asked for some more specific information on, um, unbalanced and our five year projection. And you also had, uh, had some questions about our reserves, how we're using their reserves. So, um, providing some information. Um, and. Those

areas as well as, um, I've inserted, um, a couple of weeks earlier than I normally do, but I have my slide on, um, estimated taxes and how the star exemption affects our text tax rates.

So I'm starting here with the five year projection, and you've seen the same format before, and. If you look at the very bottom and read across from the current year 2019 out to year, fiscal year 2024 25 yeah. It looks like we're clear sailing that we will since, since those numbers reflect, um. Um, a projection of a positive fund balance, right?

The numbers are in the black trying to hold our fund balance at that 4%, uh, level. That is our fund balance limitation. However, what I like to do, uh, with this projection, because I don't have a crystal ball. Nobody really does. Um, but there are some things that we can rely on and that is, uh, projected expenses.

Um, do you continue to go up at a higher rate than our projected revenues from year to year? So the projected expense flame, uh, is w really reflecting, um, an increase of about two and a half percent a year. In reality, uh, w we sh we project around 4% a year. So this model, um, suggest that every year we can anticipate that, um, carry over budget shortfall that we have to deal with every year because our state revenues and the average fare between two, two and a half a percent increases from year to year.

And our tax cap, uh, rustic restricts, are hatching Powerco about 2% a year. So. That's 90% of our revenue. The other end is don't, don't go up. Really. So, um, so, so actually we always see the trend in expend expenditures rising faster than projected revenues. This model doesn't reflect that. This model reflects, aren't anticipated, um, Mmm.

Budget tightening and, um, possible cuts. And. And expenditures from, from year to year, something that we've been dealing with for every year. So, um, what, what this special, if you go, go back please. Just a few other little trend lines on the operating surplus. That was it in 1920. Mmm. That show on like 12,000.

Mmm. There's a lot of other factors that go into that. We can talk about where we're going to be at the end of this year, but what, what we do show is some money being transferred, uh, to reserves, um, at the end of this year and some money, Mmm. As we budgeted, brought, brought into, Mmm. Our fund balance to help balance.

Okay, thanks. So, um, so the operating surplus or set, you can see year after year how the operating surplus and depths that under this scenario grows and grows. And the next line projected, I'm sorry, did you go down that blue line second from the bottom? The use of reserves. It shows a greater reliance from year to year on reserves to help balance the budget.

So, although the bottom items shows a retaining a about a 4% fund balance, um, you can see the trend lines, um, are, uh, aren't real positive. Okay. Any questions on that?

Well, the numbers are different, but the trendlines are the same. Um, as, as we've had from year to year, you will get an updated five year projection. When I present to the board, the, um, the report on our reserves that I do every year in August. Okay. So, um. At that time, this'll be updated and you'll have enough data to report on reserves.

So there's no questions. We can start talking about reserves a little bit more.

Okay. And this is, um, a slide show every year. This is what we, um, but for, to help balance our budget from year to year. And in our current year, 1920, we had a total of \$335,000 to help balance our budget for next year. Uh, we've increased that amount. Uh, two, \$400,000. And we talked a little bit about that under our, the options, um, in closing, closing that remaining gap last week.

Right? So a not bad, pretty sustainable. We may or may not, I'm have to use all that 400,000, um, next year, but chances are we'll be using most of it, but it is, uh, these reserves help balance our budget are a great budgeting tool. Um, it's important that we are able to generate some surplus from year to year to help replenish these reserves so we can, uh, effectively use these in the future for, for budgeting tools.

Okay. Me, any questions on that one? What I wanted to give you at this time, it was just a kind of a, a new look at, uh, or a fresh look, an updated look. Um, at our. Total reserves. Okay. I know you get this in the treasurer's report every, every month, just a list of both and reserve balances are that, um, that report, um, shows all the reserves, almost all of them, or all of them, except for the debt service.

Loser are accounted for in the general fund. So they're always on that bottom left column of the treasurer's cash report. And then the debt service reserve is under that desk, that service column under the cash reports. So you just see these, but, um, here's looking back. Where we've been on the reserves and a projection looking forward.

So, um, and then I've graphed that out at the bottom. So we'd been fortunate over the last few years to be able to, um, uh, replenish our reserves, build our reserves, uh, particularly, uh, important capital reserve. At 2.3 million rate now. So that's where we are with the capital reserve. Uh, I've got to extend it out all the way out to 24, 25.

Um, um, I could anticipate, um, us being into our next capital project and financing that, um, with, uh, uh. A significant portion of that capital reserve. I'm just not reflecting. I don't know that we don't know the timing yet, uh, of that next, uh, capital project that is sure to come down the road, but it's probably two to three years out at this point.

So at that point, these numbers would be adjusted. Yeah. So, um, the, what I want to mention about these reserves, they're not all available to support our budget, right? Each one of them

have, uh, restrictions that each one of them, uh, have had their own criteria for funding and for, uh, taking money out. Uh, it's, it's, um.

It's individual by individual reserve. So, for example, the employee contribution reserve, or we call it the ERs reserve. Uh, we have budgeted, we went from four 2021 where we were planning on \$100,000. That's now up to \$165,000. Uh, we cannot use more than what we expend for employee's retirement expense.

And the general fund. So, and that amount was about \$335,000 so in other words, we could not help balance our budget with \$400,000 from this reserve where we'd be limited to what our actual expenditures are. Okay. So this model on the projection side going out, it does show I'm kind of a steady decline in.

As we rely more and more, we interstate relying more and more. I'm reserved. Um, it does reflect some replenishment of certain reserves. Uh, it's a conservative approach. So maybe that trend line will not be as, as is. It's steep, downward looking into the future as it looks right now. But, uh, this is a conservative approach, so it does reflect, um, budgeted payments in the future and then some replenishment too.

But it's, it's, um, just a little bit of both. And, uh, probably a little more realistic than, than, um, assuming. We can't replenish any of these from, from year to year. We should be able to do that. Okay. Any questions? Um, um, all of our reserves fan, this particular one.

Okay. I'll just mention quickly. Um, yeah, the employee net net, that one fee, um, the liability reserve is the one that's on our voting proposition. We're using \$100,000 to support the 2021 budget and the following year and using the remaining 141,000 hours. So that's, that's been useful. Once that's gone, it won't be on the, uh, Babba anymore.

So then the reason we found the ballot is because, um, by law, uh, voters have to approve withdrawing money from that reserve. Okay. Okay. Okay. You don't have to go back to that slide. But there was one thing I did want to, um, talk about also, I, uh, had mentioned to the board earlier this year that, uh, we will want to create, um.

The newly authorized teachers' retirement reserve, that TRS reserve, that'll be another useful budget tool down down the road. We, um, and I will, I will plan on funding that getting it started with. With, um, either a transfer from the ERs reserve and, or a circle surplus funds at the end of this year. But we do want to get that started.

And, um, over the long term, that'll be it. Uh. Another nice budgeting tool for us to use. And if you don't recall, this reserve was, um, authorized last year, uh, but by the state. So we didn't have that luxury or that tool to use before, but now we do. And, uh, so I will bring a resolution to establish that reserve to the, to the board, either next meeting or in may.

Okay. Eric. Gary, what's the, what's the limit on the TRS? TRS, or is there a, there is a limit on it and it's basically, um, 2% of salaries are TRS. Sorry. So, um, so, um, so right now that's about \$180,000. Yeah. And I'll have to double check. I believe that's per year. So I think, um, over time it can build, but I, I do need to do a little more research on that, but it, it's 2% of TRS salaries and Tiara salaries are about, uh, almost eight and a half million dollars.

Okay. All right. Um, you had asked, uh, talk a little bit about taxes and our tax rates and where we want to be on that. Um, the, um, yeah, the levy or the tax rate is estimated to go, um, to go up, uh, under that 2% tax cap. That's been our goal. So, um, so national, this sled, so what does that mean for a property owner of.

Mmm. Okay. Who owns a house, um, valued or assessed at \$100,000? Well, we show this slide because, um, um. Most homeowners, um, are able to take advantage of the star exemption or the enhanced star exemption for seniors. So, uh, for a family, um, who lives in a house assessment, \$100,000, their actual textbook, uh, value of their home, it's \$70,000.

This year's, uh, or the 2021 tax rate at this point is estimated to be 25. Point six, five. And so, uh, that's the 1.9% estimated increase in that. And the tax rate, um, the max star savings is calculated in there at \$741,000. So, um, so the effective, the tax rate then is, um, Matt. Not \$25 since 65 trans to be effective test text rate is \$18 in 24 cents,

and the actual amount of taxes paid would be \$1,800. Okay. And just to confirm what we talked about last week, that's about a \$47, um, a year increase for, for a, uh, for a homeowner at a \$100,000 home value. Okay.

yeah. Okay. Here's our slide updated now closing that \$250,000 remaining gift that we had last time we met. What this doesn't reflect is, uh, what the additional work now that we have to do because of the reduction in state aid. Okay. So. Okay. So between, um, uh, possibly, um, more revenues, possibly with an additional more researchers, we'll have to talk about that.

Um, or with additional, uh, cut backs on the budget side. Um, those numbers are going to change slightly. Okay.

and this, uh, you saw that a pie chart at our last meeting. Um, it's just been updated. The pie actually looks the same, but it's nicer sometimes to see the numbers from year to year here. And so this is different way of showing it. So our budget is going from 24, three 60. Gary, can I pause for a second? Yep.

Can we go back to the priors side? Um, are we expecting, I know we get, I know we get a small piece was a portion of revenue from the, uh, the sales tax share from the County. Um, are we forecasting any, any drop in that given, you know, current events that purchasing is down, et cetera, that that will be impactful to us or will that be immaterial.

That would be significant if they went there. And, uh, we have not heard anything from the County that they're considering that at this point. So it's a longstanding revenue sharing agreement, um, with all the districts in the County. And, um, it's been debated, uh, within, uh, the County supervisors in the past.

Knock on wood, it doesn't, it doesn't come up. Let me, let me ask that. Just a little more pointed. Right. Do we expect their sales tax revenue? It'd be down and therefore our share to be down now as opposed to the whole program themselves is, um, it's been slapped. All these years, we don't get any more or less shallow.

Action-based found there. Um, sales tax collections. So the amount that's shared between all the Wayne County school districts is 5.4 million. Our share of that based on average daily attendance is about 385,000. Thank you. That's how I fly. I didn't realize it was a flat amount. Yeah, it is. Good question.

So here's our, uh, um, our functional categories from the current year to, uh, what we have budgeted, uh, next year. Um, w with our increases, um, by those functional groups, our total budget increases, uh, just under two and a half percent. Okay.

Here's a look at our revenues, state aid and property taxes. As I mentioned, that's, that's the lion's share of, um, our revenues. So again, um, that state aid number is going to come down by 200,000.

Okay. And, um, I just want to get this in. Um. In case I don't, when I wrap up here and we're close to wrapping up this presentation, but yeah. Um, I did mention to, uh, that's for Macaluso and, uh, the Zillow today that, you know, I don't want to be totally pessimistic. I think the age reduction. Isn't as bad as I thought it might be.

Um, and we're, we have a budget together and it's a good budget. So I'm feeling very, you know, somewhat comfortable now with the numbers that we're working with. I'm very glad that this fate passed the budget and we've got our aid runs today. And, um, even though we know, um, any further reductions. Well her, it's, it's something we feel we can still manage.

Okay. We're gonna, uh, we're gonna be talking through Mmm. Lots of different options where we're going to be looking deeper than we have. And, uh, we definitely feel like we can manage this. And. Uh, with that \$200,000 reduction for the reduction in aid, um, we're confident that we can, we can put forth a good salad budget that maintains our budget.

We'll have some, that's how our wrap up here. So this slide, um, best flag just kind of reiterated the cuffs that we have gone over before. And, um, sorry.

Yeah, that just mentioned that additional reductions are being considered there. So, um.

So just back to, you don't have the calendar in front in the beginning of this presentation. It's usually at the end, and this is usually in the beginning. I've got to, at the end, just to remind us that even with these redemptions, even in the, uh, circumstances that we're in, the uncertainty or the economics, uncertainty of the state, um, we.

Instill, um, adhere to these budget guidelines. And they are important and they're important for us to remind ourselves what these guidelines are. Um, in terms of, you know, being educationally and fiscally sound and, um, maintaining our strong program. So, uh, we feel like, um, we're there now, we've got just a little bit more work to do, but we're confident we can do that.

So I just wanted to add to that, that with that more work that we have to do, that Mr. Barnum was laid out as being manageable. We have time with the budget vote being pushed off to sometime after June 1st so we have some time to be thoughtful about this. Um, put our heads together and come up with a plan that's gonna work for our kids and our community.

Thank you, Gary.

Okay. Onto the winter sports report. Mmm. That's all under public content. And um, you can read that at your leisure. Unless anybody has any, uh, comments you'd like to make. No, let's jump into the MTSS update.

Okay. I will be presenting this on behalf of the administrative team. Um, they really did all of the work and putting it together. So let me share my screen again.

Okay. Okay. And can everybody see this.

Okay. So, uh, we wanted to update the board and our community about our multi-tiered systems of support initiative. Uh, we have been doing this work for two years now, and we are getting better and better at it. So, just as a quick review, what MTSS stands for is that in terms of academics. Social and emotional, um, learning and behavioral expectations.

We look at all students at tier one that is all of our students and we give them the best instruction, um, and resources around the learning for all three of those things. At tier one, when we do a good job of that, most students will respond and have what they need. But there will be a few around 15% who need additional support.

Whether it's an academics, social, emotional, or behavioral realms. Uh, so we have tier two interventions that we provide to some students. So tier one is for all students, tier two is for some students. And then even with those interventions, we will have a few students who will still need more intensive, wraparound supports.

And we call that tier three.

So we decided to do this presentation by building, and we will start with the elementary school and their tier one work. So here you can see a collage of a lot of the tier one that the elementary school has put into place this year. They started out with a good foundation in tier one from the work over the past two years, and they've really worked this year.

I'm promoting engagement and student ownership in our pride philosophy. Rhonda too. Terello has led a lot of work around mindfulness and that is growing with the help of Sean Spooner and do Hearst and Chris sharp. There is actually now a Schoology course for staff and one for students. Uh, the awards have been tweaked.

So pride pales in ICANN to reflect student goals, setting and ownership. They added the pride writer, their own superhero, who helps students, um, get excited and engaged around pride. A tier one instruction that happens for all students in their classrooms is based on data. And, uh, Sean Spooner has been very helpful in bringing that to life.

All staff also have a resource resource called the caring communities that they use to help all students learn about tier one expectations.

Here's another collage of some of the great moments that, um, revolve around tier one at the elementary school. Lot of smiling faces and great things going on. Feel free to interrupt at any time with questions you can unmute yourself. So when we talk about tier two, we talk about the students who need a little more support.

And the way we identify those students is by looking at data. And we look at data around academic behaviors, work habits. Uh, actual behaviors. So we look at referrals, timeouts, and also aspects of health and wellness for social and emotional wellbeing. If students are flagged through that data review, we moved them into tier two where they participate in something called check in, check out.

That is really where we pair them with an adult mentor that they check in with at the beginning of every day and they check out at the end of every day. Yes, Jamie. Um, can you speak a little bit to how we're handling MTSS, especially like tier two right now with our remote learning situation? Sure. So obviously we have had to put a pause on a lot of the things, but we are still sharing social and emotional learning for all kids and students who have been identified at having the highest needs are still receiving those services remotely.

Thank you. Sure. So, Jay, could you give an example, an example of, of what that might look like? Uh, in practicality? Absolutely. So we are doing counseling the students remotely using technology would be an example.

Is that good?

So, uh, check in, check out with our youngest students has been challenging and the elementary has been tweaking it to make it work for that population at this time, when we talk about tier two, we have about six students in fourth grade being, um, receiving those tier two interventions. 12 at third grade, 12 students at third grade, two students at second grade.

Three students at first grade and three kindergarteners who have moved into that level. Mmm. As you're talking about the numbers of students and the good work we're doing around this, I can't help but think, um, if, if we are to go back to school this year, how. What kind of an inquiry crease we'd likely see in those numbers based on, you know, the students being home, not having the same level of connections they've had, not having the same positive, um, role models, uh, at school every day.

And I just want to make sure that, you know, when we talk about, um, resources that were, you know, certainly have the, you know, that in our radar that we're going to probably need to. Yeah, and I'm glad you brought that up, Jamie, because when we talk about things like that and we look at our data and how, how students are thriving and succeeding, and if we see a big decrease in that, then we actually move those interventions from tier two to tier one.

So if all students are anxious and unsettled, then we don't look at moving, you know, that great number of students into tier two. We look at moving those tier two services down into tier one. That's great. Thank you. Have a great, um, oversight though. Yeah. So at the middle school, um, they continued their efforts to increase student engaged engagement.

In our pride philosophy, they have hosted mega events like the bounce of Palooza. They have the ride. Uh, the pride race. Um, they've had mega arts day. They are sharing expectations in forum, uh, doing building event photos. This year they have the mini link crew, which has been, and last year too, which has been a great success and pride in the middle.

Um, here's some pictures of students participating in one of the mega days. You can see the smile. So students get to participate in these by earning pride tickets. And the participation in that has really grown this year to be almost a hundred percent, though, uh, for tier two, the middle school has check-in checkout as well.

Currently with 15 students. Um, they have community volunteers who come in and mentor students. They've implemented, implemented mandatory 10th period for students who need more academic support. And, um, they would like us to know that that really works best with parent support. Um, we have small group counseling and we'll talk a little later about some of our outside community resources.

Uh, finger lakes resiliency. Network counseling is one of those.

Wait a second thought, digest the comment, but it was back on your tier wine, so don't need that slide. Um, you said we're near 100%. Um, and I know we've talked in the past about like

obviously tier one all students, and we've talked about making sure I get the point of those. Um, I get the point of those, uh, pride.

Uh, I forgot what you referred to them as. Pride ticket. Thank you. Yeah. Um, and, and how, for the folks for the specific really struggle to get those, could you kind of give it as an example of how we cross that bridge so that it does hit 100% even the kids who struggle, is it about progress on their part?

Even if that might not be the level of expectation yet, but it's progress for them? Uh, you just nailed it on the head. That's exactly what it is. And you know, this goes right along with our personalized learning philosophy that we are recognizing growth, an improvement where students are at. And so that's true also with our, um, tier one and tier two and pride philosophy.

So students are recognized for growth, not just meeting a certain expectations. Thank you. Yup.

So at the high school, um, tier one instruction at the high school, a lot takes place in a forum where they talk about expectations and share videos that students and staff have created. Mmm. They use a, a co who to play a game, asking students about expectations and they participate with technology and they also have a focus on mindfulness and positivity that's being led by students and staff.

They also are using pride tickets. Each staff member has a pride, has pride tickets to give, and they can recognize other staff members as well, not just students. Mmm. And students are a part of our acknowledgement and communication committee to help, um, bring their voice to the work. Uh, next steps.

They're looking at creative incentives, a coherent pride ticket use further classroom and more student led tier one instruction.

You can see a couple of pictures of some of their tier one work at tier two. They also have check-in checkout. Again, we really want to be thoughtful and modify this so that it works for our population, um, and certain age groups. So they've worked to modify, check in, check out. Um, they're using it for ninth and 10th grade only.

Uh, data showed that that's where it was the most effective. Other interventions, mandatory 10th. Um, our tech students might do this before, um, or during their lunchtime.

Senior's in danger of not graduating. I don't exactly know how to pronounce that. C dung or OSI Dom. Um, those meetings happen right about now. So, uh, any student who is in danger of not graduating due to, um, lower grades in necessary needed courses are automatically called in for meetings with the administration.

Other tier two interventions, uh, for all small group. Yep. Could you maybe talk about, um, you know, normally I think we would ask Kate that question about seniors at risk. Could you maybe talk for a second about how we're managing that in today's environment? Or is that something you want to address later in the meeting?

No, uh, we could, we could talk about it now that a lot of things are on hold. And I, uh, have no doubt that if we had seniors that were in danger of not graduating because of their performance, they are, we're already well aware of that. And at this point, because we're not doing any new learning or collecting any new grades, they're kind of in a hover pattern.

Um, I can ask Kate too. Send me some information. She said there are very few at risk right now. Um, and because we are in that holding pattern, we're just waiting to see and then we will certainly put all hands on deck to, um, support those students in being successful. So I think, I think that would be a good one for our next meeting.

Maybe if we could kind of get a little bit of a report and I know you asked just as we had questions to submit him. I think that's one I would like to hear some follow up at our next meeting if the board would agree with me. So Bob just, uh, clarify for me, uh, specifically about seniors in danger, correct.

Oh, so normally we talk about who's in danger or are the volumes not that names, obviously. Um, and, and what we're doing to kind of mitigate and proc and process, we kind of follow that everything every yes here. And so just that normal, like, let's start that out. Then I realized it's harder with, with Dr.

Avery, not here, but, uh, you know, kind of a brief update. Here's what, here's what it's looking like. Here's what's in our heads on how to solve it. That's right. And it'll get actually give you some time, obviously, to know what we're doing from a distance. Yes, absolutely. I made a note of it, and we will certainly do that.

Mmm. So one of the things we are very proud of and still really working to embed in the work that we are doing here in district is our community resources and providers. We're really trying to become full community school that utilizes outside resources that will benefit our students. So one of those resources is a finger lakes resiliency network.

Um, and Rachel has been leading a cohort of teachers who have been, um, going to training and the learning about trauma, um, and bringing that learning back to us in district districts so that we can be a trauma informed school. Um, this is our second year with the resiliency network. The focus is on becoming a truly trauma informed organization for both staff and students.

Mmm. The, this team meets three times a year to review our progress and put action steps in place. So again, it is a very data-driven, um, piece of work, and we, uh, collect data on how

we're doing and being trauma informed based on 10 categories that the resiliency network has. Determined reflect whether or not you are truly a trauma informed organization.

And so we collect data on those 10 categories and then we hone in on what we need to work on. Mmm. Getting better at.

Through this organization. And through that work, we have been so fortunate to get two full time, um, people that embed in our schools and work with our students. One is a community advocate who provides tier one instruction, um, supports for social, emotional learning, connect students and families to community agencies.

Wrap and renew, which I'll speak about in a little bit. Those might be new words for you. Uh, I've referenced them a couple of times, but we've done no really deep conversation about them. But you'll want to get ready because we will be, that's our next step in our MTSS work. Our next focus. We've been very thoughtful about the work we're doing, starting with most of our time spent on building a robust and meaningful tier one, because that's the way we.

support all of our students. This past year, we've really been focused on our tier two interventions. Uh, next year we will be really focused on our tier three peace in this work. Um, and a trauma therapist who supports tier two and three. She's a fully certified social worker, uh, and she provides trauma Bay trauma based counseling to any child who has been the victim of a crime.

Whether it has been prosecuted or not. By the way.

We also have a therapist from Wayne behavioral health network. They are located in all, it's one person who has an office in all three buildings and sees many, many students. Mmm. And provides counseling to those students. She can also provide family therapy as needed. Mg with, um, we behavioral health network and, uh, FL RN that are, um, for lack of a better term, grant funded, um, funded through the state with the way the governor's budget is looking and, um, other concerns about these programs that, um, just got up and running and are doing awesome work being pulled out of our districts.

So, not that we've heard of. And um, one is federally funded. I believe one is state funded. I'm not really sure. Um, so again, we are just going to have to be prepared, uh, to deal with whatever comes our way and do our best to preserve the awesome work that we're doing. A w it will be a priority. So, uh, no answer for that question, Jamie.

It really does depend on so many factors, and those are all things that we need to be prepared for because it certainly could happen. Yeah, that's a, that's sad that, you know, to have this wonderful, you know, things available to us and. Agreed. Agreed. Oh, up on Jamie's question. Uh, Gary, um, maybe this is you, I'm under the impression that when the state authorizes a

grant funding program, that they have to encumber the funds out of the gate, uh, for the length of the alteration authorization of the grants.

So that that money doesn't become at risk in the future, uh, which is why they do like three year grants at a time because they are guaranteeing that term of grant.

You got to unmute

I hope that's true.

Yeah, I am not sure. You know, most of them, most of all, most of our grants are federally funded. Um, K grant is not, um, this MTSS is not actually, I'm not quite sure about that one. I think it, there may be some federal monies and valid, but it's all pass through. There are different agencies, so, um, . So, no, I'm not sure.

Um, with, with the state in covering and you know, my thought is, especially with, with the federal fund to see year by year thing, even though we do, we do file, um, very grace. You file up basically yet a three year consolidated application, but it's filed every year. Yes. So, um, the consolidated grant we do every year, um, for this, uh, the grant that is helping us with our, um, community schools.

That's a five year grant that we just were awarded this year. And I'm positive that that one is a federal grant. So I'll just weigh in. Uh, historically, you know, when we, when we saw the last recession of 2008, um, I don't recall any pull back from grants that were put in place. Unfortunately, they adopted GA, which took the monies directly away from the school districts.

Um, but I don't recall grants being being pulled back on or cancels. So I think your notion is right, Bob, that those monies are encumbered in those, these programs will remain, but in worst times, other things could happen.

Okay. So, um, the last thing that we wanted to touch on was looking forward to our work around tier three and the two wins, uh, students yet to tier three. We know that they, they have not responded to the most intensive, um, interventions we could provide at tier two. They need more. And that's where we talk about wrap and renew.

And when we get to this point, we really are, um. We've tried everything that we have at our disposal with no success. And so at this point, we're really saying to the students and the families, we need you to help us set your goals and determine what you need, um, to help you be successful. And so there is intensive, multi-day training that goes, um, uh, into knowing how to do this well.

Um, rap is for younger students in need of tier three supports. It involves family and community partners. The team meets with the student, the family, essential school and community partners

to develop a plan that is clear and measurable. Mmm. Goals are set and the team meets regularly to assess the progress toward the goals.

It's a team approach, but it is family driven. So by that the family has ownership over meeting the goals and, uh, helping to establish what things are going to happen to lead us to that point of success. So it really does incorporate much more voice on the part of the student and the family. And again, rap is for the younger students, so the families are involved.

Renew is for older students. Um, it is recommended for students in grade eight and above. It is an intensive student led approach. The student actually selects their trusted partners and the people that they want to be on the team, their team, the people that they have connections with. Mapping, which is a visualizing technique that's used to help them establish their goals, dreams, and ideas, and identify their challenges, um, is used.

And then the youth planning team gets together to set goals with that student. Um, they, we will pull in staff and community partners that can best support the student in meeting those goals. And then there are regular meetings and check-ins on the progress, uh, the team reassesses and adjust goals as necessary.

But again, it's very student driven.

So that is our work around multi-tiered systems of support. We're very proud of the work that we've done, and we're really looking forward to, I'm shoring up our tier three and having the whole triangle put together. Mmm. You know, and we say we're just using that triangle to do what's best for kids. It really gives us a systematic approach that's based on data, so that we're not just haphazardly throwing things yeah.

Problems and hoping that they'll stick and work. Um, and we have really seen, uh, specific data, evidence of the efficacy of this work. It's really being impactful. So now I can answer any questions you might have.

Thanks, Greg. I would just say that I was going to say that the excellent work and appreciate the updates, um, and our continued growth on the MTSS. Thank you, and I want to thank the admin team. I know they're out there watching. It's their blood, sweat, and tears that is making this work. It's worthwhile.

So thank you. Okay, I need a motion to approve the consent agenda and GENDA items for B through fourF is recommended by the superintendent. I will move that we approve the consent agenda. Uh, however, I would like to make a minor change to item C, which was the minutes from March 11 and possibly discuss item D separately.

Okay. Um, so do you want to pull D out so we'll approve a, B, C with a minor adjustment enough? Correct. Okay. Kelly, can we do that?

I'll second. Angela smelter.

Rolling.

okay. I think I got it to the best of my ability. Okay. Um, Angela, what did you want to discuss on four C? What did you want changed? Um, under new business item G, um, I just would have added, um, Bob emphasized at the end of that discussion that we needed an executable plan should we have to close as opposed to just, we had plans in place, but we needed to make sure that they were executable.

Okay. Anybody else have any comments on, um, foresee? No? All right. Kelly, you have note noted that, okay. Okay. Okay.

Yeah.

should I reread the new motion? Well, okay. No. Okay.

Okay. Um, so all in favor? Alright. Aye. Okay. Opposed? Passes four zero or five zero excuse me. Okay. Um, so I need a motion to approve the minutes of the March 25th, 2020 special meeting and work session.

Yeah.

I'll second. Thanks Bob. Any discussion? Angela?

So under item three. Okay. It says there was professional development about the budget process, and I do not think that accurately reflects what we discussed or what we did. Mmm. We actually had. I wouldn't have called that professional development. We had a discussion about the current state of the budget, the items that were already in the budget too.

Address the shortfall, uh, the current state of things going on with the state budget. And three options were presented with a recommendation by the superintendent and then discuss. Uh, we also talked about potential additional cuts. We talked about items being considered for additional cuts. So I don't think that reflects what we did.

Okay. Uh, I would agree. Make those changes. I wasn't in there, so, um, someone will just need to take something out. for me, and I moved, gladly change. Um, whatever, whatever you'd like in there. So can we table that? Um, until I know Angela, you just read, I'm guessing you write off some notes that you took and I think MGU took notes that evening, um, as well.

So collectively, I'm sure we can get Kelly, um, full notes from what happened at that workshop. Yeah. So you can and Kelly and I can work together on putting that together for the next

meeting. So we're just going to table item D? Yeah, we'll table it. Okay. All right. No further action on that, Rick Hill. Okay.

Um, so. Moving on to four G retirement resignation. I need a motion to approve the retirement resignation as presented.

any conversation discussion. always right. Uh, thankful. Um, our 20 years. Again, it's amazing how long our staff members stay here at Williamson. Um, I think that says a lot about the district and the staff that we have. So thank you to Brian for 20 years of service, and I think a, a friend to many students, um, and help support a lot of folks over the, absolutely.

All right. All in favor? Aye. Opposed? Passes five. Zero.

Okay. Down to old business adult education. Spring 2020 semester. Um, Greg, you want to chime in there? So we just wanted to make a public good memorialize that there won't be any adult education spring semester this year due to the COBIT crisis. Okay.

All right. Down to new business I need a motion to approve the resolution for the 2020 2021 capital outlay project. Elementary library floor.

Should I read this Cal?

You don't need to. It's public knowledge on the board agenda for all public to see if I would like to read it and they can view it on work. Thank you. Any discussion?

All in favor? Aye. Aye. Aye. Opposed passes five. Zero. Okay. yeah. All right. I need a motion to approve the resolution for the 2020 2021 capital outlay project. Oh, I already read that one. I apologize. Huh? Oh, Kelly. That's the same recommended action under six.

Uh, not that on my, Jamie, I'm looking at the live document, man. I have a, I have destruction of paper ballots on six B. I do tube under the recommended action, which is what I'm supposed to read publicly. They're the same. That's okay. That's all right. I need a motion to approve the resolution for the destruction of paper ballots from the May 21st, 2019 annual meeting and board of education election.

I discussion all in favor. I suppose, sorry, take your pick. Mere Bob.

Opposed passes five zero.

I need a motion to approve the resolution to amend the 2020 notice of annual meeting and the election. Some of them second. Second.

Um, discussion. I'll just make a point that, uh, we're approving this tonight. Um, but we'll likely have to, uh, approve another amendment again when the state gives us further guidance. all in favor, right? Aye. Opposed passes five zero. I need a motion to approve the amended 2020 notice of annual meeting and the election.

You don't move. Okay. Discussion.

All in favor? Aye. Aye. Aye. Opposed passes five zero.

I need a motion to approve the extracurricular handbook for the 2020 2021 school year.

second. Any discussion? Uh, thanks to everybody who was involved, especially mg, cause I know this was a lot of work. very nicely done. Yes. Thank you. All in favor? Aye. Opposed? Passes five zero onto sixF I need a motion to approve the athletic handbook for the 2020 2021 school year. Second. Any discussion.

You can just copy my comments from the line. Great job committee. Lots of work. Absolutely. Oh, awesome. All right. All in favor? aye. Aye. Aye. Opposed passes five zero six G I need a motion to approve the dissolution of student and staff. Exemplary attendance. Don't move. Okay. Discussion. This, uh, this is on the agenda due to the, uh, Kovac 19, uh, situation that we're in.

Um, we've currently had, um, both staff and students, um, exemplary attendance awards, um, for as long as I can remember. But given the current status, uh, we thought we would put this up for discussion to talk about dissolving that at this point.

Yeah. I think it was always well intentioned. It was a good program. I think the staff knows how much we appreciate the hard work and dedication and, uh, the, you know, the discussion we had about not wanting people to feel overly, uh. Uh, required to come in when they shouldn't come in and should take care of themselves as important.

So we want to recognize that as well. Thanks Bob.

Policy for, um, anything in the employment contracts that needs to be amended or updated by suspending this practice. All right. Once it's approved, I'll look at that for the next meeting and we can make whatever changes we need to make. Okay. Thank you. Yup. All right. All in favor?

Opposed? Passes five zero.

Okay. Six H school district operations during closure. Okay. Thank you for giving me a few minutes to talk about this. Um, just want to preface with, you know, this thing is a moving target. It changes from, from day to day. Uh, we're doing, I believe, a really good job of keeping up with things, uh, getting work to our kids, getting needles to our kids.

Um. So, but obviously just by the means of which we're meeting right now, things are changing and this is new to us, broadcast broadcasting meetings. So, um, one of the things that we missed when we did the budget work session, um, last week, uh, we were under the impression that the work session portion of that meeting did not need to be broadcast.

Um, we checked with other districts who. Uh, also said that they weren't broadcasting work sessions. So afterwards when it was questioned, I checked with our attorneys. Um, they weren't quite sure at the first conversation. They wanted to look into it and get back to me. Um, and really if you look in the law book, it States that anytime there is a quorum of the board.

That, um, that meeting shouldn't be made a public meeting and in this new realm, um, should have been broadcast. So, um, we missed that. I apologize for that oversight. Um, so in the future, during this closure, we will broadcast any meetings of the board of education, uh, where we have a forum, uh, the guidelines, uh, outline that meetings need to be audio and or video broadcast.

That they need to be later posted and then transcribed and the transcription needs to be made available. So we'll be doing that once again. Um, and then once we're back in public session, when the closure is over, we will go back to business as usual. Um, meeting in public, uh, will no longer broadcast unless there's some other law that says that we have to, um, we've talked about broadcasting our meetings in the past.

And it's really just not feasible for our districts to do that in B to D compliance. Uh, so that's the main reason that we do not do that. Yeah. Wanted to talk about BOE elections and budget vote. So that has been pushed back to be sometime after June 1st we're anticipating June 9th, but we don't have guidance on that yet.

Um, and we have been given guidance that. Any candidates who want to run for a board elections should, should hold for now until they get guidance from the state on that. So as soon as that guidance is, uh, delivered from the state, um, I will make that guidance known and what potential board members need to do.

I would say if any of you out there that are listening are interested in running for the board, it would be helpful if you would just drop me an email and let me know so I can be sure that once that information becomes available, I can get it to you right away.

And then, um, return date. So the governor has us closed until the 15th. Of April, we have to go by the governor's closure in order for us to continue to get our state aid. So we close beyond that. Without him closing, we would lose money, lose funds from the state. There's question around that. I understand around the president's, um, social distancing guidelines, and that goes to the end of April.

Um, that doesn't provide that same closure for us. So, um, we will not make that decision to close longer until, uh, the governor makes that decision to close us longer. I would suspect that because of the president's, uh, social distancing guidelines that we will close for a longer period of time, but I can't confirm that now.

Um, speculation is that the goal governor will continue to close school two weeks at a time. But again, that's just speculation. This thing is such a moving target. We really have to take it, um, they today and do the best we can to communicate what is happening. . So, as of now, we are scheduled to return April 15th.

Um, if that changes, you know, it's in the news and I will communicate it as quickly as I possibly can. Uh, the other thing that we had some crop questions about and certainly understandable is how are we working out grading or, um. For our students during this quarter and the next, if we're continued to be closed and we met as an admin team to discuss that yesterday and put some options in place.

And, um, Mrs. Missoula is going to give you some information about that.

So, um, it's important to understand that we have multiple plans in place based on the guidance that we receive from the state. What we do if we come back to school in a month will be different than what we would do if we didn't come back to school at all. So we have multiple plans in place to, um, for whatever the outcome is.

But we want to assure everybody that whatever the outcome is, we will do our utmost to make sure our students, Mmm, have what they need to be successful. Are those students that are in courses that are credit bearing, um, that is a high priority for us right now because we know they need those courses and that credit to stay on track for graduation or, um.

Uh, certifications, um, and multiple other things. So we have had specific guidance on AP and Gemini courses that has been shared with teachers and their students so that they understand the requirements for them to complete those courses and get full credit. Mmm. We are waiting on Regents courses, which is another high priority in the webinar on Saturday, we were assured that the state will get us a decision on Regents exams and, um, Regents courses this week.

So we're waiting to hear on that. And once we do, we'll put a plan in place. At this time, we are not providing a new instruction for any of our students other than those in the Gemini, in AP courses. There may come a time when we have to do that and we're working on having a plan in place in case that comes to be, or now our biggest, um.

Message to our students and our families is stay connected. checking in. Um, that helps us know that you can check in and that you can access the materials. We want to make sure that you're reviewing, that you're thinking that you're enriching the learning that you've done already

so that you can hit the ground running when and if we come back or have to move to new learning remotely.

Mmm. I just posted a video on Facebook that you can feel free to watch. That helps to explain the expectations as of right now. But as dr Macaluso said, those can change at any time. And so we are prepped and ready, um, to, uh, make sure that everybody is well cared for, has what they need in terms of credits and grades.

Uh, as soon as we get further clarification from the state.

I also want to just take a minute to reiterate my message of earlier today that, um, what, what did that our spring break is no longer, uh, spring break. And we will continue continuity of learning through that time and we'll continue to deliver meals. The only change with meals will be we'll deliver two meals on Thursday.

On Thursdays and Fridays and meals, so that I hope I don't have to work on Friday.

It, uh, and M. G. um, could I ask a question? Um, when we think about, um, continuing new new assignments slash learnings potentially in the future, given, given Greg's earlier comments that the governor is likely to. Continue two weeks at a time. At what point do we say that a you're going to give new content or is it kind of pending the Regent's decisions or is in addition to that, the non region courses separate the decision point in a month or two weeks or, yeah.

So it's a much easier decision to make if we need to provide that remote new learning for our region students so that they can, um, finish out those regions courses. They're older, they're more independent. Um, they can find ways to have access. When we talk about new learning in general for our students, we really feel strongly that we want to ensure that all of our students have equal access.

And if they don't, um, the challenge. There is that, how can we provide new learning for some of our student population where we know some of our student population wouldn't have access. So that's really where we are concentrating right now is to collect the data on students who do not have access. Uh, we're trying to do that by getting information from teachers on students that, or families that they haven't heard from, and then reaching out to them individually to say.

What is the issue? Is it a technology issue? It is. Is it a supervision issue? How can we help? And then once we are assured that we know all students can access any new learning that we provide, um, and have the supports that they need to be successful with it, then we will, uh, take into consideration moving forward with that for other grade levels.

that makes sense. Yeah. It, you know, unfortunately, it's not as easy as putting a lesson plan together and emailing it home, you know, uh, if only it were that simple. So it's a very

complicated process. I would encourage anybody who's watching this, um, meeting and is having troubles to reach out to your building administrators there.

They are there to help and we will problem solve and figure out ways to get information you need to, you and your children.

That's great. Thank you very much. I think the video you did today was great. Um, and I know the board appreciates, uh, the lengthy email you sent us with an update today, so thank you for that as well.

Any questions from the board?

Oh, all right. We can move on to item seven meetings. Um, first time maybe ever upcoming district committee meetings blank. There are none. Um, it feels kind of strange. We have looked though. Yeah. Stress, right. Logo committee meeting is next Thursday version. Thank you. I forgot about that one. Um, and then upcoming district events, uh, sadly is blank.

I hate to see that one blank as well. The meetings are a little easier to see blank because that's a lot of work for us. Yeah, I don't know that it's really a meeting, but I know that I got stuff in the mail this week and there's a deadline for a district event. Um, everyone needs to complete their census, which affects our funding, and I believe the deadline is today.

Uh, and I actually did mine the other day, but got a notice today that said someone will come knock on her door. I'm not sure how that's going to work now, but it says that someone will come knock on your door if you haven't done it online. So just a reminder to anyone who happens to be listening, fill out your census because it helps us with our funding and effects.

Great reminders. Thank you, Angela. All right. In closing items, a board of education highlights, there are so many people I think to highlight today that it would take forever to call out. Um, I think that if a, I refer to the. The memo that the board, um, sent out to the district staff, um, admin team, everyone, um, we, we've.

We drafted that, uh, memo, um, and wanted everyone to know how much we truthfully appreciate all the work that's going into, um, this crazy time. This is not easy for anyone. Uh, I'll be the first to say that this has been difficult for myself to working from home, trying to help my kids, uh, continue on with these kinds of meetings.

And. What not, but the district has really gone above and beyond to make sure that as many of our kiddos are taken care of as absolutely possible. So thank you very much. Yeah, I'd like to share, like I've had similar discussions with lots of folks at work about how their districts are handling and managing.

And I would say Williamson is leading the way amongst other districts with how prepared, how prepared the team was getting, being what work we could do for students with the bus run. Um, and then I might even point to like, I got a Dr. Avery's call having a high school student, um, which was phenomenal.

Well informing and very caring, uh, and well appreciated. So a special thanks for that. I would echo Bob's comments, um, Tufts about my coworkers, about, uh, you know, distributing materials to students and they were just kind of blown away with us. Shoot, distribute them via bus instead of, um, you know, having everyone come to the school and kind of defeat the idea of social distancing.

So, um, I know none of that was easy to put together, but everyone did a really great job.

I agree. That's the same thing I was going to mention. I know I talked to people from several other districts and there are districts much larger than ours. Our kids were often running and working and they were so waiting for materials to come and the package in the mail. So I know it took a lot to get it done, but.

I appreciate everything that was done to get material in the hands of students so that they could hit the ground running and not really miss a beat. They didn't have enough time to get out of their routine. Uh, whereas I know there are students from other districts that had to wait several days, so they hadn't a routine for that first week.

So thank you to everyone involved. Yup. Um, I'd like to highlight, um, we had the, um, the winter athletic, um, notification that was, um, very nice to read. So kudos to the winter athletes and their achievements, um, echoing everybody else's sentiments about the teachers and staff. But I also like to mention, um, you know.

I've had some students from public policy contact me and interview me for their class. So I definitely, the kids are still working and so I want to give kudos to them too, for working through this, especially those seniors. So, uh, keep up with work.

Great. Everyone. If I could jump in on behalf of the admin team, I'd like to thank the board for your support during this time. I know that you've had a lot of calls and you gave some good input on how we should go about handling things and you know, you are the voice of our community and I think you portrayed that very well.

And I'm just so much appreciate the partnership and the teamwork that we have together. So. Thank you too for your work during this difficult time.

Okay. All right. Um, anticipated executive session. Mmm

Angela, you look like you want to do, yeah, I was on mute. Sorry. Do we even have a way to do executive session? Um, well, I know the state just for everyone out there who's listening to the state gave guidelines, um, very recently around that if we do need to go into an executive session, we are supposed to meet our mikes and go into a separate call, um, with the board and continue that before we come back to a junior meeting.

Mmm. We've had a lot of conversations about that as the superintendent's groups because there are ways or, um, these meetings to not be confidential. So that is a concern and something that we would want to make sure that we mitigate it before we did that, that we use the process that would be confidential.

Oh, my anti suggest if we need to do that that day, we do that be a conference call versus a web, you know, a zoom conference.

Yes. So I guess I would just suggest the longer when we go, like we might want to make sure we have a. Plan established for how to do that should something come up that we need. We have actual board. Um, I mean, we have board work that we have to do that has to be done in an executive session, um, on our calendar.

So we do need to have a solution. I think by the next board meeting. Um, we have to have a solution for that so we can go into an executive session. We can set up a separate zoom room that requires a pin. If you're interested in doing that, then you can just let me know and we can have that all set in case you do decide on an executive session.

Okay. Thank you. I'm Jean. I need a motion to adjourn the meeting. So moved.

Just like in an Angela. All right. Thank you everyone. Thank you. Have a good day.