

Essex Westford School District Board Meeting

February 15, 2022, 6:30-9:30pm | Virtual Meeting



MINUTES

Board Members: (Virtual) Jack Behlendorf, Erin Kenndy Knox, Diane Clemens, Robert Carpenter, Iris Hsiang (Student Representative), Maddie Ahmadi (Student Representative), Al Bombardier, Scott Cooledge, Scott Brown, Brendan Kinney, Andre Roy, Elizabeth Cady.

Staff: (Virtual) Beth Cobb (Superintendent), Brian Donahue (COO), Heather Bushey (Director of Finance), Jackie Tolman (Director of Learning & Instructional Impact), Bob Travers (Director of CTE), Ashley Gray (EES Principal), Dylan McNamara (Director of Social Emotional Learning & Wellness/ Co-Director of Student Support Services), Erin Maguire (Director of Equity & Inclusion/ Co-Director of Student Support Services), Marcie Lewis (Westford Principal), Santina Leporati (Board Minute Secretary), Cole Picard (AV Technician)

Public: (Virtual) Carmon and Marlon Verasamy, Emily Franz, Jeff Caulo, Jenna Hirschman, Jennifer, Jessica Psaros, Laura Taylor, Lynn, RM, Robert Willey, Sandra, Sarah McDougall.

Other: Media Factory

Item	Topic
I	<p>Call to Order Board meetings are public meetings, but they are not a meeting of the public</p> <p><i>Erin Knox called the meeting to order at 6:30pm.</i></p>
II	<p>Comments from the public <i>No public comment</i></p>
III	<p>Consent Items Policy 4.3 Agenda Planning</p> <ul style="list-style-type: none"> ● Meeting Minutes: <ul style="list-style-type: none"> ○ School Board Regular Meeting Minutes: January 29, 2022, February 1, 2022, February 3, 2022, and February 8, 2022 ● Approve Professional Appointments: Bailey Davis (1.0 FTE), Dawn Lagace (1.0 FTE), Rachel Kahn (1.0 FTE), Julie Guerino (1.0 FTE) ● Approve Resignations ● Approve Non-Renewal of Probationary Contract <p>Policy 2.3 Financial Condition and Activities</p> <ul style="list-style-type: none"> ● Approve Warrants <p><i>Erin Knox looked for motion to approve the consent agenda with friendly amendments to minutes, Al Bombardier Moved. Vote (8-0).</i></p>
IV	<p>Policy Title: Financial Planning and Budgeting</p> <ul style="list-style-type: none"> ● Center for Technology, Essex Budget ● FY23 Instructional Strategy Focus <p>Approve the 2022 Annual Meeting Warning</p> <ul style="list-style-type: none"> ● Update Mail-in Ballots ● Review Proposed Articles ● Adopt Recommended FY23 Budget <p>Bob Travers, Director of CTE, presented the CTE Budget</p>

All minutes are unapproved drafts until accepted at the following board meeting.

Watch EWSD School Board Meetings at <https://www.mediafactory.org/ewsd>

- Presented a new mission statement. Currently working with the New England Association of Schools & Colleges (NEASC). They are studying CTE programs and comparing against their 7 standards.
- 12 Different career pathways, 27 tracks that students are enrolled in.
- As a full day program, there are no other centers that have many second year programs as CTE.
- Required by the AOE to ensure that all programs lead to industry-recognized credentials (IRCs). There are about 22 IRCs that students can earn throughout the year.
- Career & Work Experiences - Over 70% of students every year experience some level of career work experience. Have several students in cooperative experiences.
- Skilltech - Charged by Governor's office to provide workforce development solutions for the region. All programs lead to certifications to advance career opportunities, increase wages, and creates pathways to more learning.
- Core mission: Prepare students for college and careers.
- Every two years, undergo the comprehensive local needs assessment with the AOE. Evaluates our performance and ensures we're meeting benchmarks. Focus on size, scope and quality.
 - Size, do we have enough programs? Process about 450 applications each year, this year our goal is to process 500 applications. Next year, launching the HVAC, electrical and plumbing program. Working with MMU on advanced manufacturing program.
 - Scope, do we offer the correct curriculum experiences for students? Align programming with AOE proficiencies. Has to reflect industry needs. Required to provide Industry-recognized credentials. Offering 19 college courses across 9 different programs. Students earn college credits, and core academic classes. Required to have student leadership organizations, Skills USA, National Technical Honor Society, Game of Logging.
 - Quality, programs provide rigorous learning experiences. Knowing to what extent our students are meeting those scope requirements. Document the percentage of students that are meeting those proficiencies.
- Accomplish this all through engagement and self reflection.

Jack Behlendorf: Asked what a dangerous program is?

Bob: Natural resources program, have heavy equipment on site. Need several adults in those learning environments to ensure safety of students. Professional foods can also be a dangerous program.

Brian Donahue - presented on CTE budget overview

The EWSD board is responsible for putting forward the CTE budget to voters. The only cost that EWSD absorbs is the expenses of sending our students to CTE, based off of the six-semester average. The process of hosting the center has indirect/direct cost reimbursement from the Center to the District.

Iris Hsiang: Are there student representatives on the Regional Advisory Board (RAB) board? If not, could CTE students be student representatives on the EWSD board. Have an active student leadership council and it would be easy to find a student willing to serve on the RAB or the EWSD board.

Bob: No not on the RAB, but it's a great idea. Also a great idea to have a student representative on the EWSD board. Regional Advisory Boards are required to have representation from all of the sending districts. School board members are required to have three industry partners who represent the major areas the tech center serves within the region. Have about 20 people on our RAB. Currently in process of growing it, trying to have a larger representative group.

Brian continued presenting on CTE budget

- CTE has to determine its essential investments and expenses going into the next year. It uses offsetting revenues to prove out what the tuition would be.
- Six Semester average going up by .22%. A factor of the attendance of sending schools over the last 6 semesters.

Board discussion:

Erin Knox: I didn't see South Burlington on the list of sending schools.

Brian: They are on the list, they are just lower.

Erin Knox: I was surprised not to see them, do they utilize the Burlington Tech program more?

Bob: South Burlington's enrollment has declined. They offer tech-like programming as part of their regular curriculum. Sophomore level programming is not guaranteed for students, sending schools can decide if they want sophomore students to participate in pre-tech.

Brian continued presenting on CTE budget

- Interconnection of CTE budget creating a need for tuition, and that cost being in the EWSD General Fund.

- *Had lower expenses in 2020 and 2021 during COVID. The board announced a tuition of \$18,000. Statewide average tuition is \$18,221. We are the only technical center in the state of Vermont that shares a region with another technical center.*

Andre: *Do we have districts designated to attend the tech center. But they can deviate from that if the tech center they are designated to does not have the curriculum they want?*

Bob: *By statute, a student from another service region, is allowed to tuition into a region that has a program that their region does not provide. For example, we have students from all over the state coming to our dental program, it is the only one in the state.*

Andre: *If we had a student attend a tech center and a program not offered by CTE, then we would be getting into the tuition formula for the three year average?*

Brian: *We pay tech ed tuition, the majority to CTE, and pay a 6 semester average to Burlington Tech.*

Andre: *How many students do we expect to attend Burlington in the coming year, and what would the six semester average be?*

Bob: *Essex sends 12-20 students a year to Burlington tech.*

Brian: *6 semester average for Burlington Tech from EWSD in FY22 is 4.48 (Half day model). The FY23 CTE budget is increasing 3.1%, to \$8,226,539. The announced tuition is \$18,000.*

Beth presented on FY23 Instructional Strategies:

- *Ultimate goal of Instructional Strategies is creating a culturally responsive - sustaining system where everyone is successful and has a sense of belonging.*
- *A priority of ours is the Professional Learning Communities (PLCs), Response to Intervention (RTI), and multi-tiered systems of support (MTSS). Coming into effect by law on July 1 as part of Act 173.*
- *Instructional Leadership: Principals are the second most impactful person in a student's school life. The four areas we work on through the University of Washington Center for Educational Leadership:*
 - *Equitable School Community - Aligning goals, decisions and actions to EWSD vision and mission. Creating a culture and climate that benefits all students.*
 - *Resource Management - Identifying priorities, aligning resources, developing talent.*
 - *Collective Leadership - Personal development, collaborative culture. Creating a system of shared leadership and accountability.*
 - *Learning and Teaching Environment - Make sure all students can access their learning in classrooms supporting their SEL development.*
- *Over the past few years have created systems in EWSD to implement and support Instructional Leadership. Our principals are looking at data all the time.*

Marcy Lewis - Principal at Westford School Presents on Instructional Leadership and Data through PLC and RTI work

- *Talked about how investments by EWSD impact students at Westford.*
- *Reading on grade level by the 3rd grade has a huge impact on the quality of life of that person.*
- *Reading and SEL data examined in a variety of ways to ensure that all means all.*
- *Using research based strategies to close learning gaps.*
- *Use PLCs and data to address student learning and individual needs through RTI.*
- *Measure student individual data and implement targeted interventions, follow that student and data to see if learning targets were attained.*
- *Went over EWSD Reads data. Measures data points and growth three times a year. Seeing growth in targeted populations like SES and students with specific learning disabilities like dyslexia.*
- *We have seen a strong correlation between students on IEPs and less developed SEL skills.*
- *Our SEL & Behavior Coach has created systems to track data and create targeted interventions for students.*
- *Acknowledged the amazing work of our teachers. Thank you to our board for setting us up for success, your commitment to supporting policies for growth, supporting our students, teachers, and staff.*

Board Discussion:

Jack: *Thank you Marcy, for your work.*

Erin Knox: *This shows the level of professionals we want doing this work. It is complex and important. It's interesting to see how this approach on a student level yields results. Also, that we're seeing these results during covid recovery says that we are really able to do something with this work.*

Brendan: *Thanked Marcy for the presentation and the work that's gone into this. This is the work that the board wanted to see. So good to see classroom level examples and the progress.*

Jack: *Asked about a chart in the presentation, and what the vertical axis was? What do the letters represent?*

Marcy: *The vertical axis are reading level benchmarks that we measure three times a year. The letters represent different reading level targets for different grades.*

Beth: *Thank you to Marcy for bringing us into that student level data. Appreciate her willingness to come and show the board that success as the board has implemented this and given us the resources the past few years.*

Media Factory films every regular board meeting and broadcasts them live.

Watch LIVE EWSD School Board Meetings at <https://www.facebook.com/retrnvt>

Jackie Tolman Presented on PLCs

- *The PLC process creates the culture and collaboration structures needed for a strong core instructional program.*
- *Focus on results leads each team to develop and pursue measurable goals for each student. Student goals are aligned with school goals, and district goals to create a more equitable learning environment for all students.*
- *MTSS/RTI - developing strategies and ideas to build on students strength*
 - *Ensure access to all students to grade level instruction to meet standards*
 - *Tier 1 - core instruction*
 - *Tier 2 - Supplemental program/interventions*
 - *Tier 3 - Intensive student supports*

Ashley Gray - Principal at Essex Elementary School Presents on PLC and RTI work

- *Teachers are dedicated and committed to PLC team work.*
- *Use this data to plan in all academic areas.*
- *Aligning PLC process: SEL progress monitoring with academic progress monitoring.*
- *Meet twice a week to review Literacy Math, and SEL benchmarks to develop instructional strategies and interventions.*
- *PRIDE Cycles - daily time for students to get instruction in essential standards.*
- *PLC and RTI are interconnected. Ensure that all students are given instruction on essential standards at the Tier 1 level. If a student is struggling, identify Tier 2 interventions like PRIDE time. If that doesn't work, then go to Tier 3 interventions, referral to Intervention team to address student specific needs.*
- *The first few months this year, focused on Tier 1, classroom instruction to address SEL needs.*
- *Then, looked at SEL standards data to identify small group instruction as Tier 2 intervention.*
- *In those small groups, we identify students that need more help and refer to Intervention Team. We bring together all of our supports to provide as much as we can for students as possible.*
- *Thank all of our teachers and staff for their amazing dedication and work. Thank the school board for ensuring that we can do this important work.*

Board Discussion:

Brendan: *Thank you for this powerful presentation. With so much data being collected about student progress, is any of this data being used to determine next year placements?*

Ashley: *Use this data as a key piece to placing each individual student. Starting to look at this now for next year. Look at balancing classrooms to meet student needs. Look at this data as a key piece to place each individual student.*

Marcy: *Have a little different experience, we have one classroom per grade level. Conversations more around social pairing and heterogeneous grouping.*

Jack: *Ashley, you showed a chart about percentage of interventions. Was this typical data, was this year unusual, for the high percentage of interventions?*

Ashley: *Seeing increased needs for SEL. Important to focus on where we start, and where we end up and what that growth is. We had a huge number of students that needed SEL support. We are starting to see those numbers get smaller through our interventions.*

Beth: *This is the first year we have and are measuring SEL essential standards, do not have previous data to compare it to.*

Jack: *That is what I was wondering, where are we starting from, what is a typical starting point for this data.*

Beth: *Highlight Marcy and Ashley for joining us, thank them for taking the time to give their presentations. This shows the use of the data that we're using to drive our system forward. These are the conversations we're having all of the time.*

Erin: *You can hear in people's voices, the excitement and ownership. It is really gratifying.*

Jackie Tolman Presented on English Language Learner (ELL) Program

- *Describes a person who is learning the English language and has a native language that is not English.*
- *Our ELL students represent 39 native languages, 21 are actively translated on a daily basis.*
- *We have seen significant growth in ELL students at EHS, EMS, and FLM. Our numbers change daily.*
- *Must ensure that our ELL students have access to school information through translation services.*
- *2019-2022 Highlights*
 - *Over the past few years, we've developed and implemented systemic consistency.*
 - *Developed and implemented systemic professional development opportunities.*
 - *Expanded summer program offerings.*
 - *Added family engagement opportunities.*
 - *Developed more co-teaching models.*
 - *Expanded preschool transition services.*

- Revised translation procedures to be inclusive of all school materials and communications.
- **Integrated Assessment**
 - Focused on progress monitoring and support of ELL students. Aligned pre-k - 12th grade progress monitoring.
 - RTI - Tiers of interventions are the same tiers of interventions that all students receive. Offer many different forms of support and interventions for students.
 - Have targeted and content specific ELL learning labs to provide interventions.
 - EHS has flex block, ELL learning lab, and literacy classes.

Board Discussion:

Scott Coledge: You mention that the ELL lab is new? What is the need, what does it look like, have you seen results?

Jackie: We closed the learning gap of ELL students and honor roll. Targeted place for students to focus on their specific goals. It is very intentional. We have increased our staff at the high school, and the results are in our data. It is a highly targeted and individualized approach.

Scott College: Is that something they would receive coming out of a class, or is it a class schedule?

Jackie: It could be both. We are increasing capacity to have a highly individualized approach for each student.

Brian: In the FY23 budget, some of the new hires we're making with Covid relief, some of these investments are tied to equity work and supporting most vulnerable populations. This is a population that will continue to grow in our community. This is an important investment, especially when we talk about all means all.

Jackie: Added more resources at the high school. There is a multicultural desk. Life skills group that will be supporting students. Looking to reach out through community partnerships to provide resources for our students and families.

Andre: Is Essex town/village considered a refugee resettlement designation? Do you receive advanced notification for students coming in?

Jackie: Yes, we are connected with community partners and do get information when families are going to resettle here.

Andre: As far as traditional migration, you would not be notified until the first day of school?

Jackie: We have students moving into the district all of the time. With the additional investments in the budget for FY23, we feel that we have the capacity to meet our needs.

Dylan McNamara Presented on SEL

- Commitment to Social and Emotional Learning. Before the pandemic, we prioritized SEL and connected it to our mission. Recognized that this is a pillar of what we do.
- There are a number of benefits that the research has shown.
- We can improve academics and life outcomes.
- This is an iterative process.
- We've created SEL competencies, then broken into standards, and learning targets. Our SEL coaches are supporting that work. We moved from having essential standards to assessing those standards through DESSA.
- Doing a thoughtful job on assessing where students are so we can inform our instructions and interventions provided to students.
- Goal is to show change. Did a DESSA assessment in the Fall, and will do another in the Spring, which will show changes in the data and how we have grown.

Brian: The real outcomes of the investment is the identification of the competencies, the development of the standards. The training that's gone into that. The coaches work with the teachers to align with those standards. It's a significant amount of work. Wanted to demonstrate the investment that we've done. Investing in core direct instruction while having ample supports for our students. This is one of the teams we've built to support students, their readiness, and their feeling a sense of safety and belonging.

Board Discussion:

Scott Brown: Does the .5 reflect a coach working at two schools?

Dylan: Yes, that represents a split position. We have an SEL coach that supports both Summit and Fleming. When we introduced this, we recognize that we weren't entirely proportional. As we look forward we are trying to adjust and remedy that.

Beth Presented on the Director of PreK, Summer & Afterschool

- Support our younger students and extending opportunities for all students with afterschool programming and summer programming.
- Support 351 students in PreK; EES, Summit, Hiawatha, and Westford. We have 5 am and pm classes. Adding an additional preK teacher for FY23.
- Support PreK staff and administrators.
- Oversee Act 166.
- Do outreach to community based programs.

- Provide direction and support to EWSD in identifying and evaluating our youngest students through partnership with integrated services.
- Will help Instructional Leaders at Elementary schools.
- Position would begin July, 2022.
- Extend learning opportunities after school hours
 - Supporting and collaborating with EJRP
 - Extending push in services for academics, align services and guidance for staff at EJRP. Extending coaching services to staff.
 - Summer programming is important with Covid recovery. Looking to extend that program to include more learning opportunities for EWSD students. Including intervention services as well.
- We are creating an equitable system and that it is embedded in our systems and what we're doing. Looking at every student, every way possible, every day. Closing the gap on ELL students, all equitable services and what we're trying to build

Erin Maguire: This work is integrated everywhere. It is everyone's work.

Board Discussion:

Andre: Are the positions that are 0.5, is that one or two people?

Dylan: We have positions split between schools. Between Summit and Flemming we have an SEL coach and BCBA that splits between those locations. Next year there will be a FTE at EMS and FMS.

Andre: The others that have the title as SEL Coach/BCBA, they are doing both roles. The majority of these are one person that is splitting between schools?

Dylan: Based on geography, size of school, and staffing we position the staff.

Andre: Are those funded by ESSER?

Dylan: Not currently funded by ESSER. Next year there will be a dedicated SEL coach at Founders and EES. That position is funded by ESSER funds.

Andre: These are part of the current budget, and the one going forward?

Erin Knox: These roles are what we've been investing in.

Scott Coledge: What does a SEL coach do? Compared to the others listed.

Dylan: The SEL coach, their role is to support leadership, staff with designing structures and interventions that support students around SEL. They are coaches. They work a lot with staff and leadership. They also do some individual work, small group work with students. Primary role is a coaching role. BCBA's Thie role is to supervise Interventionists that work one on one with students. These are students that have complex behavioral needs. BCBA's assess needs, develop a plan, and supervise the interventionists that work directly with those students. Behavior Coach, one at Hiawatha, is a SEL coach and a Behavior Coach - not licensed as a BCBA but supports the same work.

Brian Presented on Facility Stewardship & Planning

- Recommendation is to hire a Capital Projects Manager for 3 years using funding from voter approved Capital Reserve Fund.
- Will work with the board about future plans for our facilities.
- There is \$1.1million in capital projects for FY23.
- The key element is that the instructional strategies that were presented in the FY23 budget, mirror the thought exchange and what to focus on in 2023. Direct Instruction, Student Support Services, and Facilities.s

Brian Summarized FY23 Budget Investment

- The total increase in the General fund is \$4.2million, \$2 m going into instructional programs, roughly three quarters of a million dollars going into instructional supports, and then administrative supports.
- New Hires - 13.5 in General Fund, weighted heavily towards instructional personnel. Additional SLP staff, in instructional supports. Some administrative supports positions.
- In the \$4.2million increase for FY23 in the General Fund, our primary cost driver is personnel, \$3.4million is just personnel. About 41% is attributed to the collective bargaining settlement, about 33% is the new hires, then there are some salary changes, payroll tax changes, and other changes and unbudgeted FY22 hires.

Board Discussion:

Andre: With projected personnel costs. Those are also including hiring that has not yet occurred, including open vacancies that are being carried over, is that correct?

Brian: Yes, we are carrying some vacancies over and are hoping we will have better recruitment to fill those positions. A lot in student support services/special education and individual student services.

Andre: Isn't it support staffing that is still a carryover from this year, that you've been unsuccessful in getting additional support staff?

Brian: A number of those positions I just spoke about are support staff positions. Both certified support staff and administrative support staff. We are carrying over vacancies, because we don't have enough people. The budget

assumes that people are hired on the 1st of July. That hasn't been the case, and this year it has not been the case. Financially, that is a full budgeting of a liability that probably won't occur.

Andre: With these unfulfilled jobs, are you meeting the needs through extra hours of personnel. Have you not looked into increasing their hours and mitigating the hiring?

Brian: Have looked at where we could reduce staff, change staff assignments, or add ours. With the vacancies right now, some very important work is not getting done.

Erin Knox: We have principals covering classes, people are pitching in to cover where they can. The system is stressed right now.

Andre: Some organizations where they can't fulfill hiring quotas determine what the priorities are.

Brian: We are going the path of least resistance. We have not had this kind of mid-year leaving that we're experiencing, there is no one to hire. Are imagining different models, creating positions, are advertising many different roles to fill open positions.

Brendan: It is important to recognize with these vacancies, we can budget for the cost of the position, if those positions go unfilled, it results in salary savings during the course of the year. Not filling those positions creates stress across the system, but we're also not spending that money.

Brian: In some cases, we've had budgeted positions, and we hire a contractor if we can't fill that.

Erin Maguire: We're doing online services and contracted services to make up for our SLP services. Money not spent in salaries, but transitioned to a contract services cost. Sometimes those designs are more expensive.

Diane: We have a lot of IEPs that are not being serviced as best as we can because of staff shortages. Have we gone to colleges to recruit?

Beth: Yes, we've done that outreach and continue to do it.

Instructional Leadership Model Changes

Beth: The thought exchange focused on the high school and co-principalship. We moved back to one principal and four assistant principals. This size of school needs those administrators, along with a Director of Counseling and Director of Student Support Services. We will be looking at the best process and structure moving forward. We will work with the leadership team and teachers to develop that. One principal at EES and Founders next year. Have shifted some funds in Instructional Leadership.

Brian Presented on the Projected Tax Impact

Brian - Using Tax Commissioner Scenario B in Budgeting, uses a more conservative amount.

- Calculated tax rate, going down by 4.86%.
- Non-Homestead tax rate is going down by 8.06% (second property, business owners).
- Income sensitivity going down by just over 3%.
- Tax rates are going down, but home values increasing in our communities, resulting in a CLA adjusted tax rate that is flat.

Brian: At the point now to take action on the Budget if the board is ready to do that tonight.

Board Discussion:

Erin Knox: On our agenda next is the mail-in ballots. Brian, are there two scenarios for the Westford mailing?

Brian: That is a decision Westford makes. At the point where each community has said yes to mail-in ballots.

Erin Knox: Everything looked straight forward for mail-in ballots. How can we help as board members?

Diane: The estimate says we are paying the printer to stuff the envelopes. Ask that we include the district and address of the voter is on the ballot, so it is evident where that ballot belongs.

Erin Knox: If there are no more questions, we are good to go with the mail-in ballots. Thank you Brendan for the work on the mail in ballots. Asked Brian how we would approve the meeting warning.

Brian Discussed the Warning and Articles

The warning does not have to be read allowed, the posting will serve as the record. We are doing the mailing, our annual meeting is the voting, there is no in-person annual meeting. Required to hold a budget information hearing within 10 days of the voting. Even though you are having no annual meeting, you must elect a moderator. We need authorization of Article 4, it is that we can borrow money until we receive our state support grant. Article 5, these are the numbers from the budget that we presented, by statute this is the wording that has to be on the ballot. Requires that you show the ed spending per equalized pupil. If the board is comfortable at this time, we would look for a motion to adopt the budget.

Board Discussion.

Andre: Article 1, 2, and 3 - Will the warning identify candidates for those positions?

Brian: It will be the names of people verified to run and a write in option.

Erin Knox called for a motion on the EWSD budget adoption. Brendan Kinney motioned that the EWSD School Board adopt the FY23 recommended EWSD General Fund budget of \$86,008,927 and present this spending authority requirement to the voters in April. **Vote (7.5 -Yes, 1 -No, .5 -Abstaining).**

Erin Knox called for a motion on the CTE budget adoption. Andre Roy makes the motion that the EWSD School Board adopt the FY23 recommended Center for Technology, Essex General Fund budget of \$8,226,539 and present this spending authority requirement to the voters in April. **Vote (9 - 0).**

Board Discussion:

Beth: Question if you can abstain on a budget vote. Need to clarify.

Andre: The abstention is also if one is neither in favor or disfavor.

Diane: Point of order. How do you fence sit on a budget decision? It's either a yes or no vote.

Order

Erin Knox: May have made a mistake, need to look into the rules to see if we need to re-vote.

Andre: Have abstained in the past and it's not been an issue.

Erin Knox: Yes, but the question is if you can do that on a budget vote.

Beth: You abstain if you have a conflict of interest or you have not been here.

Brendan: Read Robert's rules, believe that abstention is allowed, it is a non-vote.

Erin Knox: Andre, to clarify, you don't want to put your voice in on this?

Andre: It's a non vote, one does not want to take a position of approval or disapproval. So it is a non-vote.

Brendan: It seems that an abstention is allowed under a majority vote. To abstain is a non-vote.

Andre: Thank you, it appears this is allowed for a director to do a non-vote.

Erin Knox: After all of the information we've been presented, it would be good to weigh in one way or another. But if that is your decision and we'll put that down for you.

Brian: Article 5 and 6 are established the board needs to discuss Article 7 and 8 around increasing the board stipend. And to inform the board of the legal council's advice, the board does not need voter approval to compensate other non-elected officials. The board is granted authority in statute to determine compensation for elected officials.

Board Discussion:

Erin Knox: It is up to us to determine these numbers.

Brendan: I feel partially responsible for this, and we should have addressed it as a board prior to tonight. My rationale for making this recommendation is that being a school board member takes a lot of time and effort. Even with this increase, it doesn't come close to compensating people for their time. Part of the service is that you are doing this for the good of the community. I wonder if increasing the amounts that school board members make would encourage more people to run for school board who might otherwise not be able to afford it? It's not an option that is available to everyone. If the stipends that we pay to elected members of the board could help alleviate and make it more equitable for someone to participate in the board.

Erin Knox: We did talk about this and a lot of people were in agreement of the points you just made. I looked it over and think this is fine.

Jack: The only thing I would add is to show the year of the last adjustment.

Brian: The writing in red will not be on the final warning. It is for the board's information.

Brendan: That would be something we would want to work into our budget information session.

Iris: I think this is a good step to make it more accessible for people to be elected officials on this board. Wanted to bring up student compensation again. Does the board have the ability to do that without a voter approval? Can we put that on an upcoming agenda?

Brian: The board can do this without voter approval.

Iris: Can we put that on an upcoming agenda.

Erin Knox: Yes, it's on our radar, absolutely.

Andre: It's up to the community to decide, comfortable presenting this information. Important to point out that it is up to the community to approve this, not us.

Brian: Your legal council wanted to advise that he is unable to contemplate if this was voted down that it would return to the previous compensation or to \$0.

Brendan: That would defeat the purpose if that was the outcome.

Brian: The electorate is given the power to compensate if any it's elected officials. If they say no, they are setting your compensation at \$0.

Brendan: Why would we put it on there if that could be the result?

Scott Broan: Could you create a separate article where they could choose between the two.

Brian: You do not have to have just one annual meeting, it does have to go to voters, but can be done at a special meeting. The article language could be changed.

Brendan: It makes sense to use that increase language, and use other materials to explain the rationale. If a word change solves that problem.

Diane: Normally these questions would be from the floor. This is not doing that. It seems incumbent that this article talks about changing the compensation rather than resetting this. Should explain this in communications going out. Language should say we are re-setting that compensation. Explain this in the mailer that is going out.

Erin: could we change the wording in article 7 from "set" to "raise" compensation.

Brian: Bringing a draft, seek the decision of the board to approve the warning as discussed and authorize the board chare to sign it when ready. It would give us a chance to make sure the legal council is comfortable with the language change. The language should not establish a cliff, it should say increase. If the legal council advises your board that it is not good to say increase, then the two articles would come off this warning.

Erin Knox: If it is this complicated, not that invested in this. Would rather wait until the next annual meeting to talk about this from the floor

Brian: Is that the will of the board

Erin Knox: Not trying to speak for everyone, if it is this complicated, and potentially risk the little compensation we currently have, I am not comfortable with it.

Robert: If we were to take this article off would it affect the total budget?

Brian: The changes are minimal, the board can adjust the budget from personnel line to community engagement line.

Erin Knox: Do we want to leave it that you will find out about the word changes, see if those are doable, if not, then we will not do it?

Brian: The board needs to approve the warning, it can approve the warning with the authorizing the chair to sign it upon instructions from the board being met. If that starts to run out of time, we can take these articles off, and the board has expressed its will that it would be fine with that. Someone would make a motion to approve the warning to the 2022 Annual meeting with the adjustments and instructions to the chair, and authorize the chair to sign the warning when it is complete.

Scott Brown: We're taking off the article we're just talking about?

Brian: If the board would consider this, based upon the will of the board, the board would approve this as written with the removal of article 7 and 8, we could approve that and have Erin sign it tomorrow. If the board would like to look into increasing it's compensation, then the board would need to approve those amendments and instructions from the chair, with the chair signing.

Al motioned to approve the warning to the 2022 Annual meeting with the adjustments from the chair. And Authorize the chair to sign the final version.

Diane: Further discussion. The lawyers said we have the capabilities of setting compensation for elected officials, since we have the ability to do that without voters?

Brian: You do not have the power to set compensation without voter approval.

Brendan: The motion is to approve the warning as written, and to authorize Erin to sign the final version once it meets the approval of the chair based on instructions of seeking legal counsel on 7 and 8.

Erin called for vote of Al's Motion. Vote (9-0).

Brian: From that work that your chair does to finalize the annual meeting warning. The public information warning for that meeting will mirror those articles. That doesn't need approval.

V Policy 4.3 Agenda Planning

- Policy 4.2.1 Create and maintain linkages:
 - Meeting Takeaways
- Policy 4.3 Agenda Planning

Erin Knox: Suggests going back to in person meetings March 8th.

The board talked about masking requirements, would we be masking? Do we meet the vaccination rates?

Beth: Masking to be determined - AOE has to verify school vaccination rates. There is no process for doing that yet.

Maddie: Recommends continuing masking as a board, we do not know who is vaccinated on the board.

Brendan: Would continue the hybrid option?

	<p>Erin Knox: are talking about going back to all in-person. It puts strains on the system.</p> <p>Iris: What are the strains on the system, would there still be opportunities for the community to participate virtually. We've had much more participation virtually.</p> <p>Erin Knox: That is something to consider. We want as much of the community to engage as possible. Hope people will feel more comfortable attending a public meeting.</p> <p>Beth: Agree with going back to in person, the sound is challenging for people when we do the hybrid. Maybe go back to live facebook and do the chat. The community engagement meetings could be all virtual.</p> <p>Diane: The virtual meetings are much more doable for board members. Would not want to restrict board members who have traveled. Would want them to still be able to make meetings virtually. Would want to still have attendance by board members be virtual.</p> <p>Erin Knox: When you make the commitment to join the board, you have to plan to be at the meetings.</p> <p>Maddie: I understand the need for board members to be in person. I would emphasize Iris's point, a plus that has come out of this is community engagement. Viewing through the equity policy has added a level of accessibility that people did not have before. Rather than viewing it as a burden, I think we should view it as adhering to our equity policy. Whatever mode we use, it is an important thing to keep.</p> <p>Erin Knox: Will look into the options that we have and look for a solution that needs most people's needs without relying on the district to support this. The plan for community engagement is to do both virtual and in person.</p> <p>Scott Cooleage: Pandemic has been hard, but has shown that our public school system is more adaptable than we thought. We changed schedules, Teachers developed skills to teach online. There are challenges, we should look at taking those challenges and not losing our capacity to meet remotely. It is advantageous for any equity work we're doing. If people are traveling, and they have value that they can contribute to our work, I would want us to have their voice. We should keep some form of remote technology for participation in meetings.</p> <p>Erin Knox: Maybe we can find out more about the Facebook option. The other thing we should be sensitive to is that we have full expectation that our staff, teachers, administrators and students are showing up and in person. That is something we should bear in mind. There's a lot we need to balance. Can we make a decision on this tonight?</p> <p>Robert: Could we wait for more information on masking mandates before we move back to in person as a board in order to have a clear plan moving forward.</p> <p>Erin Knox: Can we set our own rules for our meeting, that we can still require masks?</p> <p>Robert: Could we set a standard like municipalities?</p> <p>Scott Brown: Expectations that teachers and students are still coming to the board, we should reflect that same policy. For our equity policy, making the meetings available online is good. For board members, we should be in person. In favor of being in person at the March 8th Meeting.</p> <p>Erin Knox: We can go forward and be in person March 8th, or wait until more information comes out. Took a poll of the board on whether or not to meet in person on the 8th. We have a majority that would like to move forward with in person on March 8th. Will get information out to the board about remote engagement for community members. Will also find an answer about masking requirements for the meeting. On Thursday night, there is a subcommittee meeting for those working on the Policy 4.5 monitoring draft.</p> <p>Diane: Can Brian send information on Margaret St. In our last meeting he said he would send us some information.</p> <p>Erin Knox: Can we follow up after this meeting?</p> <p>Brian: It is related to the warnings. It was suggested that it would be a warning item. Your council suggested that there weren't enough details to send it to the voters. The board should charge the administration for bringing more information to the board in the future in order to bring it to the voters.</p> <p>Diane: Suggest doing it at the August primary.</p> <p>Brian: That is the advice of the legal council.</p> <ul style="list-style-type: none"> ● Policy 4.1.6 Board self-monitoring of process and performance: <ul style="list-style-type: none"> ○ Meeting Evaluation <p>Erin Knox: Thanked our guests from this evening. Thank you for the work on the budget. Thank you for the presentations. Thank you for the equity work. Thank you to the board members. Thank you to everyone for all of the time and ability to put this budget forward to the community.</p>
VI	<p>Adjourn Meeting adjourned at 10:00 PM.</p>

Next Regular School Board Meeting: Tuesday, March 8, 2022, 6:30 - 9:00 p.m.

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