

## AGENDA

**Addison Central School District  
 ACSD Board  
 Board Meeting  
 Monday, September 25, 2023, 6:30 pm - 8:30 pm  
 208 Charles Avenue, Middlebury VT & Virtual Connection**

### *ACSD District Vision and Mission*

#### **OUR VISION**

*Our vision is for all ACSD students to reach their full learning potential, have a sense of belonging in our schools, and enrich our community and the communities where they live in the future.*

#### **OUR MISSION**

*Our mission is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.*

Please click the link below to join the webinar:

<https://us06web.zoom.us/j/89171126545>

- |  |                  |        |
|--|------------------|--------|
| A. Call to Order Upon Reaching A Quorum  | Barb Wilson      |        |
| 1. Introductions - Board Members, Administrators, and Staff  |                  | 5 min  |
| 2. Public Comment on Agenda Items  |                  | 10 min |
| B. Recommendation to Approve Minutes of 9/11/2023  | Barb Wilson      | 5 min  |
| C. Approve ACSD Bills  | James Malcom     | 5 min  |
| D. Report of the Student Representative  | Eddie Fallis     | 5 min  |
| E. Report of the Superintendent  |                  |        |
| 1. Equity Status Update  | Tim Williams     | 5 min  |
| 2. Action: Faculty/Staff Appointments/Resignations   | Tim Williams     | 5 min  |
| a. Accept Resignation of Brian Lisko, Individuals and Society Teacher.   |                  |        |
| b. Appoint Rachel Cosgrove as a 1.0 FTE Individuals and Society Teacher, Step 1 as per Master Agreement.                       |                  |        |
| c. Appoint Michelle DeRosier as the School Nutrition Manager at Shoreham as a 1.00 FTE on Step 2 of the Food Service schedule. |                  |        |
| 3. McGilton fund update  | Matthew Corrente | 3 min  |
| 4. Presentation: Budget Drivers  | Matthew Corrente | 40 min |
| F. Report of the Chair   | Barb Wilson      | 15 min |

1. Superintendent Search Update
2. Parks & Recreation Board Representative Update
3. Work Plan Update

G. Report of the Board	25 min
1. Communications & Engagement	Mary Heather Noble
2. Facilities	Jason Chance
3. Finance	James Malcom
4. Negotiations	Steve Orzech
5. Policy	Suzanne Buck
6. PAHCC	Steve Orzech Tricia Allen
7. Addison Central SEPAC Update	Suzanne Buck Joanna Doria
8. Middlebury Community TV	Barb Wilson
H. Public Comment - Any Topic	Barb Wilson 10 min
I. Adjournment	

Total Meeting Time: 2h 13m

\*Public Comment Guidelines:

Public comments are encouraged and welcome at each regular board meeting during the period designated for public comment. Comments are limited to three minutes per person. Citizens will be called to make their statement by the board chair. Public comments regarding personnel, students or legal matters will not be heard by the Board.

## MINUTES



### Addison Central School District

### ACSD Board

### Board Meeting

Monday, September 11, 2023, 6:30 pm - 8:30 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

### *ACSD District Vision and Mission*

#### **OUR VISION**

*Our vision is for all ACSD students to reach their full learning potential, have a sense of belonging in our schools, and enrich our community and the communities where they live in the future.*

#### **OUR MISSION**

*Our mission is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.*

### **In Attendance**

Barbara Wilson; Brian Bauer; Courtney Krahn; Eddie Fallis; Ellen WhelanWuest; Heather Crowley; James Malcolm; Jamie McCallum; Jason Chance; Joanna Doria; Lindsey Hescocock; Mary Heather Noble; Matthew Corrente; Nicole Carter; Steve Orzech; Suzanne Buck; Tim Williams; Tricia Allen **Not In Attendance**  
Ellie Romp

A. Call to Order Upon Reaching A Quorum Barb Wilson

Meeting called to order at 6:30 p.m.

1. Introductions - Board Members, Administrators and Staff Barb Wilson

Other ACSD Staff present: Tim Williams, Interim Superintendent; Heather Crowley, Executive

Assistant to the Superintendent; Nicole Carter, Assistant Superintendent and Director of

Equity & Student Services; Courtney Krahn, Director of Teaching & Learning; Matt Corrente,

Director of Finance & Operations; Emily Blistein, Director of Communications &

Engagement; Kelly Landwehr, Head Nurse at MUHS

Emma Mulvaney-Stanak, Consultant, and Eddie Fallis, Student representative to the Board, also present.

2. Public Comment on Agenda Items Barb Wilson

Mary Slosar of Weybridge stated that she has several questions about the draft Strategic

Plan included in the meeting materials. It doesn't feel like a Strategic Plan for a school district -- it contains mostly recommendations on Equity, and does not have any academic-focused goals and strategies with metrics, such as developing MTSS and developing a universally designed curriculum. She is confused about the process -- it seems like the Board should be doing the high-level goal setting to be implemented by the administration and staff, so why is an outside entity leading this process? She wonders why the plan doesn't have more metrics, and the goals around access seem curious since there is nothing in the plan that proposes an analysis of the baseline conditions.

B. Recommendation to Approve Minutes of 8/28/2023 Barb Wilson

James Malcom noted the inclusion of time estimates for the agenda items and the total meeting time -- they don't add up and don't represent the actual meeting time.

Heather Crowley said that she would try to remove those from the minutes, since they are primarily a guide to keep the Board on the agenda schedule.

Motion to approve the minutes of August 28, 2023.

Move: Jason Chance Second: Joanna Doria Status: Passed

C. Approve ACSD Bills James Malcom

James Malcolm reported that they have not received any ACSD bills since the last Board meeting on 8/28/2023.

D. Report of Student Representative Eddie Fallis

Student Representative Eddie Fallis reported that MUHS Principal Caitlin Steele and others have begun recruiting another student rep to serve on the Board with him. The first few weeks have gone well, and student athletics and activities have just begun.

E. Report of the Superintendent Tim Williams

1. Action: Faculty/Staff Appointments/Resignations

Tim Williams reported that all ACSD hires will come to the Board for approval prior to their start dates. This process was not followed during the summer, but will be followed moving forward. He presented two appointments to the Board for approval:

Appoint Katie Prouty as a Intensive Needs Paraprofessional as a 1.0 FTE, Step 1, per the ESP Master Agreement.

Appoint Connie Selleck as a Classroom Paraprofessional as a 1.0 FTE, Step 15, per the ESP Master Agreement.

Board Questions: Brian Bauer wanted clarification as to whether these positions were new positions or filled vacancies. Tim Williams stated that they were filled vacancies, and that the administration will seek Board approval before creation of any new positions.

Motion to approve the appointments of Katie Prouty as a Intensive Needs Paraprofessional and Connie Selleck as a Classroom Paraprofessional per the Superintendent's recommendation presented in the meeting materials.

Move: Suzanne Buck Second: Jason Chance Status: Passed

- a. Appoint Katie Prouty as a Intensive Needs Paraprofessional as a 1.0 FTE, Step 1, per the ESP Master Agreement.
- b. Appoint Connie Selleck as a Classroom Paraprofessional as a 1.0 FTE, Step 15, per the ESP Master Agreement.

2. Action: Fuel and Propane Bids Matthew Corrente

Matt Corrente presented the memo with the bids for fuel oil and propane services for the

2023-24 academic year. He is recommending awarding the contract for fuel oil to Champlain Valley Fuels and the contract for propane to Fyles Bros, as the lowest bidders.

Motion to award the Fuel Oil bid for 2023-24 to Champlain Valley Fuels at a fixed price rate of \$3.13 and the Propane bid for 2023-24 to Fyles Bros. at a fixed price rate of \$1.45. Move: James Malcolm Second: Brian Bauer Status: Passed

3. Discussion of Strategic Plan with Equity Focus

Emma Mulvaney-Stanak reviewed the Strategic Planning Process to date, and presented the updates that have been made since the last discussion. She emphasized that the focus on Equity is not meant to replace or ignore other academic initiatives in the District, but also noted that a Strategic Plan, by nature, should be focused in its scope.

Emma reviewed 3 concepts that have been added to the Strategic Plan language:

- Equitable budget, funding & staffing of facilities and integration with the Facilities MasterPlan,

- Use of data for assessing progress (defining the metrics), and-  
School placement

She noted that the Specific strategies and goals were not modified much because the team wanted Board agreement on the above language. Many members of the Action Team have also since moved on (students have graduated, some staff have left ACSD). She then opened it up for Board feedback, expressing the hope that the Board could agree on the modified Strategy language, with plans to approve the draft at the next Board meeting.

Board discussion:

Several Board members expressed concern that the draft Strategic Plan placed too much emphasis on Equity measures, and not enough focus on academic goals. Several were also confused about whether the document presented was the draft Strategic Plan in its entirety, or whether it was just an Equity component of a larger effort. The majority of Board members did not feel the draft was sufficiently complete for approval at the next meeting.

Ellen Whelan-Wuest strongly suggested that when the plan is approved and solidified, the Implementation Team include a few Board members to ensure fluid communication and appropriate direction.

Brian Bauer noted that the Strategic Plan as drafted was all about establishing a learning environment, but lacked specificity on academic measured.

Steve Orzech and Mary Heather Noble also observed that this Board clearly does not yet feel comfortable approving a Strategic Plan that does not have more academically-focused elements, especially considering the post-COVID literacy concerns in the District.

Jamie McCallum expressed concern about the Board's relinquishing control over the specifics of the plan, and has concerns about the scope. Ellen Whelan-Wuest and Jason Chance also expressed concerns about certain specific recommended actions in some areas (and the impact of some prescribed actions), and other very vague action steps without metrics for follow-up and assessment. Barb Wilson wanted clarification on how the plan articulates the District's educational expectations for its students. Brian Bauer also expressed reservation about the philosophy captured in the draft Strategic Plan and questioned whether it is moving the District toward a philosophy that really reflects the community. He is concerned that the plan is slanted toward only a few perspectives.

Tim Williams was asked about his experience with developing Strategic Plans for school districts. His experience in PA was that the State prescribed a very narrow focus only on academics, and said that this flexibility to involve the

community and address other broader District matters like equity is good -- but that more work clearly needs to be done to include both the Equity measures and academic/facilities planning. He cautioned the Board about deferring and delaying the Strategic Plan work to the point of abandoning the project, like what appears to have been done with the Facilities Master Plan.

Mary Heather Noble, James Malcolm and Steve Orzech mentioned the history of the Facilities Master Plan in relation to the Strategic Plan. Mary Heather noted that the Facilities Master Plan was paused in part due to the pandemic -- the influx of ESSER funds delayed the District's looming financial cliff, but the Board had also agreed that the Strategic Plan w/Equity focus needed to be completed and was supposed to serve as the "North Star" for District decisions re: facilities, staffing, and other resource distribution. She emphasized that the Facilities decisions have not gone away; just postponed, and that the Strategic Plan work will ultimately serve that decisions-making effort. We will feel the financial pressures again soon.

Suzanne Buck thanked Emma Mulvaney-Stanak and Emily Blistein for their work with the Action Team, and thanked the participants in the process -- it is important work that they've done. The Board just wants to elevate the presence of academically-focused strategies in support of the Board's goals. Ellen Whelan-Wuest also repeated the importance of community voice in the draft so far -- this is not a slanted document; it's so important to have a plan that includes these voices. She also noted the role that the leadership transition has had in the challenges around the planning process, and again emphasized the importance of keeping the Board involved in the implementation phase. Eddie Fallis also supported the addition of more academically focused strategies in support of the Board's goals, noting that if academic outcomes are inequitable, the plan isn't working.

Board members agreed to have Tim Williams meet again with the leadership team to discuss how to improve the plan, and where to go from here. Emma Mulvaney-Stanak invited Board members to continue providing feedback, and to get it to her asap. She and Emily Blistein both emphasized the importance of preserving the work of the Action Team, noting the trust that has been built in the process. The District wants to maintain that trust and relationship to work toward equity improvements. Barb Wilson asked whether an Ad Hoc Committee needed to be formed to assist this work. Tim Williams said he would meet with the District leaders to discuss and get back to her about that.

## F. Report of the Chair <sup>Barb Wilson</sup>

### 1. Superintendent Search Update

Barb Wilson reported that she has been in touch with Judy Sclair-Stein of MacPherson & Jacobson. The Superintendent position was posted on September 1st. She has already received some interest from candidates and expects to have a good candidate pool.

Lindsey Hescocock asked whether the Board was going to discuss the OpEd in the paper from a former ACSD employee about racism in the middle school. Tim Williams reported that they had already issued communications to the MUMS staff and families, ACSD community, and provided a response in the following issue of the paper. Barb Wilson also noted that the District is moving forward with a proposal from the equity/anti-racism consultant that had been sought after the incidents last academic year. Steve Orzech suggested that the matter should be brought up if the Board had a problem with the response provided by the administration, but that ongoing work seems to be moving in the right direction. Barb agreed that the group needed to continue with the meeting agenda.

### 2. New VT AOE Rules for School Boards

Barb Wilson provided a heads up to Board members about new Board Governance Rules from the Vermont Agency of Education. She strongly recommends that Board members watch the webinar about it, available on the VSBA website -- the Board will need to decide which work to tackle first. The good news is that this year's Board retreat work has already put us ahead.

Suzanne Buck noted that the VSBA's annual meeting is coming up on October 26th & 27th at Lake Morey. There is a fee for board members to attend, but it is an important meeting.

### 3. Middlebury Parks and Rec Representative

Barb Wilson said that she is looking for volunteers to serve as the ACSD rep on the Middlebury Parks & Rec Board. In the past few years, since nobody on the Board was available to serve, Karen Duguay was the citizen selected to represent Board interests. She no longer serves on the Parks & Rec Board, so we need to send a rep. Please reach out to Board if you are interested.

### 4. Addison Central SEPAC Representatives

Barb Wilson reported that a few people has expressed interest in serving as the Board rep on the Addison Central SEPAC, but that she has chosen Suzanne Buck and Joanna Doria to fill those spots. She thanked them and everyone else who expressed interest.

## G. Report of the Board <sup>Barb Wilson</sup>

### 1. Communications & Engagement <sup>Mary Heather Noble</sup>



Mary Heather Noble reported that the C&E Committee had compiled materials to have at the Board tables for the ACSD back-to-school nights. She provided a quick peek at the folders each Board volunteer would be given for the event: photos of Board members, copies of the Superintendent Search Brochure and Timeline, copies of the draft Strategic Plan and Foundational Board Work for the planning process, and informational brochures about the Board's mission and role. She is also including suggestion cards for input.

After the back-to-school meetings, the C&E Committee will focus on the next quarterly Board Update, due out in October.

2. Facilities Jason Chance

Jason Chance reported that the Facilities Committee is scheduled to meet on September 25th.

3. Finance James Malcom

James Malcolm reported that the Finance Committee has worked with Matt Corrente to develop the Budget Timeline, and will be following the schedule to work with Principals to develop the budgets for each cost center. This year's budget drivers include the loss of ESSER funds and the implementation of the State's new pupil-weighting system. There are lots of complexities, and ACSD needs to consider worst-case scenarios.

James also reported that the 4th quarter report shows a fund balance of approximately

\$1,078,534 -- which is consistent with what was predicted.

4. Negotiations Steve Orzech

Steve Orzech reported that the Negotiations Committee meeting on September 6th was rescheduled for next week. They are reviewing the contracts in preparation for negotiations, but have not yet been contacted by the Association -- so nothing has officially started yet.

5. Policy Suzanne Buck

Suzanne Buck stated that the Policy Committee has not met since the last Board meeting.

6. Patricia A. Hannaford Career Center Representatives Steve Orzech

Tricia Allen

Steve Orzech and Tricia Allen reported that the Career Center's facility improvements are wrapping up and that the Open House will be coming up soon. They both encouraged Board members to attend to witness all the offerings that the Career center provides.

James Malcolm asked about whether the debris behind the Career Center can be cleaned up -- it's looking unsightly and unkempt. Matt Corrente stated that ACSD has asked for this as well.

7. Middlebury Community Television Representative Barb Wilson

Barb Wilson reported that the MCTV Board has not met in a while, but will be meeting on 9/13/23.

H. Public Comment - Any Topic Barb Wilson

Sam Asto of Middlebury stated that he is deeply concerned about Esther Charlstin's OpEd piece in the Addison Independent. The racism she experienced points to a cultural and structural problem at ACSD. The Board's duty is to rapidly address racism, and he hopes this will be a very public conversation. The Board and District need to take actions to support Esther and other BIPOC members of the ACSD community. He thanked Lindsey Hescocock for bringing the issue up during the Board meeting. Our duty is to act publicly, not to brush it under the rug. He would like to know how much anti-racism training the staff, faculty, Board and administration have received. Please make this a priority.

Mary Solar of Weybridge expressed a need to build off of Sam Astor's point about training. There is a difference between offering training and requiring training. She sees this as an important distinction in training re: literacy too. She also believes there is a similar discrimination problem happening with respect to how staff refer to people with disabilities too.

Sepi Aleri of Weybridge also spoke out in response to the OpEd piece. She stated that her son specifically does not attend public school in VT because of this issue. He is of Iranian descent and has a Latin last name, and regularly experiences microgressions. People do things that they think are kind but are actually degrading. Her children attend school with Esther's children and it gives her chills to think about them experiencing racism like that in the school.

I. Adjournment Barb Wilson

Meeting adjourned at 8:40 p.m.

Respectfully submitted,

Mary Heather Noble  
Board Clerk

Motion to adjourn.

Move: Jason Chance Second: Jamie McCallum Status: Passed

\*Public Comment Guidelines:

Public comments are encouraged and welcome at each regular board meeting during the period designated for public comment. Comments are limited to three minutes per person. Citizens will be

called to make their statement by the board chair. Public comments regarding personnel, students or legal matters will not be heard by the Board.

DRAFT

## Superintendent's Report

Timothy P. Williams, Ed. D.



[@DocTPW](https://twitter.com/DocTPW)



---

**September 25, 2023**

ACSD has been in the news a fair amount recently as we work to build a more inclusive environment in the District. We have communicated directly with the school community and media outlets. Some believe that we do not have policies in place to guide us when confronting issues of racism. That perception is not accurate; we have policies in place, and they have been followed. Responses are guided by our [Equity Policy](#), our [HHB policy](#), and our [Prevention of Employee Harassment Policy](#). Policies are public; however, the results of policy violations may not be made public for confidentiality reasons, which may be frustrating. We have no flexibility on confidentiality.

However, we do have flexibility in sharing information related to what we plan to do to make Addison Central School District a more inviting place. Many of those initiatives were outlined in a recent op-ed in the *Addison Independent*, which you can read below:

**Op-ed:** The most recent communication was [an op-ed piece](#) in the *Addison Independent* that recognizes the work ahead:

At the Addison Central School District (ACSD), we understand that racism persists. As we shared in recent community messages, and was echoed by the *Addison Independent* recently: It is unacceptable that any of our BIPOC students and staff experience acts of racism. We hear community members calling for us to do better and to respond. We want to share with certainty: We have moved beyond acknowledging the problem. We are committed to doing the work that will make change within our schools.

In recent years we have advanced diversity, equity, and inclusion efforts at ACSD. Many of those efforts have coalesced and strengthened of late, and we would like to take this opportunity to share them openly with our community:

- **Response to Rise in Hate Speech Incidents:** Last Spring, ACSD administrators issued a statement of commitment and engaged outside sources to help us grow. You can view that statement and additional

information on our Equity Work page:

<https://www.acsdvt.org/district-link/equity-work>.

- **Strategic Plan:** ACSD is currently designing a new, equity-informed strategic plan that will prioritize **the** success of every student. This work was largely developed by an Advisory Committee and Action Team comprised of diverse students, staff, families, and community members; never before has the district been so intentional about including marginalized voices. More can be found at <https://www.acsdvt.org/district-link/strategic-plan>
- **Co-Research for Belonging and Inclusion at ACSD:** An action oriented research project designed in conversation with minoritized communities to effectively invite, elevate, **and** amplify the marginalized student and staff voices of ACSD’s Black, Indigenous, and People of Color, for input to inform ACSD’s processes and policies. Begun in the Fall of 2023, this work will be led by consultant Rebecca Haslam of *Seed the Way* and Assistant Professor of Education at St. Michael’s College.
- **Anti-Bias Leadership for School Principals:** Each month, the ACSD Administrative Team will work **with** Khuram Hussain, Vice President of Equity and Inclusion at Middlebury College, to improve our awareness about the impact of implicit bias on the experience of staff and students and to enact culturally relevant and inclusive practices at our schools.
- **MUHS and MUMS Affinity Spaces:** MUHS piloted this work during the 2022-23 school year. We are looking for **facilitators** to provide an inclusive space at both MUMS and MUHS for students for one hour weekly lunch meetings for students.
- **Staff professional development for equity, inclusion, and belonging:** Specific professional **development** activities for our 6th to 12th grade staff including facilitated staff discussions and training on *Navigating Hard Conversations* and *Building Community* with expert BIPOC consultants with Khuram Hussain and Justice Elijah.

- **Ongoing response to Hazing, Harassment, and Bullying (HHB):**  
Ongoing strict **adherence** to HHB policy and processes, training for administrators, student safety plans, and student consequences to include but not limited to: suspension, restricted schedules, loss of privileges, parent meetings, and restorative processes.

We will be working to supplement this framework with resources for students and staff to strengthen and to deepen their ability to contend with racism and bigotry. We will be expending a fair amount of resources in an effort to improve how we respond to racism and inequity in our schools, and the emerging strategic plan will support those efforts.

There will be some who do not like the positions we are taking; in fact, we have already fielded a few inquiries to that effect. We must not be deterred. Moving forward will require challenging conversations and courageous action to ensure that we live into our values and mission *to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students*. We would appreciate your support because we cannot do the work in isolation from our greater community.

As you can see, we have much work to do, and we have a plan to do it. My intent is to have the District well on a path to improvement before a new superintendent begins his/her tenure here.

**Social/Emotional Learning Survey:** Social Emotional Learning (SEL) is an important component to our students' success in school and in life. In support of this, we first need to understand how students are doing, which would require surveying students. To that end, a group of teachers and administrators last year explored research-backed SEL measurement tools and selected [Panorama](#). Because it is a survey, parents have the right to [opt-out](#) their children. The [surveys](#) will be given a total of three times (fall, winter, spring), and it takes students about 10-15 minutes to complete. Students in grades 3 to 12 will be surveyed on self-reflect, self-management, self-awareness, responsible decision-making, relationship skills, and social awareness. K-2 students will take a shorter survey. We will use the data we collect to reflect on student learning and strengthen our programs and instruction to help all students succeed.

# THE INTERSECTION OF ACSD POLICY & RACISM IN OUR SCHOOLS

How does ACSD respond to reports of racism?  
What limits our action?  
What more can be done?

# THE PURPOSE OF THIS PRESENTATION

1

Help ACSD Board & community understand the policies that ACSD Administrators currently follow for allegations of racist speech/acts

2

Help ACSD Board & community understand the role of safety plans and confidentiality when District policies are enforced

3

Acknowledge District policies may need review to determine if we can do more in the face of racist speech/acts



# THE POLICIES

What policies do we use to address racist speech/acts in our schools?

**B5**  
**PREVENTION OF  
EMPLOYEE  
HARASSMENT**

**C10**  
**PREVENTION OF  
HAZING, HARASSMENT  
& BULLYING OF  
STUDENTS**

# DATA FROM 2022-2023

## **B5: PREVENTION OF EMPLOYEE HARASSMENT**

This cannot be shared because the data is too small to ensure confidentiality

Employees can share their personnel information. ACSD cannot.

## **C10: PREVENTION OF HAZING, HARASSMENT & BULLYING OF STUDENTS**

of overall HHB investigations in ACSD in 2022-23: 72

# of HHB investigations related to race in 2022-23: 7%

## **B5 ONLY**

- Reported to Superintendent, Director Student Services, or Principal to promptly investigate
- If allegations are substantiated by the investigator, the District takes appropriate disciplinary and/or corrective action

## **COMMONALITIES OF B5 & C10**

- All aspects of the process governed by Board policy
- Confidentiality for complainant, accused, and witnesses
- Option to create student safety/support plan which include: class/building transfer, counseling, restorative processes
- If substantiated, corrective discipline is applied
- Both have internal and independent review processes that can be initiated by complainant

## **C10 ONLY**

- 24 hours to launch investigation if “reason to believe”
- 5 days to substantiate
- If substantiated: apply discipline

# THE PROCESS WHEN RACISM IS REPORTED:

## AGAINST A STUDENT

- 1 Administrator has 24 hours to determine whether to investigate
- 2 A personalized safety plan is always an immediate option with student supports that include, but are limited to: class/school transfers, counseling, restorative practices
- 3 If investigated: it is announced. 5 days to determine if allegation is substantiated
- 4 If substantiated: Administrator announces and determines discipline. Discipline is confidential
- 5 Families have the right to internal/independent review of the investigation

## AGAINST A STAFF MEMBER

- 1 Reported to Superintendent, Director of Student Services, or Principal to promptly investigate
- 2 Personnel supports are immediately available which include, but are not limited to: building transfers, counseling, restorative processes
- 3 If allegations are substantiated, the District will take appropriate disciplinary/corrective action
- 4 Personnel information is confidential
- 5 State and Federal review process is part of policy

# UNDERSTANDING SUPPORTIVE MEASURES AND SAFETY PLANS

- Supportive measures and safety plans **are always** offered for the complainant
- Administrators offer safety measures such as: change of environment, counseling, restorative processes. Administrators ask complainant what complainant thinks will help
- Administrators review the retaliation process inherent to their complaint
- For students: If needed, a safety plan is written. The safety plan is shared with teachers and staff who need to know
- For staff: Personnel supports are available at anytime in the process

# UNDERSTANDING CONFIDENTIALITY

## GOVERNED BY

- ***Policy B5: Prevention of Employee Harassment:*** All parties are covered by confidentiality in compliance with personnel laws

- ***Policy C1: Education Records:*** The report, when referencing student conduct, is a student record and therefore confidential. Federal privacy law prevents disclosure of any discipline unless parent/guardian of accused and/or accused student consents

## COMMON CONCERNS RAISED BY COMPLAINANTS

- Immediately after reporting, administrators can only focus on offering support to the complainant (vs. immediate consequences)

- If/when harassment is substantiated, administrators cannot discuss consequences/punishment with the complainant

# UNDERSTANDING ADMINISTRATORS' ROLES

## ADMINISTRATORS CAN:

- Continue to adhere to HHB and Employee Harassment policy through ongoing training, investigations, safety planning, and setting consequences
- Hire expert consultants to support equity work
- Take professional development and design professional development for building and district staff around equity and restorative practices
- Create affinity spaces in schools

## ADMINISTRATORS CANNOT:

- Change or deviate from current Board policy or state/federal policy
- Share confidential aspects of investigation with complainant/public

**WHAT'S NEXT?**



## POSSIBLE ACTION:

- 1** The Board can review the policies Administrators currently work under when responding to racist speech and acts. This could include:
  - Considering a policy B5a to focus on the prevention of employee harassment
- 2** The Board cannot jettison policies B5, C1, and C10. They are all required. However, the Board can identify policy additions or additional policies. For example:
  - B5 and C10 are both called “prevention” policies. When read, it may be determined that they don’t prevent, so much as respond or act
  - The Board could review C29: the Equity Policy which focuses on students to determine if we can better support students. C29 is not required so has flexibility
- 3** Expressly invite the public to participate in policy meetings. All policy meetings are open to the public
- 4** Adopt a Strategic Plan that furthers equity issues which cannot be addressed in policy



## Mary Hogan McGilton Summer Request - 8/2023

Principal Jen Kravitz

### **All School Reads Celebrating Diversity - \$1000**

This year-long project emerged from the work we have done at Mary Hogan around equity over the past two years. This project will allow us to use picture books as a springboard for meaningful, transformative, conversations about race and bias. The funding will supply one copy of 11 different books to each grade - K-5.

### **Shakespeare: It's Elementary - \$3,500**

This theater experience is directed towards 5th graders. A Shakespearian play is an opportunity for students to problem solve and engage with complex language. Students will be involved in learning history and close reading of a famous play. Students will expand their vocabularies and learn key stage and acting skills. In addition, the students practice skills in collaboration, teamwork and presentation.

### **Everybody Wins - \$3,700**

Everybody Wins provides students in grades 3-5 at Mary Hogan with reading mentors. These community members come to read and connect with students once a week during lunch and recess. The program serves all students who are interested and will be running at Mary Hogan 3 days this year, for the first time ever. The increase in days is based on the demand for mentors by students. Last year we had 45 students matched and are aiming to have up to 60 pairs this year.

### **PE Experiences - \$8,500**

The PE teachers provide unique experiences to all of the grades at Mary Hogan. This fall funding will support an inspection and improvement of our ropes course by Project Adventure as well as training by Project Adventure. The cost is higher than in past years because of the need to improve aging elements as well as no longer having a trainer on staff. The funds will also allow our 1st and 2nd grade classes to go swimming.

**Total requested for the fall: \$16,700**

**Total cash available for distribution: \$16,927**

**Additional distribution anticipated in spring 2024: approx. \$40,000**

A request for additional funding will come around the late winter distribution time for additional spring opportunities, such as traditional PE experiences of skating and skiing and attending KEEC.

# FY25 Budget Drivers

Prevailing Factors | Estimated Impacts





**ESSER CLIFF**



## ARP ESSER ends September 2024

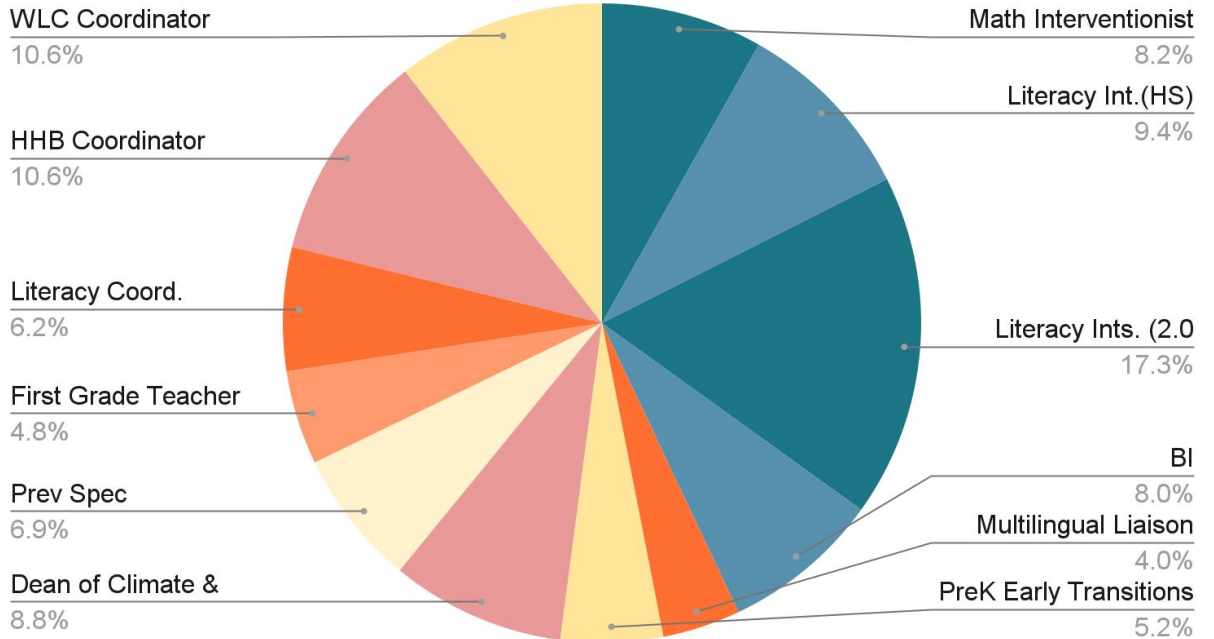
- \$3.36M total award. Used to fund a variety of pandemic support initiatives.
- All expenditures must be for goods and services used within the grant's period of performance. No pre-paying.
- In FY24, ARP ESSER will fund at least 12 FTE positions.
- The future of these positions in FY25 will be a major budget driver.
  - Which positions remain funded using local funding?
  - Which positions are cut?
  - What other cuts could facilitate funding ESSER personnel?




# What positions are ESSER Funded?

- \$1.3M in Salary/Benefits
- 43% Interventionists

ESSER FUNDED POSITIONS FY24 S&B





**“In FY25,  
How we budget  
will determine  
How we educate.”**

**-Peter Burrows**



## **Funding ESSER Positions Locally**

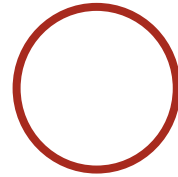
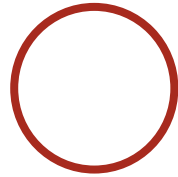
What would  
folding \$1.3M of  
salary and benefits  
do to the budget?

~3.5%  
Increase in  
Per Pupil  
Spending



3.5%

ESSER



Cumulative Effect of Budget Drivers on PP Spending



# UNION NEGOTIATIONS





## Negotiations

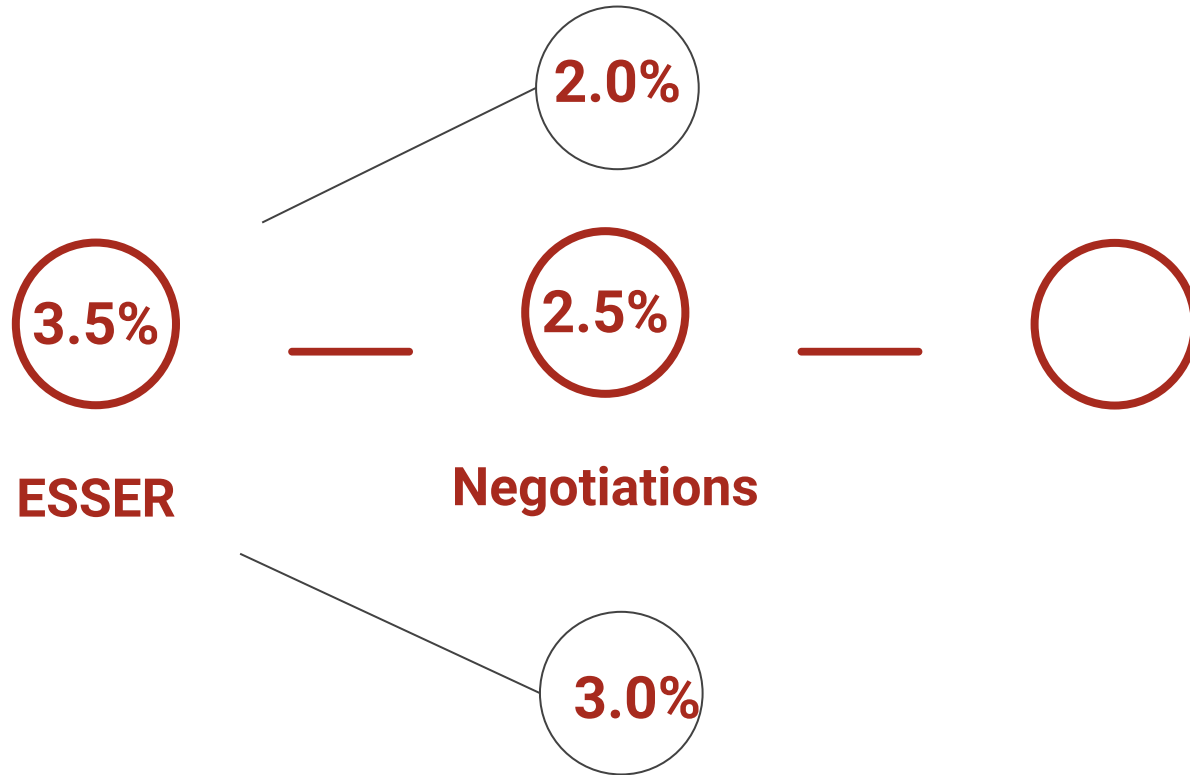
- New 3-year deals for teachers and support staff will be negotiated in FY24 and begin in FY25.
- Salaries for all teachers and support staff are projected to increase by a significant amount in Y1.
- The % increase is unknown.
- For the sake of budget projection, we will research different scenarios within the 3-6% range.



## Negotiations Projection

What happens to the Budget when we raise all Teacher and Support salaries?

For every 1% in Salary Increase  
0.5% Increase in Per Pupil Spending



Cumulative Effect of Budget Drivers



**HEALTHCARE**



?%

Healthcare costs will rise. We currently do not have any information regarding this year's increase.



## Healthcare Projection

What happens to  
the Budget when  
we increase  
healthcare costs?

1% HC Increase

0.1% Increase in  
PP Spending



Fund  
\$1.3M in  
S&B

3.5%

**ESSER**

5%  
Contract  
Increase  
Scenario

2.5%

**Negotiations**

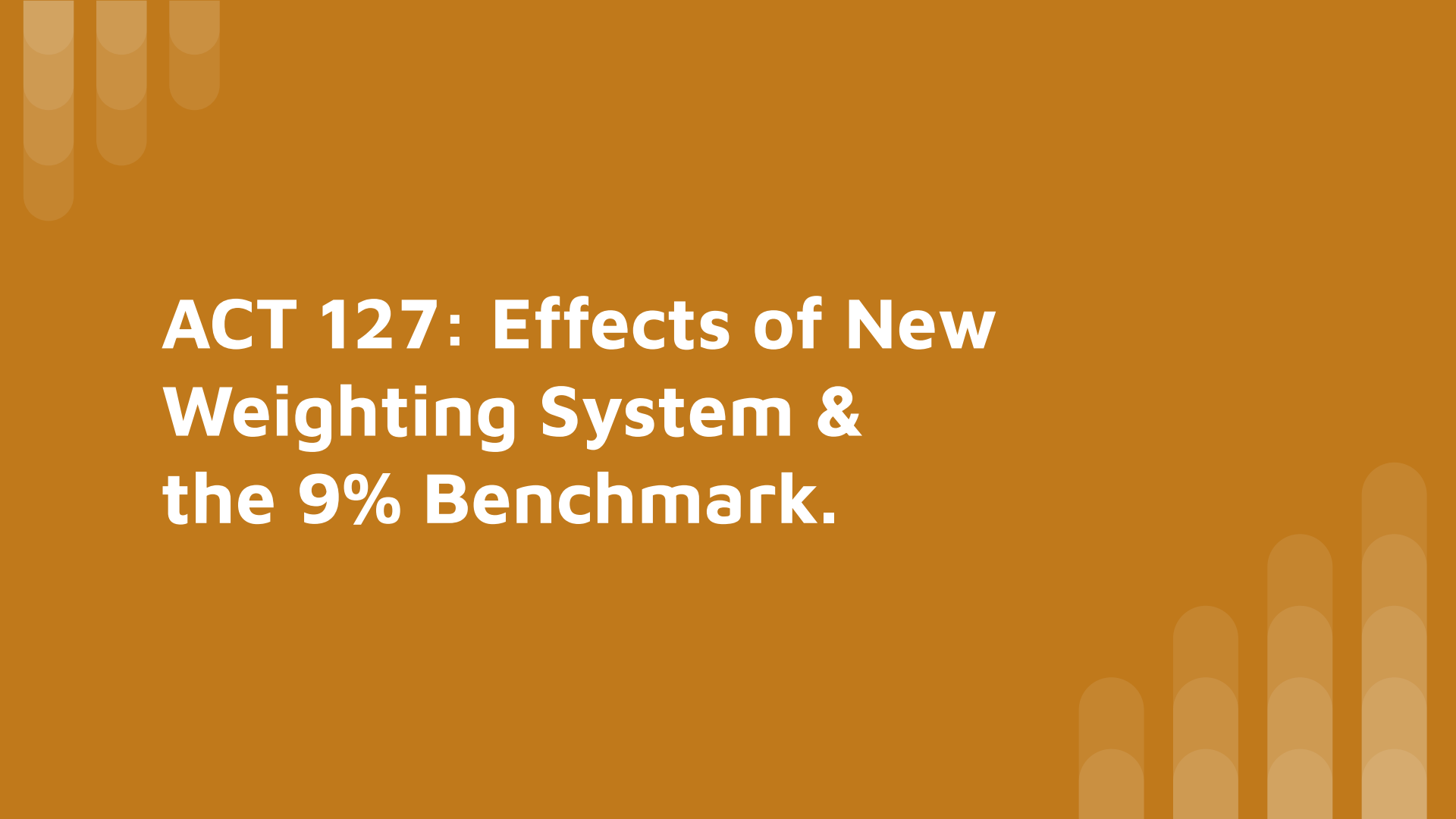
15%  
Healthcare  
Increase  
Scenario

1.75%

**Healthcare**



Cumulative Effect of Budget Drivers on PP Spend

The background is a solid orange color. In the top-left corner, there are three vertical bars of varying heights, each composed of several overlapping semi-transparent orange circles. In the bottom-right corner, there are four vertical bars of varying heights, also composed of overlapping semi-transparent orange circles.

# **ACT 127: Effects of New Weighting System & the 9% Benchmark.**

# ACT 127: New Weighting System

- Different types of pupils cost different amounts to educate
- The idea behind equalized pupils is to make the average cost per pupil the same as it would be for an elementary pupil
- The equalized pupil process counts pupils in identified categories by adding weights to account for cost differences
- Vermont currently groups (weights) pupils by preK, elementary, secondary, pupils in poverty, and students who are English language learners
- This will change in FY25, changing weights and adding new categories
- Additionally, long-term weighted ADM counts will be used instead of equalized pupil counts

# ACT 127: New Weighting System

## Average Daily Membership (ADM)

The number of publicly funded resident students in the district as a 20-day FTE from the 11th through the 30th day of the school year

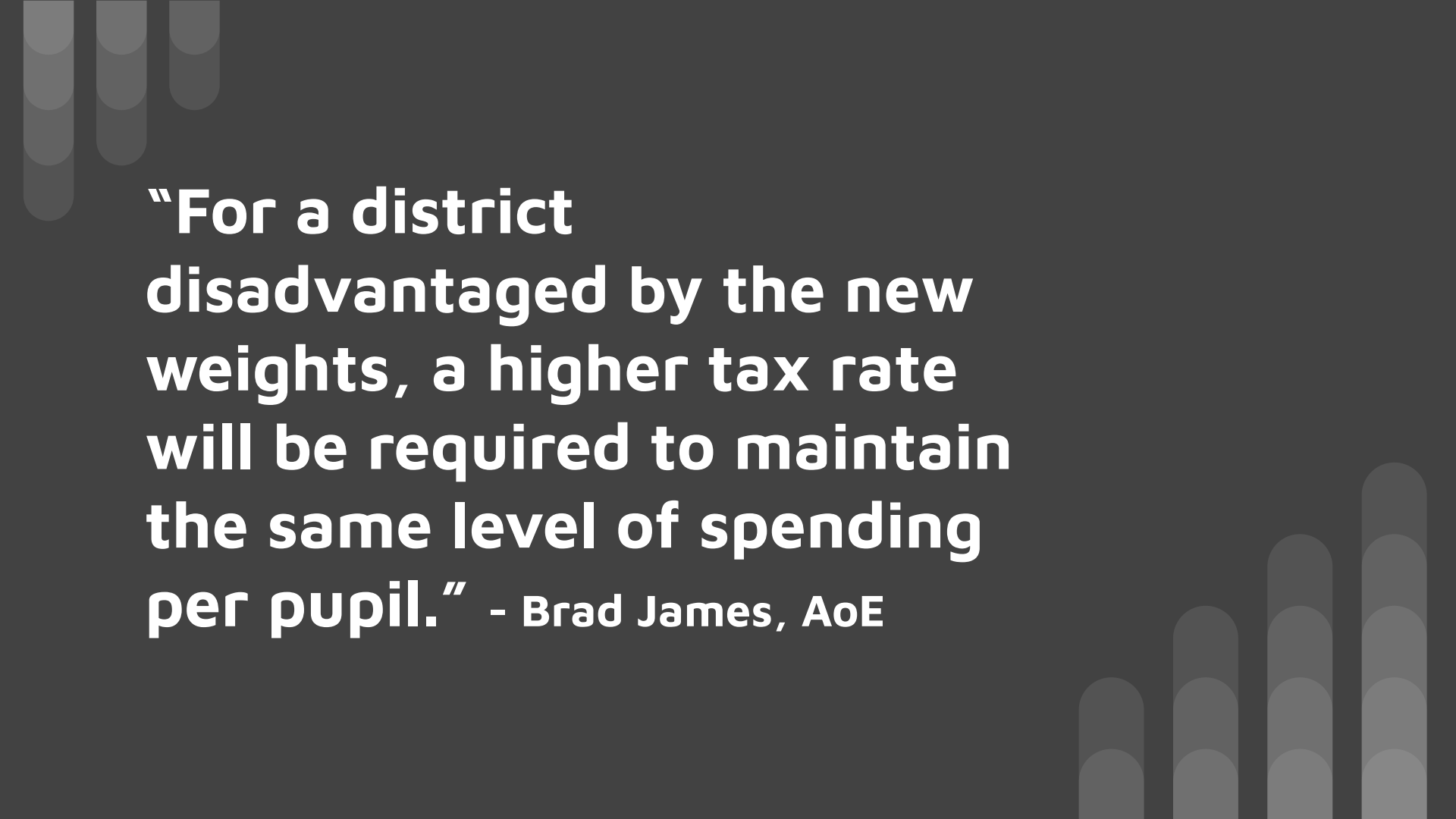
A student is one ADM if publicly funded for the full 20-day period

## Long Term Membership (LTM)

The average ADM for the current and prior years plus state-placed students from the prior year

# Act 127 Pupil Weights, effective FY 2025

1. Grade range weights	
pK	→ (0.54)
K-5	0.00
6-8	0.36
9-12	0.39
2. Poverty, FRL	1.03
3. Sparsity/population density	
< 36 pop/mi <sup>2</sup>	0.15
36 ≤ pop/mi <sup>2</sup> < 55	0.12
55 ≤ pop/mi <sup>2</sup> < 100	→ 0.07
4. Districts with small schools: ≤ 55 pop/mi <sup>2</sup> and:	
enrollment ≤ 100	✗ 0.21
enrollment > 100, ≤ 250	✗ 0.07
5. English Language Learners, ELL	2.49

The image features a dark grey background with decorative vertical bars in the top-left and bottom-right corners. Each bar consists of several overlapping, semi-transparent circles of varying shades of grey, creating a modern, abstract aesthetic.

**“For a district disadvantaged by the new weights, a higher tax rate will be required to maintain the same level of spending per pupil.” - Brad James, AoE**

Projected  
Property Yield  
\$9687

Projected  
LTWADM  
2525\*  
(\*FY24)

$$\text{Ed\$/Pup} \div \text{Yield} = \text{EDTR}$$

# Tax Rate Increase Cap

- Property taxes will be capped at 5% per year for the next 5 years as long as districts keep per pupil spending below 10% per year.
- Districts who exceed 10% will face a State panel and face loss of the tax cap for the remainder of the 5y period.



**“If, at the conclusion of the Review, the Secretary determines that the school district’s budget contains excessive increases in per pupil education spending that are within the school district’s control and are not supported by a good cause, then the homestead property tax rate of the school district that would otherwise be increased by not more than five percent in each fiscal year pursuant to subsection (a) shall be increased to the actual homestead property tax rate calculated pursuant to this act.”**

# Level Fund Budget

\$36,997,236 (0%) - Local Ed Spend

\$14,653 - Per EqPupil Spend

\$9,687 - Property Yield

---

\$1.53 Equalized District Tax Rate

\$1.47 EDTR after 5% Cap Applied

# 9% Budget Increase\*

\$38,726,699 (9%) - Local Ed Spend

\$15,997 - Per EqPupil Spend

\$9,687 - Property Yield

---

\$1.65 Equalized District Tax Rate

\$1.47 EDTR after 5% Cap Applied

# Maintain FY24 Tax Rate

\$34,243,545 (-7.5%) - Local Ed Spend  
\$13,756 - Per Pupil Spending  
\$9,687 - Property Yield

---

\$1.40 Equalized District Tax Rate  
(\$2.8M in budget reduction)

# “Worst Case Scenario”

(all ESSER, max settlement, max HC)

\$39,260,972 (10.5%) - Local Ed Spend

\$16,198 - Per EqPupil Spend

\$9,687 - Property Yield

---

\$1.67 Equalized District Tax Rate

\$1.67 EDTR if Tax Cap is lost

18% Property Tax Increase

Plus No Tax Cap for FY26, FY27, FY28, FY29

3.5%

ESSER

—

2.5%

Negotiations

—

1.75%

Healthcare

7.75%

7.25%

8.5%



Cumulative Effect of Budget Drivers on PP Spend

The background is a solid orange color. In the top-left corner, there are three vertical bars of varying heights, each composed of several overlapping semi-transparent orange circles. In the bottom-right corner, there are four vertical bars of increasing height from left to right, each also composed of several overlapping semi-transparent orange circles.

# **OTHER KNOWN KNOWNS and KNOWN UNKNOWNNS**



## **Transportation**

4.5% Increase  
in Transport  
Costs in FY25

0.3% Increase  
in PP Spend





## Tuition

- Will Lincoln HS students choose to come to ACSD in significant numbers to create new revenue?
- Will PHCC tuition increase significantly again?
- Will OOD tuition costs to Special Education Programs decline as our MTSS increases?



## Facilities

- Will Facilities Repair and Maintenance needs be contained within the new, larger scope of the Budget?
- Will failing systems and deferred maintenance create unforeseen emergency costs?
- How will the Bond Initiative move forward during the leadership transition year?
- Will the FY23 fund balance be earmarked for Capital Improvements?



## Insurance

- Non-Employee Insurance costs have continued to rise lately.
- Workers Comp, Storm Liability and Cyber Security are drivers.
- Unclear how much premiums could rise.
- Could have a similar effect as Transportation (0.5%)



## Takeaways

- Act 127 forces us to target a per pupil increase of less than 10%.
- Major Drivers will account for the vast majority of our per pupil increase. (Up to 9%)
- Minor drivers and new spending will need to be tightly controlled to maintain property tax cap protection.

**ACSD BOARD WORK PLAN FOR 2023-2024 (DRAFT)**

Work Item	Responsible	July	August	September	October	November	December	January	February	March	April	May	June	As Required
<b>1. Strategic Plan and Progress Review</b>														
1.1. Review and provide input on plan			X	X										
1.2. Approve plan					X									
1.3. Monthly implementation status updates							X	X	X	X				
1.4. Receive progress reports towards Strategic Plan strategies and action steps (quarterly)													X	
1.5. Review Annual Report (March 2025)														
<b>2. Hire a Permanent Superintendent</b>														
2.1. Post Position/Receive Applications				X										
2.2. Review applications/select finalists					X									
2.3. Interview finalist candidates						X								
2.4. Select candidate and negotiation contract						X								
2.5. Announce candidate							X							

**ACSD BOARD WORK PLAN FOR 2023-2024 (DRAFT)**

Work Item	Responsible	July	August	September	October	November	December	January	February	March	April	May	June	As Required
2.6 Work with Mac & Jake to establish superintendent evaluation goals and objectives (June 2024?)													X	
<b>3. Finance and Budget Development</b>														
3.1. Review FY25 budget drivers				X										
3.2. Review FY25 budget development					X	X								
3.3. FY25 Cost Center Presentations							X							
3.4. Review draft FY25 budget							X	X						
3.5 Approve final FY25 budget book and warning language								X						
3.6														
<b>4. Contract Negotiations</b>														
4.1.														
4.2.														
4.3.														
<b>5. Board Affairs</b>														
5.1. Elect board officers at first meeting after annual elections										X				

## ACSD BOARD WORK PLAN FOR 2023-2024 (DRAFT)

Work Item	Responsible	J u l y	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	A s R e q u i r e d
5.2. Make committee assignments and other appointments										X				X
5.3. Onboard new board members										X	X	X	X	
5.4. Receive committee reports		X	X	X	X	X	X	X	X	X	X	X	X	X
5.5. Develop plan for adopting new AOE Governance Rules														
5.6. Conduct board evaluation survey					X								X	
5.7. Review board evaluation survey results					X								X	
5.8. Set board goals/objectives annually					X								X	
5.9. Prepare and approve annual board work plan				X	X									
5.10. Schedule Board education sessions <sup>1</sup> (schedule and topics to be set as part of work plan)														
5.11. Review board norms annually													X	

<sup>1</sup> Need to figure process on how we decide on topics and frequency. Topics could include SEPEC presentation, Educational finance presentation, etc.

**ACSD BOARD WORK PLAN FOR 2023-2024 (DRAFT)**

Work Item	Responsible	J u l y	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	A s R e q u i r e d
5.12. Review board vision and mission statement annually													X	
5.13.														
<b>6. Community Relations and Engagement</b>														
6.1. Back to School Nights				X										
6.2. FY25 Budget Driver Outreach							X							
6.3. Other important regular outreach?														
6.4. Soliciting other important community feedback?														
6.5. End-of-Year Projects & Graduation Ceremony													X	
<b>7. Superintendent Goal Setting and Evaluation</b>														
7.1.														
7.2.														
7.3.														