

AGENDA



Addison Central School District

ACSD Board

Board Meeting

Monday, October 9, 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:

Link to join Webinar

<https://us06web.zoom.us/j/86815678923>

- | | | |
|--|------------------|--------|
| A. Call to Order Upon Reaching A Quorum | Barb Wilson | |
| B. Introductions - Board Members, Administrators and Staff | Barb Wilson | 5 min |
| C. Public Comment on Agenda Items | Barb Wilson | 10 min |
| D. Recommendation to Approve Minutes of September 25, 2023 | Barb Wilson | 5 min |
| E. Approve ACSD Bills | James Malcom | 5 min |
| F. Report of Student Representative | Eddie Fallis | 5 min |
| G. Executive Session: Superintendent Search - Personnel 1 VSA 313 (a) (3) | Barb Wilson | 20 min |
| H. Report of the Superintendent | Tim Williams | |
| 1. Action: Faculty/Staff Appointments/Resignations | | 5 min |
| a. Appoint Brooke Clark as a School Nutrition Assistant, 1.0 FTE, Step 3 on Food Service Schedule | | |
| b. Appoint Tracie Moore as Intensive Needs Paraprofessional, 1.0 FTE, Step 12, per the ESP Master Agreement. | | |
| 2. Action: Motion to assign our proxy certificate to VEHI/VSBIT in support of their votes. | | 5 min |
| 3. Esser Grant Update | Matthew Corrente | 5 min |

4. Strategic Plan Update	Nicole Carter	35 min
I. Report of the Chair	Barb Wilson	
1. Work Plan Update/Review	Barb Wilson	10 min
2. Superintendent Search Update	Barb Wilson	5 min
J. Report of the Board		10 min
1. Committee Updates		
K. Public Comment - Any Topic		10 min
L. Adjournment		

Total Meeting Time: 2h 15m

***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 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.

In-Person Attendance

Barbara Wilson; Brian Bauer; Ellen Whelan-Wuest; Ellie Romp; James Malcolm; Jamie McCallum; Jason Chance; Joanna Doria; Mary Heather Noble; Steve Orzech; Suzanne Buck; Tricia Allen

Remote Attendance

Lindsey Hescok

- A. Call to Order Upon Reaching A Quorum
Meeting called to order at 6:31 p.m.

Barb Wilson

1. Introductions - Board Members, Administrators, and Staff

5 min

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

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

Equity and Student Services; Courtney Krahm, Director of Teaching and Learning; Matt

Corrente, Director of Finance and Operations; Caitlyn Steele, Principal of MUHS; Michaela

Wisell, Principal of MUMS; Jen Kravitz, Principal of Mary Hogan School; Isabel Gogarty, MUMS Health & Wellness teacher; Bark Sears, Principal of Salisbury

Community School; and Emily Blistein, Director of Communications & Engagement (remote)

2. Public Comment on Agenda Items

10 min

Mary Slosar of Weybridge made a brief request to have the Board Chair show the agenda on the screen when inviting public comment on agenda items, so that people know whether they need to wait.

Addie Lentzner, student at Middlebury College and member of Vermont Anti-racism coalition spoke in support of Esther Charlestin regarding her decision to leave MUMS after enduring racial harassment by students. She grew up near Bennington, VT, and is saddened, but not surprised by the incidents. Her organization has compiled data revealing that at least 60% of BIPOC students experience racism in their schools. If we do not address this, Vermont will not get better. She implored Board members to examine their own biases, and do the antiracism work necessary to correct this culture. Do it for Esther, and do it for our society.

Barb Wilson reminded participants to please keep their comments restricted to agenda items. Mary Heather Noble asked if the Equity Work Update item on the agenda was relevant enough to allow for these comments to continue at the beginning of the meeting. Barb agreed to allow it, and invited additional comments.

Makayla Jacobs, another Middlebury College student expressed frustration about the racist incidents reported by Esther Charlestin. She is sick and tired but not surprised. Vermont prides itself on being a progressive state where "Black Lives Matter" but this is not true in practice if people of color are not welcome to live and work beside you. This is 2023 -- you need to start chasing this. These incidents shouldn't have happened.

Barb Wilson invited Esther Charlestin to make her public comment -- Esther stated that she would prefer to give her statement at the second public comment period.

B. Recommendation to Approve Minutes of 9/11/2023 Barb Wilson 5 min

Mary Heather Noble noted that she had accidentally misspelled a citizen's name in the public comment section, and said that she would correct it.

Note: Ellie Romp abstained from the vote.

Motion to approve the minutes, as amended to correct the spelling error in the Public Comment section.

Move: Jason Chance Second: Jamie McCallum Status: Passed

C. Approve ACSD Bills James Malcom 5 min

James Malcolm presented a summary of the bills, which were read by himself and Jason Chance:

General Fund: \$1,363,827.50 -- This large sum consists of lump sum payments to ACSD partner preschool programs and health & dental insurance benefits.

Payroll: \$1,036.68

Payroll: \$ 440.10

Payroll, \$904,402.35

Motion to approve the ACSD bills as presented and authorize payment. Move: Jamie McCallum Second: Brian Bauer Status: Passed

D. Report of the Student Representative Eddie Fallis 5 min

Student Board Rep Eddie Fallis reported that he and Caitlin Steele are continuing the work of recruiting the next Student Board rep from the MUHS junior class. They will be sending an email out on Wed 9/27. Interested students will submit applications to be reviewed by a committee of 6-7 MUHS teachers. Caitlin Steele mentioned that there is a policy for selecting a student rep, and they will be making their selection according to policy.

The MUHS Activities Fair went well, and SATs will be hosted at MUHS on October 7th.

E. Report of the Superintendent

Tim Williams provided a brief introduction to the District's Equity work, related to the response to increases in hate speech incidents during the 2022-23 academic year. These incidents were highlighted in Esther Charlestin's Op-Ed. Tim stated that in order to understand where the Board and District need to direct policy, it is important for all to understand where the District currently is. He asked Nicole Carter, Director of Equity and Student Services to lead a presentation on the topic.

1. Equity Status Update

Tim Williams 5 min

Nicole Carter provided a presentation about ACSD Board Policies, and how they direct administrative responses to allegations of racism against students and/or staff. Board members requested that the presentation materials be made available in updated meeting materials -- Heather Crowley indicated that she would do so.

Highlights from the presentation:

- The two Board Policies that govern the District's response to allegation of racist incidents include B5, Prevention of Employee Harassment, and C10, Prevention of Hazing, Harassment and Bullying. (HHB).
- In the 2022-23 academic year, the District investigated 72 allegations of HHB, which included allegations of harassment against staff. 7% of those were race-related.
- Nicole outlined the specific process that administrators must follow to be in compliance with Board policy. If the investigation substantiates the allegation, disciplinary action is taken -which can range from an array of tools (e.g., detention, suspension, working with admin on other specific corrective action, and other restorative work). Nicole is not allowed to discuss specifics, as confidentiality for both the complainant and the accused person is required.
- Both policies also provide an option to create a student or staff safety & support plan, which may include relocation to a different school, other staff supports, counseling, admin leave, etc.
- Both policies also include an internal & independent review process, so that the parties involved can elevate the issue to receive an independent review of the events that transpired with a determination regarding whether the response was sufficient and in compliance with Board policy and State/Federal law. In order for this to occur, the complainant must initiate and participate in the review process.
- These procedures take a lot of administrative time and effort, and the work is very challenging -- especially since the actions taken cannot be shared with the complainant or anyone else.

Questions from the Board:

Ellen Whelan-Wuest noticed a difference between the responses under policy B5 and C10 -that there seems to be more subjectivity in the substantiation part. Jamie McCallum asked about when the Board is notified of these matters. Nicole responded that neither policy speaks to notifying the Board, and since the responses are confidential student and personnel matters, it is not standard procedure. Mary Heather Noble wondered if the Board is involved if/when a complainant follows the chain of command to request a review of the District's response. Nicole was not aware of any such case during her tenure.

Ellie Romp asked if there are standards or expectations with respect to the range of consequences for substantiated allegations. Nicole again listed the range of tools -- again noting that the administrators will likely try to employ a deterring consequence coupled with an educational component. Ellen Whelan-

Wuest asked about the types of Restorative Practices that are in place, and whether all school administrators are trained in anti-racism to inform their response.

Joanna Doria asked about the 72 incidents investigated last year, and whether the District is reviewing data to determine whether their responses to the incidents are, in fact deterring recurrence. Mary Heather Noble asked what is the mechanism by which we know whether these procedures to implement policies B5 and C10 are working. Jamie McCallum also asked about the feedback loop to track accountability. Steve Orzech also asked whether any of the District responses have engaged the student's families as well, since so much racist rhetoric can originate from the home. Suzanne Buck noted the limitations of policy, since many of them are rigid and have language required by state law.

Nicole Chance provided some additional details about confidentiality and creation of safety and support plans, and also gave some ideas for work the Board can do to address racism in schools:

- The Board can review and modify the relevant policies (B5, C1, C10, and C29), or consider adding sub-parts to require preventative work.
- The Board can expressly invite the public to these specific conversations so that BIPOC and other community voices can inform policy development.

The Board can adopt the Strategic Plan to establish a structure for anti-racism work not specifically provided in Board policy.

2. Action: Faculty/Staff Appointments/Resignations Tim Williams 5 min

Note: Brian Bauer abstained.

Motion to accept 1) the resignation of Brian Lisko, Individuals & Society Teacher; 2) accept the appointment of Rachel Cosgrove of 1.0 FTE Individuals & Society Teacher, Step 1 as per the Master Agreement; and 3) accept the appointment of Michele DeRosier as the School Nutrition Manager at Shoreham, as a 1.0 FTE on Step 2 of the Food Service schedule.

Move: Joanna Doria Second: Ellen Whelan-Wuest Status: Passed

- 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

Matt Corrente and Jen Kravitz provided a budget summary of how Mary Hogan School administrators intend to spend distribution from the McGilton Fund during the 2023-24 academic year. Details are outlined in the meeting materials. No Board approval is needed yet -- the formal request will come later.

4. Presentation: Budget Drivers Matthew Corrente 40 min

Matt Corrente provided a slideshow presentation to summarize the main budget drivers as the Board and Admin enter the FY25 budget season. He described it as a slightly blurry view that will come into more focus as the budget parameters (especially state-driven numbers) become clearer throughout the year.

The presentation is included in meeting materials. Highlights:

- 3 largest budget drivers: Sunsetting of ESSER funding, Impact of Contract Negotiations and increases in teacher/staff salaries, and Healthcare costs (Note: the ACSD does NOT have any control over these expenses; these are determined at the state level).
- Re: the ESSER Cliff: A significant portion of ESSER funds have been spent on positions, including the Wellness & Learning Coordinator; the Literacy Coordinator; the Hazing, Harassment & Bullying Coordinator; the Dean of Climate & Culture at MUMS; and a number of interventionists throughout the District. If the Board decides to locally fund all \$1.3 Million in salary & benefits for these positions, it will result in a 3.3% increase in per pupil spending.
- Re: Negotiations: The projected range of salary increase for teachers & staff is ~3-6% to retain staff and remain competitive with other districts in VT. For every 1% increase in salary expenses, it will result in a 0.5% increase in per pupil spending.
- Re: Healthcare costs: The administration does not yet know the magnitude of increased cost, just that it will increase. For every 1% increase in healthcare costs for teacher & staff benefits, it will result in a 0.1% increase in per pupil spending.
- The cumulative effect of these 3 drivers is expected to mean a ~7.75% increase in the budget.
- In addition to this anticipated ~7.75% increase in the budget due to the main drivers are other factors, including the new Act 127 weighting system (which is projected to have a \$2.8 M impact).

- The other important takeaway is that the State has instituted a spending control in its rollout of the Act 127 new pupil weighting system -- Districts must keep their budget increases at or below 10% to avoid being penalized (removal of grace period for the new pupil weighting system impacts). So ACSD must keep its total FY25 budget increase to 10% or below.

F. Report of the Chair

Barb Wilson 15 min

Barb Wilson requested that Tim Williams arrange for Anti-Racism training for the entire Board as part of the District's current Equity work. Tim agreed to make arrangements for a Board-only training with the facilitator.

1. Superintendent Search Update

Barb Wilson reported that she had talked to Judy Sclair Stein of MacPherson & Jacobson. Judy is not quite happy with the size of the applicant pool, but there are still a few more days left in the application window. But Judy suggested a contingency plan, which consists of keeping the window open for another month and doing some additional advertising (cost: ~\$1,500). It would delay the timeline a bit, but Judy would compress & accelerate her candidate screening.

If the Board authorizes this plan, Judy would keep the application window open until the end of October and present viable candidates to the Board via Zoom around mid-November. The Board could do all-day in-person interviews after Thanksgiving.

Lindsey Hescock asked if we are at risk of losing candidates by extending the timeline. Barb reported that Judy didn't seem concerned about that, and felt the candidate pool would improve with the extension, especially since the Board has begun the process much earlier this time. James Malcom noted that changing the timeline may make it more difficult for all Board members to participate since plan may have already been made on the original schedule.

Motion to authorize Barb Wilson to implement a contingency plan for the Superintendent Search Process by extending the application window by an additional 30 days and incurring ~\$1500 of additional advertising expenses.

Move: Ellen Whelan-Wuest Second: Brian Bauer Status: Passed

2. Parks & Recreation Board Representative Update

Barb Wilson reported that Lindsey Hescock had volunteered to serve as the ACSD Board representative on the Middlebury Parks & Recreation Board.

3. Work Plan Update

Barb Wilson presented the draft Board Work Plan in the meeting materials, noting that it is an attempt to map out essential high-level Board work for the academic year. The Executive Committee is still filling out the details -- please

email her with suggestions and comments. Her hope is to have a final work plan ready for Board approval in the next meeting.

G. Report of the Board 25 min

1. Communications & Engagement Mary Heather Noble

Mary Heather Noble reported that several Board members had attended Back-to-School nights for MUMS, MUHS, Cornwall, Weybridge, Salisbury and Mary Hogan School. She attended the Cornwall school gathering and spoke with a few parents who wanted to know whether the District would be evaluating how IB is working for ACSD. She hopes to make this part of the Board's culture so that the community will expect to see Board reps at these annual events. She invited other Board members who attended events to share feedback they received. Barb Wilson said that she talked to a few people at the MUHS event, but that the event was so focused on student schedules that most folks didn't stop at the Board table. Tricia Allen shared a few specific comments from Mary Hogan school parents and students.

2. Facilities Jason Chance

Jason Chance reported that the Facilities Committee met that morning and discussed how they would like to see the Facilities Master Plan information organized on the website, so he can collaborate with the Communications & Engagement Committee on how best to preserve those artifacts for easy community access. Jason also reported that the MUHS kitchen renovation project is almost complete -- it is fully functional and has just a few punch list items to finish, so bills will continue to come in.

3. Finance James Malcom

James Malcolm said the Finance Committee has not met since the 9/11 Board meeting.

4. Negotiations Steve Orzech

Steve Orzech reported that the Negotiations Committee has met with attorney Chris Leopold to begin contract review, but that they still have not yet been contacted by the Association to officially begin negotiations.

5. Policy Suzanne Buck

Suzanne Buck reported that the Policy Committee has a large batch of policies under review, and will have several to present to the Board for approval in November.

6. PAHCC Steve Orzech

Tricia Allen

Steve Orzech and Tricia Allen reported that the PAHCC Board recently met and was given a full tour of the recent facility renovations -- they are significant

improvements. PAHCC is also working with Collins Aerospace to develop a professional program with the Career Center.

7. Addison Central SEPAC Update Suzanne Buck

Joanna Doria

Joanna Doria reported that the first SEPAC meeting is scheduled for October 5th.

8. Middlebury Community TV Barb Wilson

Barb Wilson reported that the MCTV Board met on September 13, and discussed a desire to have MCTV highlight some of ACSD's student work showcases (e.g., the PYP and MYP culmination projects, and DP Extended Essay projects). Mary Heather Noble asked if MCTV is already connected with Emily Blistein to coordinate highlighting of student work, staff recognition, and school events/celebrations. Barb responded that MCTV will be reaching out.

H. Public Comment - Any Topic Barb Wilson 10 min

Esther Charlestin read the Op-Ed that had been published in the August 31, 2023 issue of the Addison Independent. She re-stated her belief that the racism she endured while at MUMS is a systematic issue that requires a systematic response. She observed that the administration lacked an anti-racism lens, as well as tools for restorative responses to build a healthy community. While the MUMS principal was supportive and checked in on her, at no time was the District willing or able to fully inform or involve the broader MUMS community in any discussion about the racism she (and likely other BIPOC people) experienced while there. Her problem was not with what happened, but the lack of real corrective action or collective response to show that these incidents are not okay, nor will they be tolerated in our spaces. Her ask of the Board is to have policies in place that require examination of whether or not the responses are, in fact working -- so that the burden is not continuing to be placed upon BIPOC students and staff.

Sam Ostrow of Middlebury spoke in support of Esther Charlestin, and expressed his desire to continue the statement that has already been shared: we need to be open to our discomfort and think about how we can do better. We need to talk about it openly with our children and other parents. We each need to take this burden on.

Sepi Aleri of Weybridge shared that she is thinking of Yom Kippur, and how an element of the tradition is to think about how you have harmed others and what you can do to repair the harm. This is essential to the conversation.

Poppy Reese of Middlebury shared her support for Esther. Vermont is progressive in many ways, but not regarding racial issues. It took her leaving Vermont and returning to recognize how delayed this state is. There are a lot of reasons that people might want to move here, but there are also many reasons why they wouldn't -- especially for people of color. We need to acknowledge this. There is a difference between saying everyone is welcome in a building and actually living and working

among others as equals. She would like to know when staff receive anti-racism training, otherwise she will assume they haven't.

Addie Lentzner of Middlebury College spoke again -- and said there is truth to the statement that Vermont has a racist history. We have to talk about it. She implored the Board to examine their own biases, to be proactive and not reactive. Take the initiative to do something before it happens again.

Jason Duquette-Hoffman of Middlebury shared a statement from Joanna Coldwell of Middlebury. She is sad but not surprised. We must have policies in service to teaching the whole community, and not address it like the District addresses other incidents of misbehavior. This is not just misbehavior. Respond to the broader issue. Jason then shared his own Board experience, and the tendency to point to the limitations of Board policy. But these are not the tools we are limited to. There is an opportunity for prevention that has not yet been fulfilled. Please take this opportunity. The Board must also ask how to put accountability structures in place - - and should ask the people who are most affected. We have to engage students and staff.

Greg Akinbiyi shared that he recently moved to Vermont. His wife grew up here and they share a young son. Hearing Esther's story makes him terrified for his son. He recognizes all the different challenges before the Board, especially after hearing the budget presentation, but this is essential work. He hopes his son can attend school here but he is scared.

Mary Slosar of Weybridge spoke again to emphasize the importance of taking on policy work. Passive Boards just accept the policies required by the state -- you really do have the power to create strong policies, and that is the only way to be accountable. She also took the opportunity to speak in support of retaining all the interventionists funded by sunseting ESSER money -- these are needed positions and should be grown.

Justice Elijah, the facilitator hired to assist ACSD with previous equity work spoke in support of Esther. She has lots of big emotions around this. While she appreciates a response from the District, she felt it had the tone of "I have a black friend and this is what we're doing." It didn't sit well. She is writing an Op-Ed in response. She acknowledged that many teachers have been doing the work and have gotten vulnerable when she has done work with the District, but she feels that the emphasis is on action taken rather than acknowledgement of the harm that has been done. This cannot be skipped. She does not see any BIPOC members on the Board, so work must be done to broaden perspectives.

Wei Wei Wong spoke as a representative of a Professionals of Color organization. She noted that this incident is not the first time this has happened in Middlebury. The Board has an opportunity to be a leader in Vermont. She also had questions about whose perspectives are used when even determining whether a racist incident has occurred -- you need a BIPOC perspective to even understand this.

Isabel Gogarty, MUMS teacher and member of the Middlebury Selectboard spoke in support of Esther, noting that Esther is not the only person of color who has left ACSD due to racism. She encouraged Board members to actually go inside of schools to witness what is happening.

Esther Charlestin spoke up briefly to acknowledge Joanna Doria as a Board member who is a person of color, and that she is seen.

At the end of Public Comment period, Ellen Whelan-Wuest thanked Esther Charlestin for her service to the community. The room filled with applause.

I. Adjournment

Meeting adjourned at 9:00 p.m.

Respectfully submitted,

Mary Heather Noble
ACSD Board Clerk

Motion to adjourn.

Move: James Malcolm Second: Steve Orzech Status: Passed

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.



Vermont Education Health Initiative
52 Pike Drive
Berlin, VT 05602
802/223-5040

MEMO

To: VEHI Member School Board Chairs, Superintendents and Business Officials
From: Bobby-Jo Salls, Director of VEHI Programs
Date: September 11, 2023
Re: **VEHI Annual Meeting Notice**

The Vermont Education Health Initiative (VEHI) will hold its Annual Meeting on Friday, **October 27, 2023, at 8:15 AM** at the Lake Morey Inn in Fairlee, Vermont. Included with this Memo are **Exhibit A:** Notice of the 2023 Annual Meeting and a copy of the Minutes of the 2022 Annual Meeting.

A school district is a member of VEHI, and therefore eligible to vote at the upcoming meeting if it has a signed Health and/or Dental Member Agreement on file with VEHI by October 13, 2023. The membership list is posted online at www.vehi.org, and will close at 4 PM on October 13th. Members of both the Health and Dental programs have two votes. Members may vote in-person by designating an authorized representative to attend the meeting or may vote via proxy by appointing the VEHI Board to cast the vote(s). We ask each member to complete **Exhibit B: Proxy/Certificate of Authority**, enclosed, and **send it ahead** of the meeting to the following address. This will allow authorized representatives to receive their voting cards in an expedited manner at the meeting on the 27th.

Vermont Education Health Initiative
Attention: Bobby-Jo Salls/Michelle Broderick
52 Pike Drive
Berlin, VT 05602

You may submit Proxy/Certificate of Authority forms on the day of the meeting; however, it may take longer to sign in and receive voting cards. **Please note, there is no action item requiring a vote of the membership on the enclosed Agenda.**

We hope you will attend the Annual Member Meeting where we share the accomplishments of the Trust over the past year and answer any questions regarding the upcoming year.

Our Annual Report will soon be available online. At least two years of financial audits are also available online. Our most recent audit is posted. All documents can be found on our website at www.vehi.org.

We look forward to seeing you at the Lake Morey Inn on October 27th.

Enclosures



VERMONT EDUCATION HEALTH INITIATIVE

ANNUAL MEETING LAKE MOREY INN FAIRLEE, VT

**October 27, 2023
8:15 AM**

AGENDA

- 1. Roll Call of Members**
- 2. Proof of Notice of Meeting or Waiver of Notice**
- 3. Reading of Prior Annual Meeting Minutes**
- 4. Reports of Officers and Directors**
- 5. Information Exchange**
- 6. Adjournment**



EXHIBIT A

NOTICE OF MEETING

The Board of Directors of the Vermont Education Health Initiative approved at the May 15, 2023 board meeting that the 2023 Annual Meeting of the Corporation will be held at the following date, time, and place:

DATE: October 27, 2023

TIME: 8:15 A.M.

PLACE: Lake Morey Inn, Fairlee, Vermont

The agenda for said Annual Meeting is as follows:

1. Roll Call of Members
2. Proof of Notice of Meeting or Waiver of Notice
3. Reading of Prior Annual Meeting Minutes
4. Reports of Officers and Directors
5. Information Exchange
6. Adjournment

The Board of Directors of the Corporation on May 15, 2023, determined that the Membership Books would be closed as of October 13, 2023, for the purpose of determining members entitled to vote at the October 27, 2023, meeting.

A list of voting members of the Corporation entitled to vote at said Annual Meeting is posted online at www.vehi.org and available for inspection by any member at the principal office of the Corporation located at 52 Pike Drive, Berlin, Vermont. Telephone: (802) 223-5040.



INSTRUCTIONS FOR EXHIBIT B VEHI PROXY OR CERTIFICATE OF AUTHORITY

- **In order to vote at the VEHI Annual Meeting on October 27, 2023, Exhibit B must be completed prior to the meeting.**
- If you will be sending a person to the Annual Meeting to represent you, complete the first selection, option **(a)**, by checking the box and listing the name of your representative, their title. **This person must be present, with a copy of this form, in order to vote.**
- If you will not be attending or sending a representative to the Annual Meeting but wish to cast a vote, complete the second selection, option **(b)**, by checking the box and in doing so, naming the VEHI Board as a proxy to cast a vote on your behalf.
- If your school district is a participating member of **both** the VEHI Health Program **and** VEHI Dental Program, a separate Exhibit B form must be filled out for each program.
- **In either case, sign and date the bottom of the form and either bring it to the meeting or mail it ahead to:**

**VEHI
Annual Meeting
52 Pike Drive
Berlin, Vermont 05602**



EXHIBIT B

VEHI PROXY OR CERTIFICATE OF AUTHORITY

LET IT BE KNOWN THAT: _____, member of
(Name of Member School District/Supervisory Union)
the VEHI Health Program, a body corporate and politic, created and existing under the laws of
the State of Vermont, does hereby:

Certificate of Authority

☐ (a) appoint as its authorized representative to appear and vote on its behalf at any and all
meetings of the members of the Vermont Education Health Initiative, or any adjournment
thereof, the following person:

Name

Title

Email: _____

Note: If option (a) is selected, the person listed above must attend in-person to vote.

OR

Proxy

☐ (b) appoint as its true and lawful attorney, the Board of Directors of the Vermont Education
Health Initiative, by majority vote, with the power of substitution for it and in its name to vote at
the Annual Meeting of the Vermont Education Health Initiative, to be held on the 27th day of
October, 2023 or at any adjournment thereof, with all the powers it should possess if personally
present through its authorized representative.

Please sign and date this section once you have chosen (a) or (b):

Dated at _____, Vermont, this ____ day of _____, 20__.

This action is valid for one year [365 days] from the date of enactment, or until it is superseded
by subsequent action of the member filed with the Trust.

Name of Member Supervisory District/Supervisory Union

BY: _____

TITLE: _____



EXHIBIT B

VEHI PROXY OR CERTIFICATE OF AUTHORITY

LET IT BE KNOWN THAT: _____, member of
(Name of Member School District/Supervisory Union)
the VEHI Dental Program, a body corporate and politic, created and existing under the laws of
the State of Vermont, does hereby:

Certificate of Authority

☐ (a) appoint as its authorized representative to appear and vote on its behalf at any and all meetings of the members of the Vermont Education Health Initiative, or any adjournment thereof, the following person:

Name

Title

Email: _____

Note: If option (a) is selected, the person listed above must attend in-person to vote.

OR

Proxy

☐ (b) appoint as its true and lawful attorney, the Board of Directors of the Vermont Education Health Initiative, by majority vote, with the power of substitution for it and in its name to vote at the Annual Meeting of the Vermont Education Health Initiative, to be held on the 27th day of October, 2023 or at any adjournment thereof, with all the powers it should possess if personally present through its authorized representative.

Please sign and date this section once you have chosen (a) or (b):

Dated at _____, Vermont, this ____ day of _____, 20__.

This action is valid for one year [365 days] from the date of enactment, or until it is superseded by subsequent action of the member filed with the Trust.

Name of Member Supervisory District/Supervisory Union

BY: _____

TITLE: _____



The VEHI Board of Directors are appointed by the Vermont School Boards Association (VSBA) and the Vermont-National Education Association (VT-NEA). Each organization has three appointees. The following directors have been appointed and are serving as of August 2023:

By the VSBA: Tracy Wrend, Chair
Geo Honigford
Michael B. Fisher

By the VT-NEA: Joel Cook, Vice Chair
Lisa Grout
Suzanne Dirmaier

VEHI's Annual Report contains a historical listing of all the VEHI Directors since the inception of the organization in 1996.

Bobby-Jo Salls
Director of VEHI Programs
802-223-5040 ext. 233
bobbyjo@vsbit.org
www.vehi.org

VERMONT EDUCATION HEALTH INITIATIVE

ANNUAL MEETING

October 21, 2022, 8:15 A.M.

LAKE MOREY INN

Fairlee, Vermont

Board and Staff Present: Tracy Wrend, Joel Cook, Mark Hage, Mike Fisher, Erin Dye, Jonathan Steiner, Ken Canning, Bobby-Jo Salls, Doug O'Donnell, Gillian Pieper, Lisa Locke, Angela Tremblay, Michelle Broderick and Jessica Valler.

Others Present: Mark Koenig, Addison Northwest SD, David Chandler, Bennington Rutland SU, Julie Mach, Bennington Rutland SU, Mark Tucker, Caledonia Central SU, Angela Arsenault, Champlain Valley SD, Colleen MacKinnon, Champlain Valley SD, Diane Clemmens, Essex Westford Educational Community Unified Union SD, Polly Rico, Franklin Northeast SU, Michael Clark, Grand Isle SU, Michael Innes Grand Isle SU, Eric Montbriand, Greater Rutland County SU, Tina Keshara, Greater Rutland County SU, Kevin B. Christie, Hartford SD, Kristen Rodgers, Harwood Unifies Union SD, Mike Leichliter, Harwood Unified Union, James Peyton, Kingdom East Unified Union SD, Richard Shanley, Lamoille South Unified Union SD, Ryan Heraty, Lamoille South Unified Union SD, Adrienne Raymond, Mill River Unified Union SD, Julie Regimbal, Missisquoi Valley SD, Gaston Bathalon, North Country SU, Penny Chamberlin, Orleans Central SU, David Baker, Orleans Southwest SU, Derek Larsen, Rutland Northeast SU, Laurie Bertrand, Rutland Northeast SU, Neil Odell, School Administrative Unit #70, Dr. Travia Childs, South Burlington SD, Sherri Nichols, Springfield SD, Dan MacArthur, Windham Central SU, with 73 votes from the floor and 26 proxies held by the Board.

The Meeting was called to order by Chair, Joel Cook at 8:15 a.m.

Items 1-3

Readings of the Roll Call of Members, Proof of Notice of the 2022 Annual Meeting and the Minutes of the previous meeting were waived. Derick Larson, made a motion and Richard Shanley, seconded the motion to waive the readings. The vote to waive was unanimous, the motion passed.

Item 4

Reports from the Officers and Directors were included in the VEHI 2022 Annual Report, which is posted on the VEHI website. Prior to the meeting, members were notified electronically how to access the report. Being there were no questions, Laurie Bertrand, made a motion and James Payton, seconded the motion to accept the VEHI Annual Report. The vote to accept was approved, the motion passed.



Vermont School Boards Insurance Trust
52 Pike Drive
Berlin, VT 05602
802/223-5040

MEMO

To: VSBIT Member School Board Chairs, Superintendents and Business Officials
From: Jonathan Steiner, President
Date: September 11, 2023
Re: **VSBIT Annual Meeting Notice**

The Vermont School Boards Insurance Trust (VSBIT) will hold its Annual Meeting on Friday, **OCTOBER 27, 2023** in conjunction with the Vermont School Board Association's Annual Meeting at the Lake Morey Inn in Fairlee, Vermont. The VSBIT Annual Business Meeting will start at **8:00 AM**. Included with this Memo are **Exhibit A: Notice of the 2023 Annual Meeting** and a copy of the Minutes of the 2022 Annual Meeting.

We hope you will join us to elect two new Directors to the Board - there will be an election for one two-year at-large term, and one three-year school business official.

After the election of Directors, we will share the accomplishments of the Trust over the past year and answer questions from members. Our Annual Report will soon be posted online. At least two years of financial audits are always available as well. Our most recent audit will be posted in early November. All documents can be found on our website at www.vsbite.org.

We hope you will join us at the Annual Meeting. Please remember each member entity is entitled to one vote for each program (Multi-Line and/or Unemployment) of which they are a member. The membership books close at 4 PM on October 6th. The final list will be posted online at www.vsbite.org. Members may vote in-person by designating an authorized representative to attend the meeting or vote via proxy by appointing the VSBIT Board to vote on their behalf. We ask each member to complete **Exhibit B: Proxy/Certificate of Authority**, enclosed, and **send it ahead** of the meeting to the address below. This will allow the authorized representative to receive his/her voting card(s) in an expedited manner at the meeting on the 27th. (If you have previously sent in your Proxy please disregard.)

Vermont School Boards Insurance Trust
Attention: Jonathan Steiner
52 Pike Drive
Berlin, VT 05602

We look forward to seeing you at the Lake Morey Inn on October 27th.

Enclosures



**VERMONT SCHOOL BOARDS INSURANCE TRUST
ANNUAL MEETING
LAKE MOREY INN - FAIRLEE, VT**

**October 27, 2023
8:00 AM**

AGENDA

- 1. Roll Call of Members**
- 2. Proof of Notice of Meeting or Waiver of Notice**
- 3. Reading of Prior Annual Meeting Minutes**
- 4. Reports of Officers and Directors**
- 5. Election of Directors**
- 6. Information Exchange**
- 7. Adjournment**



EXHIBIT A

NOTICE OF MEETING

The Board of Directors of the Vermont School Boards Insurance Trust, Inc., at a regular meeting of the Board held on June 6, 2023, determined that the 2023 Annual Meeting of the Corporation will be held at the following date, time and place:

DATE: October 27, 2023
TIME: 8:00 A.M.
PLACE: Lake Morey Inn, Fairlee, Vermont

As outlined in the Bylaws of the organization, the Agenda for said Annual Meeting is as follows:

1. Roll Call of Members
2. Proof of Notice of Meeting or Waiver of Notice
3. Reading of Minutes of Preceding Meeting
4. Reports of Officers and Directors
5. Election of Directors
6. Information Exchange
7. Adjournment

At said regular meeting of the Board of Directors of the Corporation held on June 6, 2023 it was resolved by the Board that the Membership Books would be closed as of October 6, 2023 for the purpose of determining members entitled to vote at the October 27, 2023 meeting.

A list of voting members of the Corporation entitled to vote at said Annual Meeting is posted online at www.vsbitt.org and available for inspection by any member at the principal office of the Corporation located at 52 Pike Drive, Berlin, Vermont (Telephone: (802) 223-5040)



INSTRUCTIONS FOR EXHIBIT B VSBIT PROXY OR CERTIFICATE OF AUTHORITY

- **In order to vote at the VSBIT Annual Meeting on October 27, 2023, Exhibit B must be completed prior to the meeting.**
- **If you will be sending a person to the Annual Meeting to represent you, complete the first selection, option (a), by checking the box and listing the name of your representative and their title. This person must be present, with a copy of this form, in order to vote.**
- **If you will not be attending or sending a representative to the Annual Meeting but wish to cast a vote, complete the second selection, option (b), by checking the box and in doing so, naming the VSBIT Board as a proxy to cast a vote on your behalf.**
- **If your school district is a participating member of both the VSBIT Multi-Line Program and the VSBIT Unemployment Program, a separate Exhibit B form must be filled out for each program.**
- **In either case, sign and date the bottom of the form and either bring it to the meeting or mail it ahead to:**

**VSBIT
Annual Meeting
52 Pike Drive
Berlin, Vermont 05602**



EXHIBIT B

VSBIT PROXY OR CERTIFICATE OF AUTHORITY

LET IT BE KNOWN THAT: _____, member of
(Name of Member School District/Supervisory Union)
the VSBIT Unemployment Program, a body corporate and politic, created and existing under the
laws of the State of Vermont, does hereby:

Certificate of Authority

☐ (a) appoint as its authorized representative to appear and vote on its behalf at any and all meetings of the members of the Vermont School Board Insurance Trust, or any adjournment thereof, the following person:

Name

Title

Email: _____

Note: If option (a) is selected, the person listed above must attend in-person to vote.

OR

Proxy

☐ (b) appoint as its true and lawful attorney, the Board of Directors of the Vermont School Boards Insurance Trust, by majority vote, with the power of substitution for it and in its name to vote at the Annual Meeting of the Vermont School Boards Insurance Trust, to be held on the 27th day of October, 2023 or at any adjournment thereof, with all the powers it should possess if personally present through its authorized representative.

Please sign and date this section once you have chosen (a) or (b):

Dated at _____, Vermont, this ____ day of _____, 20__.

This action is valid for one year [365 days] from the date of enactment, or until it is superseded by subsequent action of the member filed with the Trust.

Name of Member District

BY: _____

TITLE: _____

MULTI-LINE



EXHIBIT B

VSBIT PROXY OR CERTIFICATE OF AUTHORITY

LET IT BE KNOWN THAT: _____, member of
(Name of Member Supervisory District/Supervisory Union)
the VSBIT Multi-Line Program, a body corporate and politic, created and existing under the laws
of the State of Vermont, does hereby:

Certificate of Authority

☐ (a) appoint as its authorized representative to appear and vote on its behalf at any and all meetings of the members of the Vermont School Boards Insurance Trust, or any adjournment thereof, the following person:

Name

Title

Email: _____

Note: If option (a) is selected, the person listed above must attend in-person to vote.

OR

Proxy

☐ (b) appoint as its true and lawful attorney, the Board of Directors of the Vermont School Boards Insurance Trust, by majority vote, with the power of substitution for it and in its name to vote at the Annual Meeting of the Vermont School Boards Insurance Trust, to be held on the 27th day of October, 2023 or at any adjournment thereof, with all the powers it should possess if personally present through its authorized representative.

Please sign and date this section once you have chosen (a) or (b):

Dated at _____, Vermont, this ____ day of _____, 20__.

This action is valid for one year [365 days] from the date of enactment, or until it is superseded by subsequent action of the member filed with the Trust.

Name of Member Supervisory District/Supervisory Union

BY: _____

TITLE: _____



Vermont School Boards Insurance Trust
52 Pike Drive
Berlin, VT 05602
802/223-5040

MEMO

To: VSBIT Members
From: Jonathan Steiner, President
Date: September 11, 2023
Re: VSBIT Board of Directors

The VSBIT Board is comprised of five members. As outlined in the organization's current Bylaws, the Directors include one School Board Member, one Superintendent and one School Business Official, each with a three-year term. In addition, there are two At-Large seats with terms of two years. The current Directors, along with the length of their term, are included below.

Current VSBIT Board of Directors

Scott Brown, School Board Member	Term expires 2025
Robert Giroux, Member At-Large	Term expires 2023
Brenda Fleming, Business Official	Term expires 2023
Steve Hier, Member At-Large	Term expires 2024
Michael Clark, Superintendent	Term expires 2024

The membership will elect two Directors to fill the terms expiring in 2023 at the Annual Meeting to be held October 27, 2023, at 8:00 am. The VSBIT Board has established a nominating committee to seek out interested candidates.

VERMONT SCHOOL BOARDS INSURANCE TRUST

ANNUAL MEETING

October 21, 2022, 8:00 A.M.

LAKE MOREY INN

Fairlee, Vermont

Board and Staff Present: Michael Clark, Jonathan Steiner, Ken Canning, Bobby-Jo Salls, Doug O'Donnell, Gillian Pieper, Lisa Locke, Angela Tremblay, Michelle Broderick and Jessica Valler.

Others Present: David Chandler, Bennington Rutland SU, Julie Mach, Bennington Rutland SU, Mark Tucker, Caledonia Central SU, Angela Arsenault, Champlain Valley SD, Colleen MacKinnon, Champlain Valley SD, Polly Rico, Franklin Northeast SU, Michael Clark, Grand Isle SU, Michael Innes Grand Isle SU, Eric Montbriand, Greater Rutland County SU, Tina Keshara, Greater Rutland County SU, Kevin B. Christie, Hartford SD, Kristen Rodgers, Harwood Unifies Union SD, James Peyton, Kingdom East Unified Union SD, Richard Shanley, Lamoille South Unified Union SD, Ryan Heraty, Lamoille South Unified Union SD, Adrienne Raymond. Mill River Unified Union SD, Julie Regimbal, Missisquoi Valley SD, Edye Graning, Mount Mansfield Unified Union SD, Gaston Bathalon, North Country SU, Penny Chamberlin, Orleans Central SU, David Baker, Orleans Southwest SU, Derek Larsen, Rutland Northeast SU, Laurie Bertrand, Rutland Northeast SU, Neil Odell, School Administrative Unit #70, Dr. Travia Childs, South Burlington SD, Dan MacArthur, Windham Central SU, with 69 votes from the floor and 25 proxies held by the Board.

The Meeting was called to order by VSBIT Board Chair, Michael Clark at 8:01 a.m. VSBIT President, Jonathan Steiner welcomed members.

Items 1-3

Readings of the Roll Call of Members, Proof of Notice of the 2022 Annual Meeting and the Minutes of the previous meeting were waived. Mark Tucker, made a motion and James Payton, seconded the motion to waive the readings. The motion passed.


Item 4

Reports from the Officers and Directors were included in the VSBIT 2022 Annual Report, which is posted on the VSBIT website. Prior to the meeting members were notified electronically how to access the report. A motion was made by James Payton, seconded by Richard Shanley, to accept the reports. The motion passed.



ARP ESSER Overview

ACSD FY24



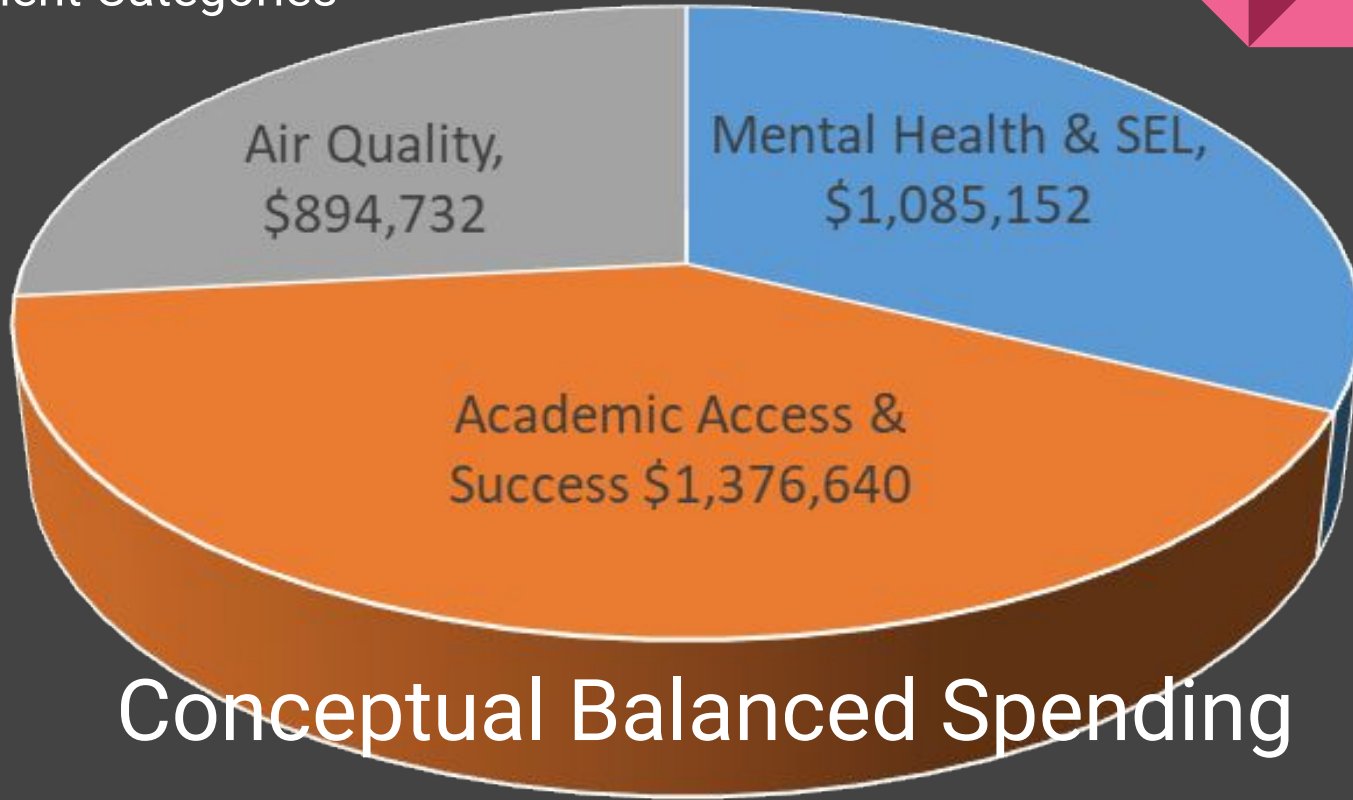
ARP ESSER Period
of Performance
ends September
2024.



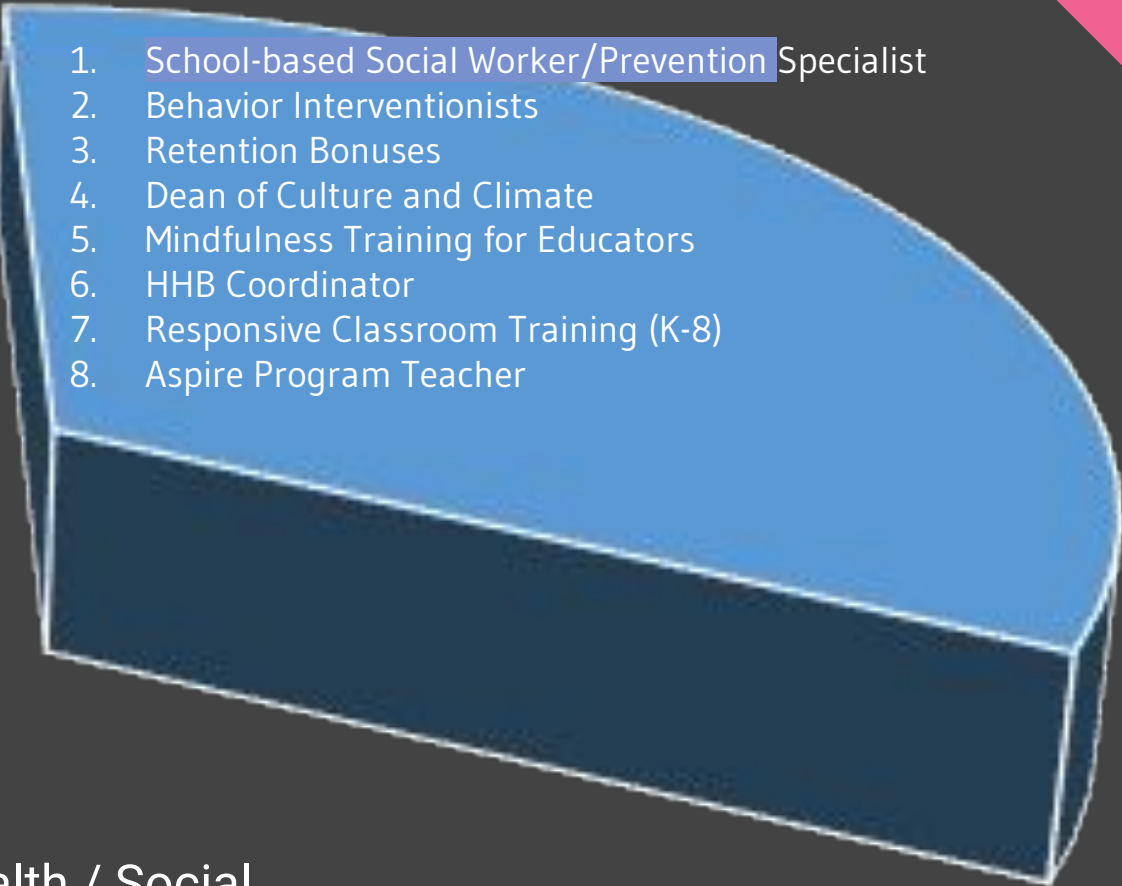
ACSD's 3 Spending Priorities

1. Mental Health/Social Emotional Learning/
Positive Behavior Supports
2. Access and Success in Academic Learning
3. Healthy Schools - Indoor Air Quality

FY24 ARP ESSER Budget by Investment Categories



Conceptual Balanced Spending

- 
1. School-based Social Worker/Prevention Specialist
 2. Behavior Interventionists
 3. Retention Bonuses
 4. Dean of Culture and Climate
 5. Mindfulness Training for Educators
 6. HHB Coordinator
 7. Responsive Classroom Training (K-8)
 8. Aspire Program Teacher

Mental Health / Social
Emotional Learning / Positive
Behavior

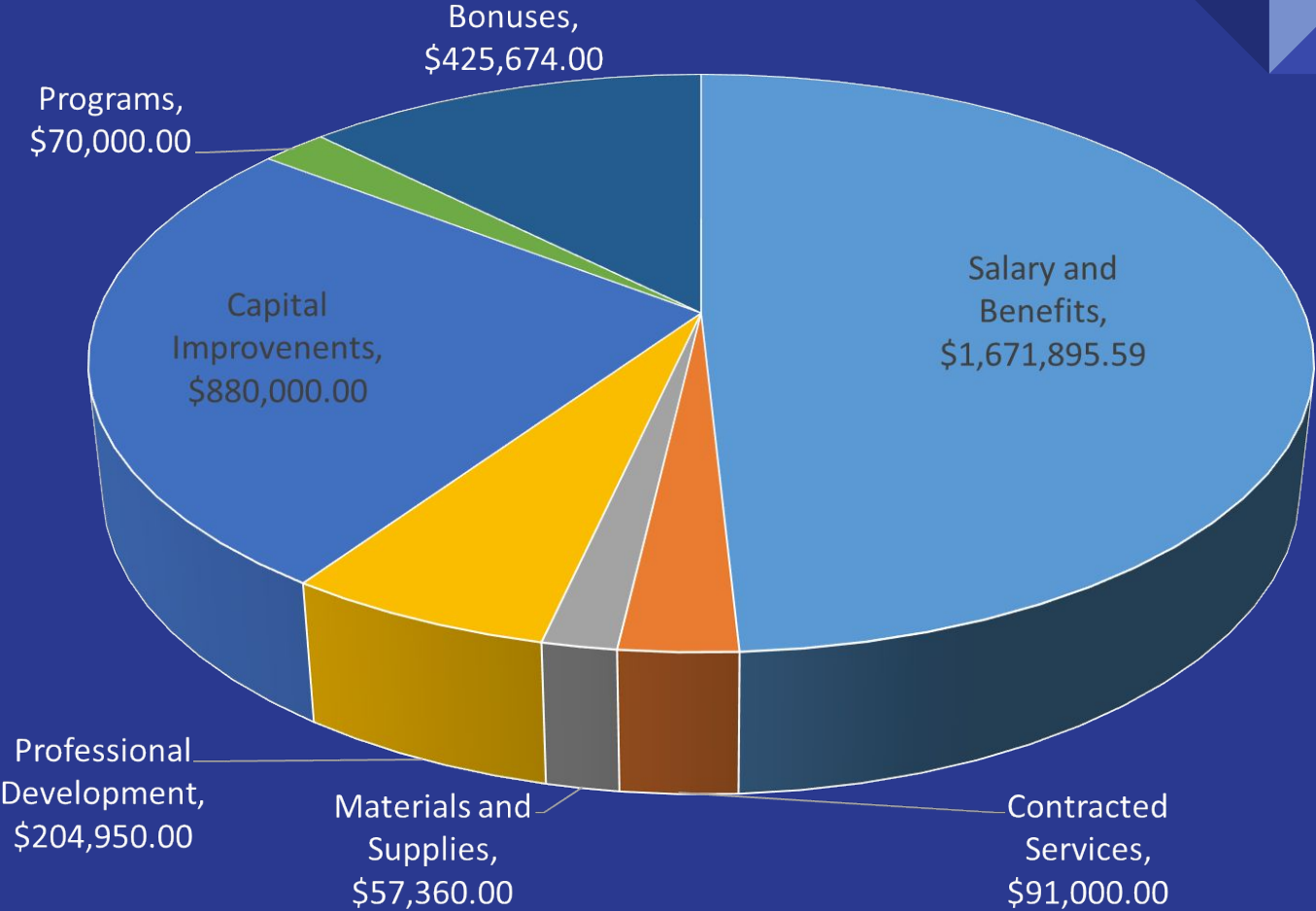
- 
1. PreK and Early Childhood Transitions Coordinator
 2. K-12 Literacy Investments
 3. K-12 Math Investments
 4. General Educators at Mary Hogan and MUMS
 5. Special Educator at MUMS
 6. Summer and After School Programming
 7. Multilingual Community Liaison
 8. Professional Development for Paras
 9. English Learner (EL) Professional Development

Access & Success in
Academic Learning

- 
1. HVAC Replacement at MH
 2. HVAC Engineering at MUHS

Healthy Schools / Indoor Air
Quality

ARP ESSER Expenses by TYPE





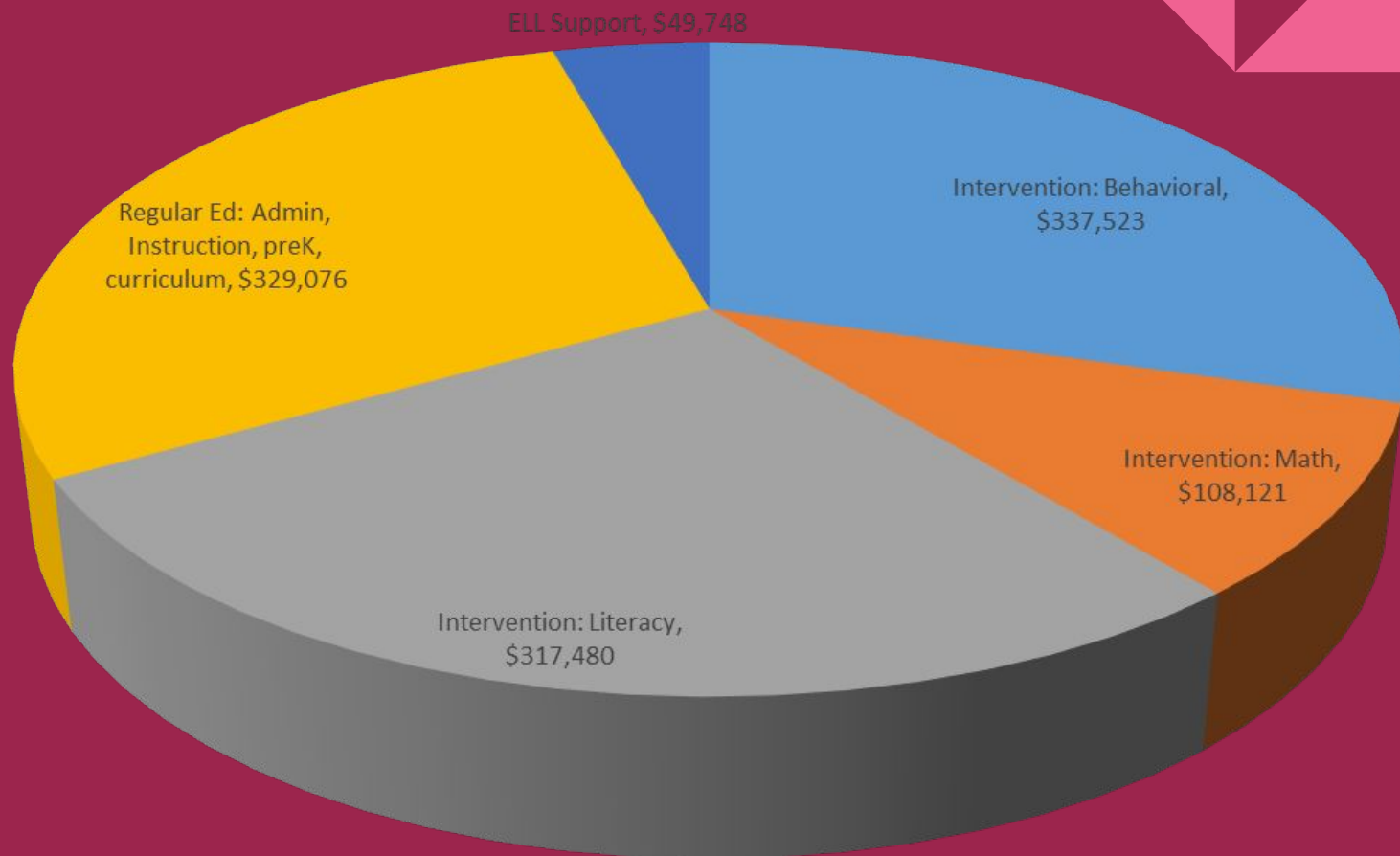
FY23 FTE: 4.0

FY24 FTE: 12.75

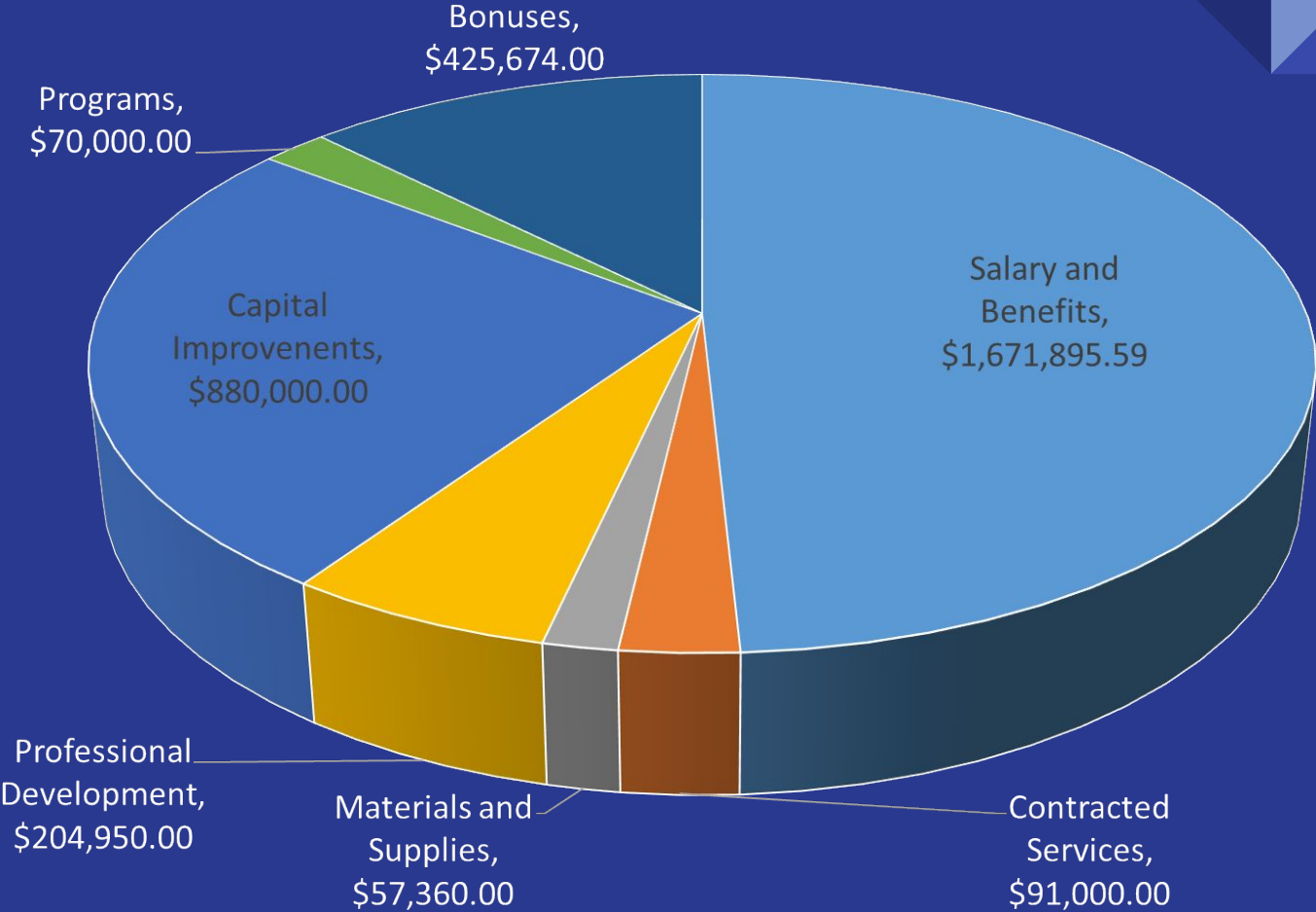
(Increased due to ESSER II ending)

FY24 Salary and Benefits: \$1.27M

Distribution of Payroll by Major Job Class



ARP ESSER Expenses by TYPE





Total Retention Bonuses:
\$425,674



Capital Improvements: \$880,000

- MH HVAC Project
 - Seeking additional funds.
- MUHS HVAC Engineering



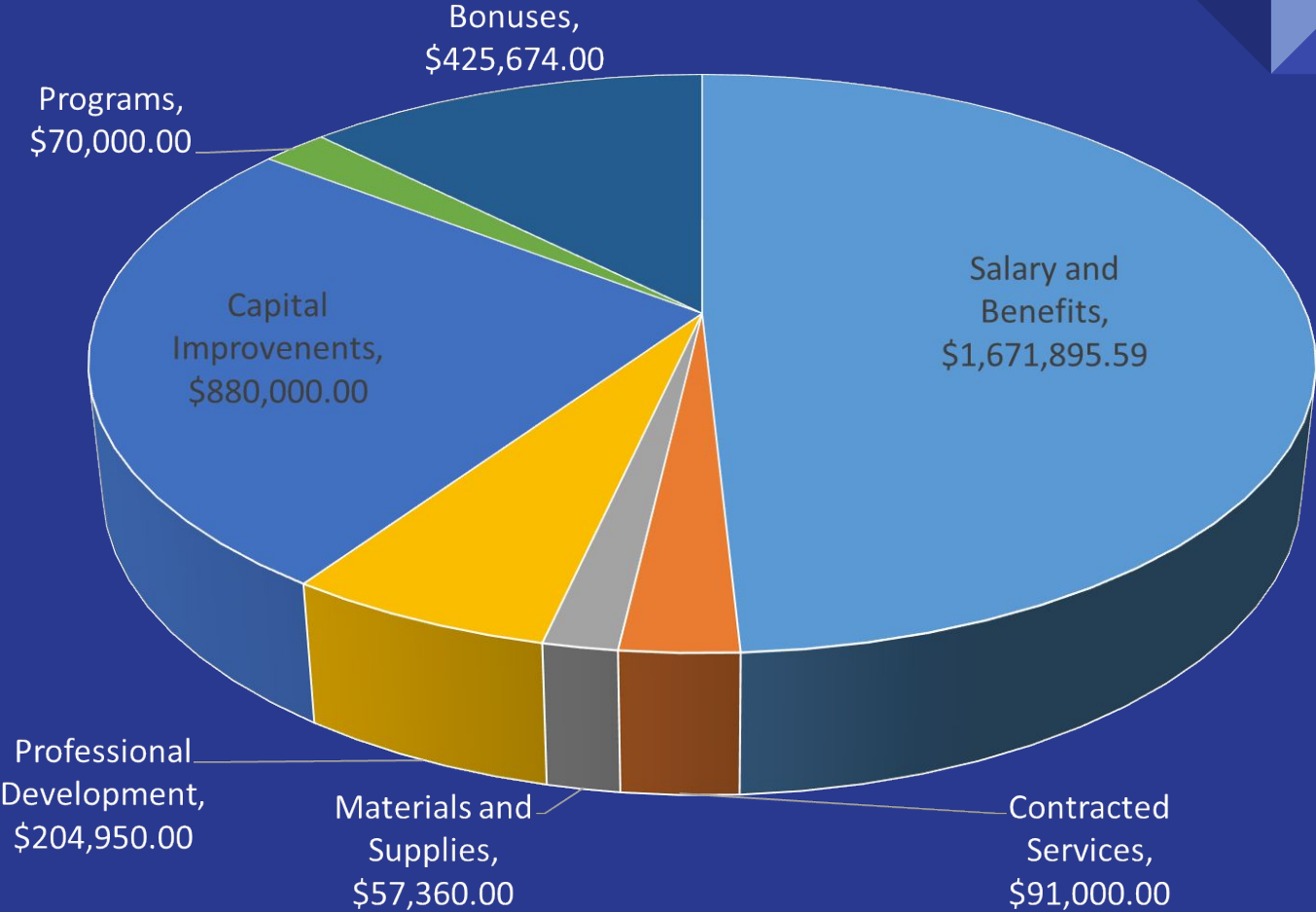
Contracted Services: \$126,000

- Responsive Classroom, Virtual Literacy, Literacy Audit, etc.

Summer Program \$70,000

- Was larger investment.
- Unable to hire coordinator

ARP ESSER Expenses by TYPE





Professional Development: \$204,950

- Math
- Literacy
- ELL
- Paras
- Mindfulness

Materials and Supplies: \$57,360

- Math
- Literacy
- Software

9/6/23 Draft



Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, Weybridge



ADDISON CENTRAL SCHOOL DISTRICT

2023
STRATEGIC PLAN

Strategic Plan Development 2021-2023

- Two phases of ACSD stakeholder engagement.
- Intentional efforts made to engage traditionally underrepresented members of the ACSD community.
- All phases of this Strategic Plan have been deliberately rooted in equity.

Strategic Plan Background



2021-2022

ACSD Advisory
Committee
develops
recommendations
to the Board

Oct 2022

ACSD Board
develops and votes
to approve 3
Strategic Plan Goals,
Mission, Vision &
Equity Definition

2022-2023

ACSD Board tasks
"Action Team" with
drafting the strategies
and action steps to
meet the Board
Strategic Plan Goals

Sept 2023

Board asks for clarity,
updated goal 3

Oct 2023

ACSD Admin
present 2 choices as
possible
next steps

2 Choices

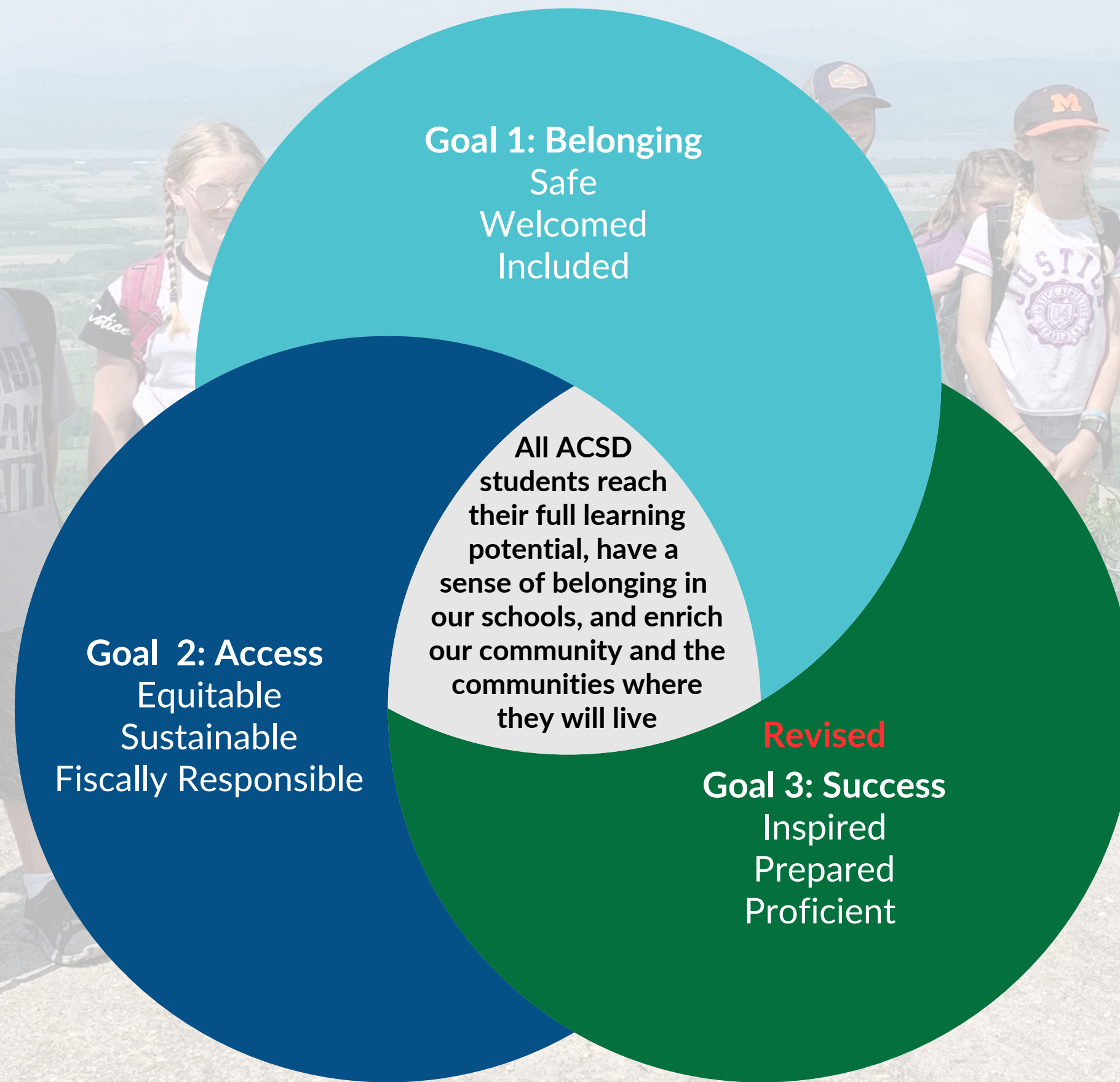
Choice 1: Minor adjustments to the current *draft* Strategic Plan. Focus on adding specificity to Goal 3 [Success]. Basic timeline for approving the plan is retained.

Choice 2: Create a new timeline for a revised Strategic Plan.

Choice 1 Considerations

- Goal 3 [Success] is adjusted to **add specificity about academic proficiency** and to **tie it more closely to the educational achievement gap**.
- The Strategic Plan for Equity **retains the intent and work of the stakeholder Advisory Committee and Action Team**.
- The draft plan is approved and moves forward to the **ACSD implementation team** to prioritize strategies and action steps to meet the Board's goals.

The Foundation of the Strategic Plan: The 3 Board Goals





Board Goal 1&2: Support Goal 3

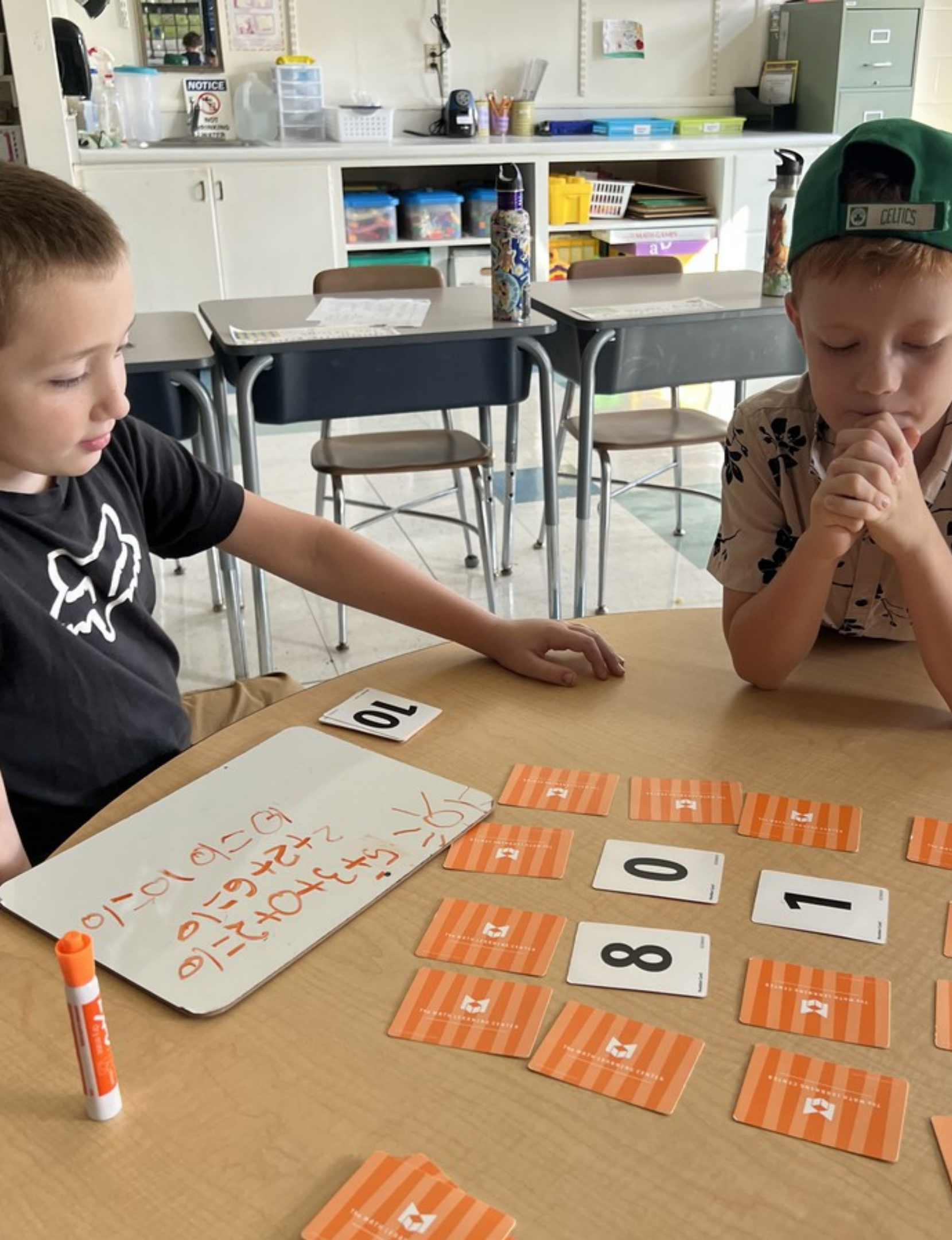
Goal 1: Belonging

- A sense of belonging is a protective factor
- Improvement in students' sense of belonging positively impacts academic achievement
- Students' sense of belonging is key to their positive, successful experiences in schools

Borman, Rozek, Pyne & Hansleman, 2019;
Furrer & Skinner, 2003;
Goodenow, 1992;
Hamre & Pianta, 2005.

Goal 2: Access

- Access to instructional resources and are an essential ingredient in students academic success



Board Goal 3: Recommended revisions

[Current] ACSD's learning environment will inspire a passion for learning and value diverse identities and abilities, while preparing our students to make positive contributions to the community and beyond.

[Add] ACSD will raise each grade-cohort's math and literacy proficiency levels to 80% proficient by 2029, as measured by the VTCAP. The achievement gap between the general population and historically marginalized-FRL, IEP, BIPOC- students will be decreased by 50% for each grade-cohort for math and literacy between 2024-2029 (baseline year 2023).



What is the achievement gap?

The educational achievement gap is best understood as the persistent gap in academic achievement *between* educationally marginalized students and educationally centered students.

In ACSD, this gap most impacts students:

- Identified for an IEP
- Living in poverty or near poverty
- Minoritized because of race/ethnicity

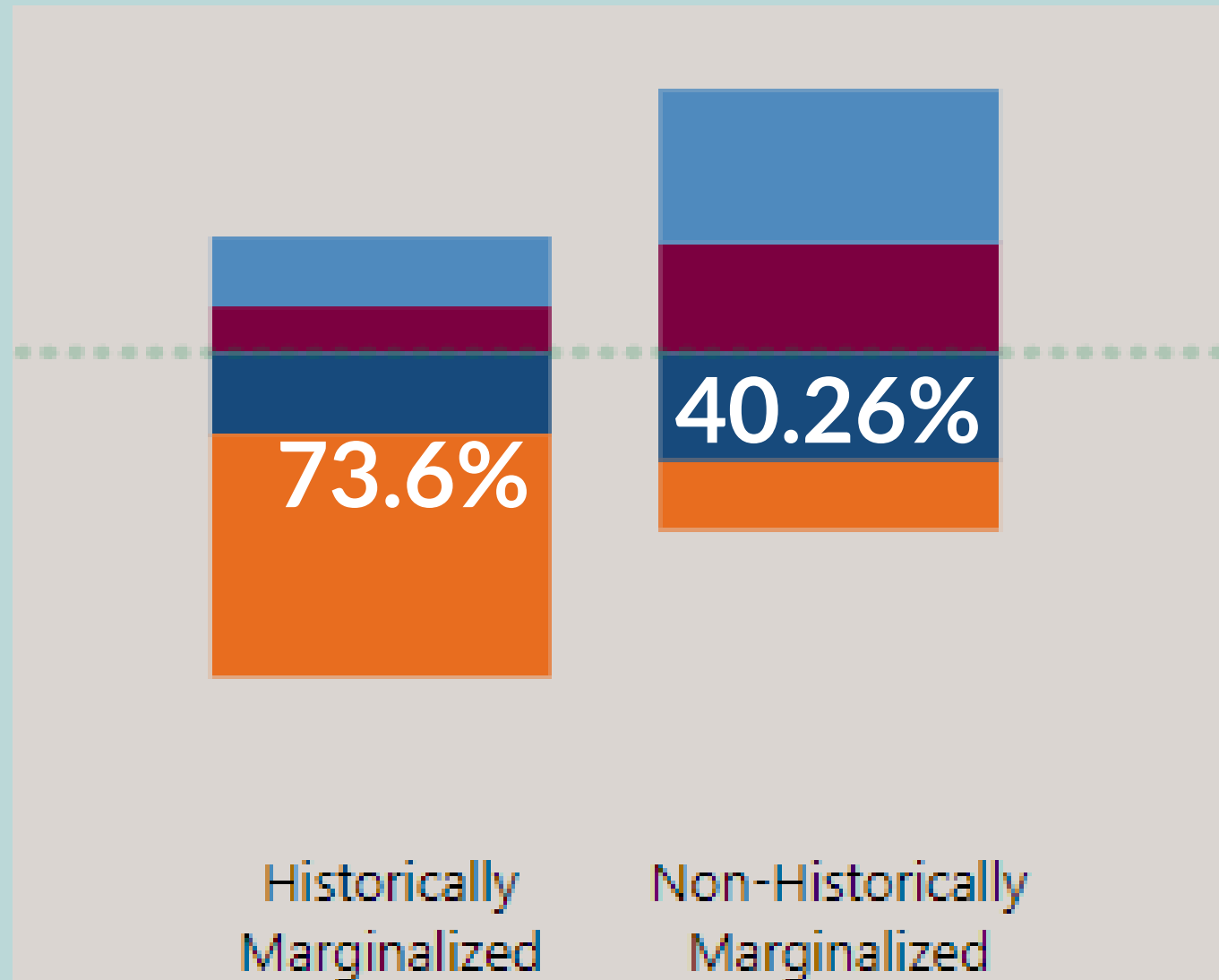
ACSD's Achievement Gap

Historically Marginalized Students

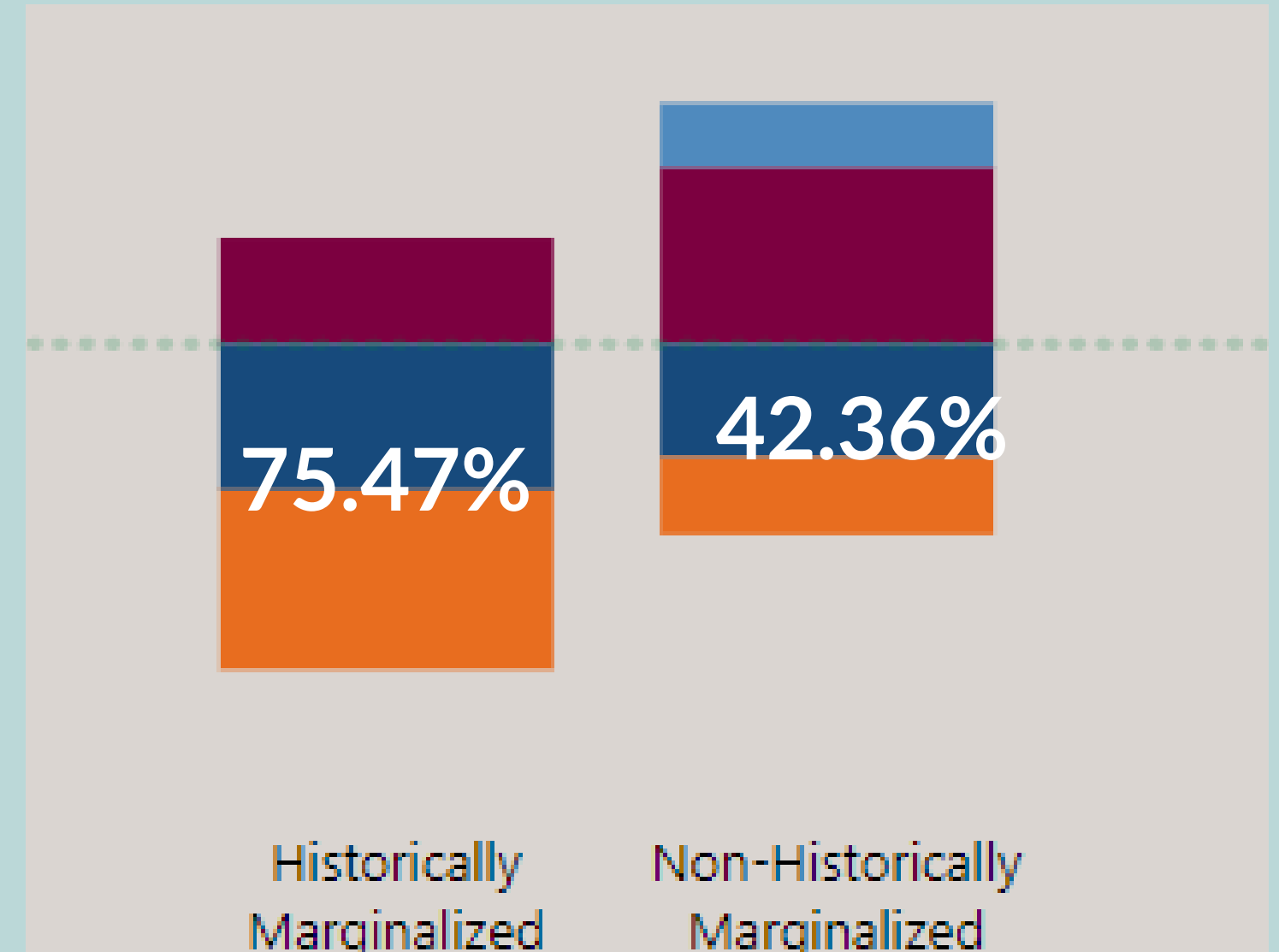
2022 State Assessments

- Proficient With Distinction
- Proficient
- Partially Proficient
- Substantially Below Proficient

ELA Grade 3



ELA Grade 8



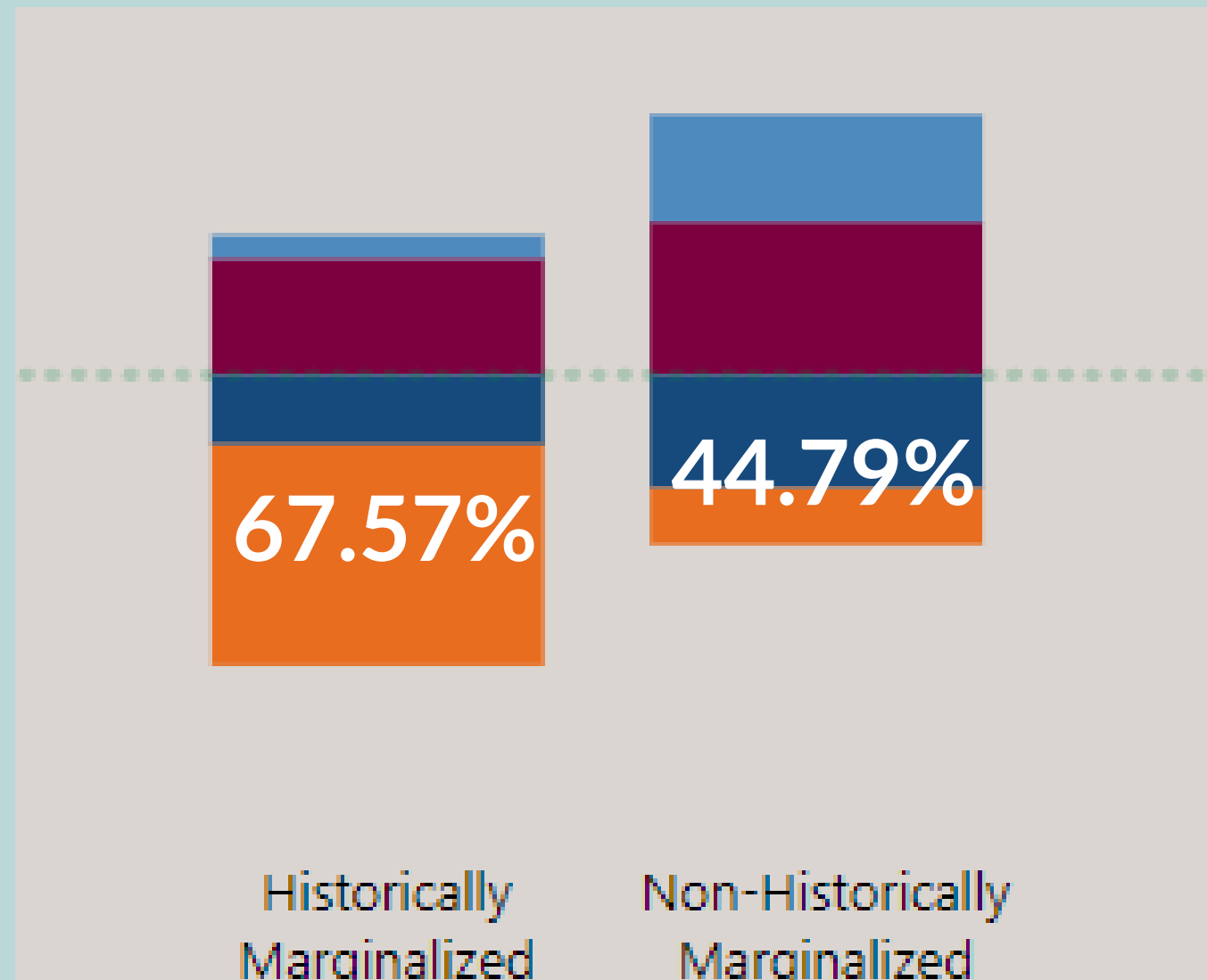
ACSD's Achievement Gap

Historically Marginalized Students

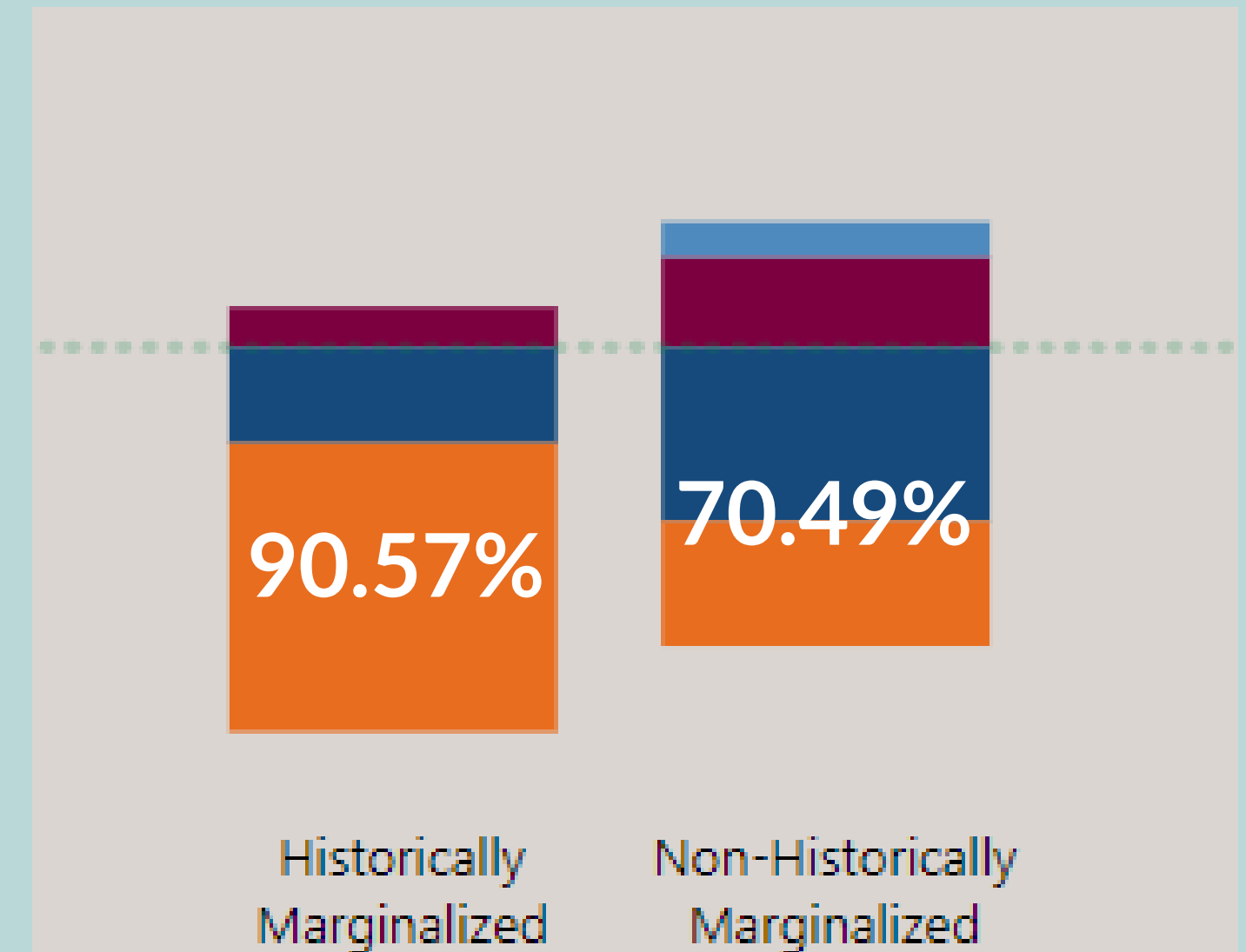
2022 State Assessments

- Proficient With Distinction
- Proficient
- Partially Proficient
- Substantially Below Proficient

Math Grade 3



Math Grade 8



Choice 1 Proposed Timeline



October 2023

Board approves



November 23

ACSD Administration
Implementation Team
begins work



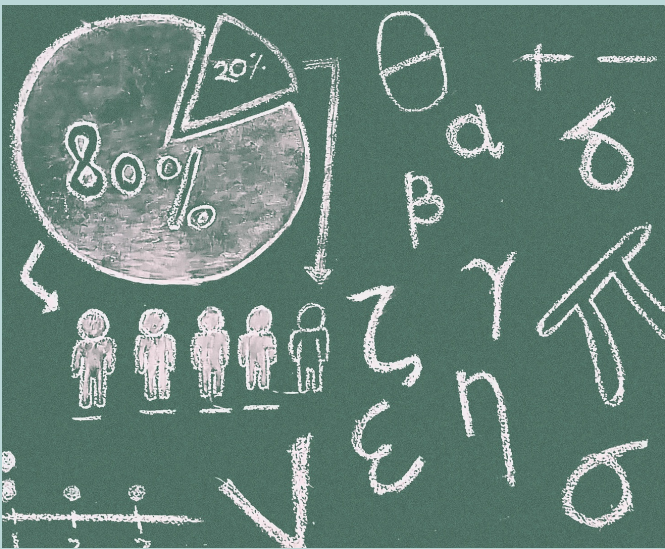
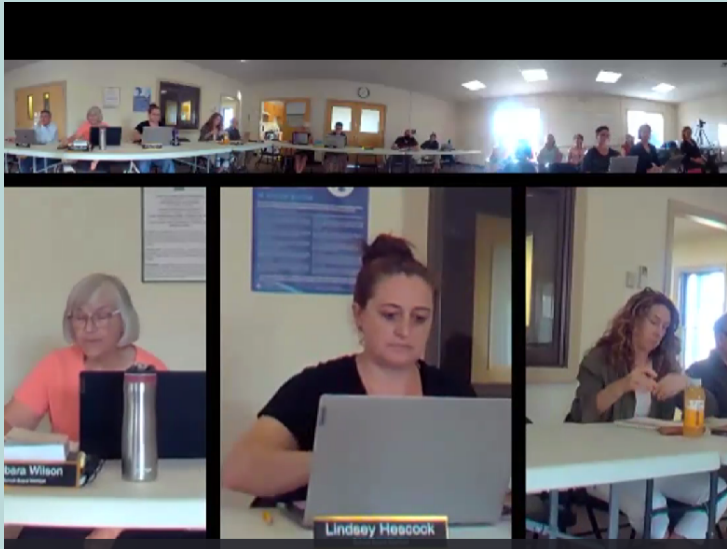
May 2024

Implementation Team
provides quarterly
updates

Choice 2 Considerations

- Provides time and space for the Board to rewrite its goals.
- Brings school administrators into a more centralized role revising the strategies and action steps to support new Board goals.
- Shifts implementation to the fall of 2024.

Choice 2: Proposed Timeline



November 2023

Board writes new goals



Dec '23 - Feb '24

Strategic Plan
Strategies and Action
Steps are re-drafted



March 2024

Board votes on new
Strategic Plan



May 2024

ACSD Administration
Implementation Plan
Begins

Administration Recommends



Choice 1: Minor adjustments to the current *draft* Strategic Plan. Focus on adding specificity to Goal 3 [Success]. Basic timeline for approving the plan is retained.

Questions?

10/5/23 Draft



Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, Weybridge



ADDISON CENTRAL SCHOOL DISTRICT

2024-2029 STRATEGIC PLAN

TABLE OF CONTENTS

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<u>ACSD Advisory Committee on Equity</u>	04
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<u>Glossary</u>	10
<u>End Notes</u>	11



EXECUTIVE SUMMARY



The Addison Central School District (ACSD) is building a new 5-year Strategic Plan designed to prioritize the success of every student. This Strategic Plan is the result of strategies and action steps developed in 2023 by the Addison Central School District (ACSD) Action Team to advance the ACSD School Board's three major strategic goals. Each phase of the Strategic Plan has been deliberately rooted in equity.

The Strategic Plan was informed from the 2021-2022 work of an Advisory Committee comprised of diverse community members, school community stakeholders, input and data collected to-date by the District, and the 2023 Action Team's deliberations to find the actionable items that will have the greatest impact while addressing inequities within our district. The creation of the Advisory Committee and Action Team and the work of both groups included intentional efforts to engage traditionally underrepresented members of the ACSD community including those living with disabilities, living in poverty, and those who identify as LGBTQ+ and BIPOC. There have been additional, ongoing opportunities for students, families, staff, and community members (stakeholders) to stay up to date and shape the direction of the Strategic Plan.

The three foundational Board goals focus on students' access to resources, sense of belonging, and academic success. In concert, these goals are crucial to reaching our vision that all ACSD students 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. Further, research shows that the twin goals of access and success are foundational to a students' ultimate success. A sense of belonging is a protective factor which leads to positive, successful experiences in school. Meanwhile, an equitable, sustainable, fiscally responsible access to instructional resources and staff are an essential ingredient to fulfilling their academic success. Finally, academic success

cannot be achieved without recognizing the persistent achievement gap. The educational achievement gap is best understood as the persistent gap in academic achievement between educationally marginalized students and educationally centered students. In ACSD, this gap most impacts students who have been identified for an IEP, those living in or near poverty, and those minoritized because of race or ethnicity.

This Strategic Plan was developed with the understanding that persistent gaps and disparities exist in our schools. By bringing a diversity of our community to the table, we worked to identify and prioritize strategies and action steps that could meet the Board's goals. The work was done with the understanding that the strategies and action steps will be implemented over the course of five years under the guidance of a district staff implementation team. The pages below detail the foundational work of the ACSD Board which includes their newly drafted mission, vision and three strategic goals; the design and purpose of both the Advisory Committee for Equity and the Action Team; the detailed Strategies and Action steps for each Strategic Goal; a Glossary; and Endnotes which offer additional context for this work. You may find additional information on ACSD's Strategic Plan webpage: <https://www.acsdvt.org/district-link/equity-work>

We are exceptionally grateful to all of the members of our community who came to the table to support this work.

FOUNDATIONAL BOARD WORK

The ACSD Board adopted the following Mission and Vision statements, Equity Definition, and Strategic Goals on October 10, 2022. This work served as the foundation for the ACSD Action Team to develop strategies and action steps to meet the ACSD Board's strategic goals.

Mission

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

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.

Strategic Goals

BELONGING. Everyone will feel safe, welcomed, and included in our schools and the district. Students and families will be able to engage with the school system in valuable ways.

ACCESS. ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and fiscally responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all of our students.

SUCCESS. ACSD's learning environment will inspire a passion for learning and value diverse identities and abilities, while preparing our students to make positive contributions to the community and beyond.

Equity Definition

Educational equity means that our schools provide each student with a high-quality, universally designed, and culturally responsive curriculum. It also means students will be able to access programs and services that meet their needs. Our students succeed when we are responsive to their academic, social, and emotional wellbeing.

Educational equity means valuing various identities because diversity enriches our school community. This includes, but is not limited to, identities based on race, ethnicity, religion, family economics, class, geography, ability, language, sexual orientation, gender, immigration status, or initial proficiencies.

Educational equity requires ongoing efforts to identify, acknowledge, and disrupt inequitable practices in our district. It requires us to acknowledge our biases as individuals and as a district. We also must commit to making changes to address inequities to improve outcomes for all students.

ACSD adopted an equity policy (C29) in 2020, which includes a more detailed equity definition and implementation statement. The policy can be found on the district policy [website](https://www.acsdvt.org/school-board/policies-procedures):
<https://www.acsdvt.org/school-board/policies-procedures>

2021-2022 ADVISORY COMMITTEE

DESIGN & PURPOSE

The Advisory Committee on Equity was comprised of students, parents, staff, administrators, and community members. Particular attention was given to selecting members who hold underrepresented identities (ex: Black, Indigenous, people of color, LGBTQ+ folks, people living in poverty, people living with a disability, etc.). The committee had 13 members. 3 students, 2 parents/caregivers, 2 educators/staff, 4 community members at-large, 1 principal and the Director of Equity and Student Services.

The Advisory Committee was asked to advise ACSD in four ways:

- Help define equity in the planning process
- Advise how to better engage the community
- Provide input on what data should be collected by the district, and
- Work in partnership with the board and staff to develop priorities and then determine how to work towards those priorities.

MEMBERS

Amanda Gomes, MUHS Student
Addison Copeland, MUHS Student
Abigail Sunderland, MUHS Student
Christal Brown, parent MUMS
Ruth Shattuck Bernstein, parent Shoreham and MUHS
Liam Battjes-Greenwood, staff MUMS
Claire Benjamin, staff Cornwall
Christina Wadsworth, staff Weybridge
Michael Little, parent MUMS
Jessie Witscher, parent MUMS
Alejandra Perez, parent Bridport and MUMS
Esther Charlestin, Community Members/Elected Leader
Justin Campbell, Principal MUHS
Nicole Carter, Director Equity and Student Services



Co-chair's Esther Charlestin & Amanda Gomes, MUHS '23

STAFF & CONSULTANTS

Emily Blistein, Director of Communications and Engagement
Emma Mulvaney-Stanak, Consultant
Lisa Ryan, Advising Consultant

STRATEGIC PLAN ACTION TEAM

DESIGN

The ACSD Action Team was comprised of students, parents, staff, administrators, and community members. Particular attention was given to selecting members who hold underrepresented identities (ex: Black, Indigenous, people of color, LGBTQ+ folks, people living in poverty, people living with a disability, etc.). The committee had 15 members; 4 students, 3 parents/caregivers, 3 educators/staff, 1 principal, the Director of Equity and Student Services, Director of Finance and Operations, and Director of Teaching and Learning.

The ACSD School Board and school district tasked the Action Team with:

- Reviewing the work of the Advisory Committee, district data, and inviting other stakeholders in to advise on where ACSD is doing well and where we are falling short to meet the diverse needs of our community.
- Drafting strategies and action steps that identify the greatest leverage points that ACSD can act upon to meet the Board's strategic goals and vision/mission (adopted October 2022), while using the District's equity definition as a lens in their analysis.
- Sharing draft recommendations with the ACSD Board for consideration and approval.

MEMBERS

Alixis Williams, 9th grade student MUHS
Aislynn McGill, 10th grade student MUHS
Camila Blanco, 12th grade student MUHS
Chad Fredette, 12th grade student MUHS
Samantha Paine, parent Shoreham and MUHS
Jess Vennable-Novak, parent Mary Hogan
Linda January, parent Bridport
Ben Long, MUHS math teacher and parent
Kelly Landwehr, Lead Nurse and parent
Meg Baker, Pre-K Coordinator and parent
Bjarki Sears, Principal Salisbury School
Esther Charlestin, MUMS Dean of Culture and Climate
Nicole Carter, Director of Equity and Student Services
Caitlin Steele, Asst. Superintendent of Teaching and Learning
Matthew Corrente, Director of Finance and Operations



Co-chair's Samantha Paine & Camila Blanco, MUHS '23

STAFF & CONSULTANTS

Emily Blistein, Director of Communications and Engagement
Emma Mulvaney-Stanak, Consultant
Lisa Ryan, Advising Consultant

PROCESS

The Team met from January 2023-June 2023. ACSD hired consultant Emma Mulvaney-Stanak of EMStrategies to plan and guide their work. The Team began by establishing norms, agreements, and electing co-chairs (one student and one adult) to help serve as leaders and liaisons to the District. The group then began to review the work of the 2022 ACSD Advisory Committee and ACSD board. They also reviewed data and input collected to-date by the district through surveys and community meetings. The Team began to create an initial list of strategies and action steps from their analysis that aligned with the Board's strategic goals. Additional stakeholders were identified to help identify gaps in knowledge and insights in how the District could deepen its work to address inequities. Those stakeholder groups included numerous school and community members with a perspective and/or lived or professional experience on:

- Current resource allocation within the district
- Poverty and socioeconomics
- Marginalized identities
- Special education and students living with disabilities

The Team deliberated on the additional feedback received from stakeholders and refined its recommendations. They used an equity rubric planning tool to help identify strategies and action steps that would leverage the biggest impact on existing inequities while engaging as much of the school community as possible.

Throughout the Team's work, the group worked to intentionally design meetings and ways to engage participants with best practices for youth-adult partnerships. This included holding youth advisory meetings where youth were in the majority to help advise the ACSD consultant and staff on ways to continually improve our work together.

Minutes from each of the Team's meetings can be found on the District's strategic plan webpage. <https://www.acsdvt.org/district-link/strategic-plan>. These documents include a summary of who met with the Team from various stakeholder community groups.

[RECOMMENDED] STRATEGIC PLAN STRATEGIES AND ACTION STEPS

Goal 1: Belonging - Everyone will feel safe, welcomed, and included in our schools and the district. Students and families will be able to engage with the school system in valuable ways.

Strategy 1: Build a system for universal wellbeing, positive culture, and a sense of belonging based on evidence-based practices that support youth.

Action Steps:

1. Expand learning opportunities outside of school by prioritizing JEDI (Justice, Diversity, Equity, and Inclusion) education for all school community members in partnership with JEDI education professionals.
2. Create restorative communities, proactive practices, and policies by implementing a human-centered versus rules-centered system of conflict resolution for the entire school community.
3. Create student-centered systems where staff intentionally check-in with students and use tools such as affinity spaces to promote student well-being. Provide staff training to promote student connection. Encourage students' agency to develop these systems and tools.
4. Ensure all school spaces and experiences are welcoming and create a sense of belonging to marginalized school community members—students, staff, families, and community. Invite marginalized community members to inform how to create these spaces and experiences.

Strategy 2: Elevate and prioritize students' mental health.

Action Steps:

1. Starting in PreK, develop appropriate understanding of mental health among students. Offer differentiated mental health support based on students' needs.
2. Train teachers and staff to help identify students that may need mental health support. Include teachers and staff in support plans.
3. Support staff to understand, support, and celebrate the diverse make-up of the ACSO community. Design support systems that are culturally responsive to our community.
4. Recognize that mental health for the majority of students is most supported by choosing to implement approaches to learning that provide students with strong and consistent relationships.
5. Prioritize age appropriate sensory, movement, outdoor time, and creative experiences into the school day from PreK to graduation.

Strategy 3: Put students who traditionally and historically experience marginalization first when engaging in decision making and planning.

Action Steps:

1. Amplify and celebrate student voice and experiences, especially diverse and historically marginalized students.
2. When there is a district or school-wide decision to be made, use an equity rubric¹ to examine if the decision benefits marginalized students/school community members. Ensure it does not contribute to inequities experienced by marginalized people.
3. Provide and match families with support needed to negotiate the school systems. Consider family mentors, advocates or liaisons, parent advocacy groups, and district welcome resources.

Goal 2: Access - ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and fiscally responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all of our students.

Strategy 1: Create Data-informed, equity-based resource allocation systems.

Action Steps:

1. Fiscal Management Systems.
 - a. Create an equity-informed budget² preK-12 by using weights and other metrics to factor in small schools and equity needs of students by researching other districts' approaches.
 - b. Identify and remedy inequitable approaches to accessing resources within schools.
 - c. If students are not able to access the services they need in their elementary school, consider a criteria-informed, equity-informed school placement³ at another school within the district.
 - d. Optimize resource access and allocation to move the district towards a more unified and "one community" structure and culture.
 - e. Create an equity-based rubric⁵ for assessing the district's programs and systems.
2. Equitable Staffing
 - a. Develop a strategic staffing model among the schools. Look at recruitment and retention strategies for staff, especially during challenging times.
 - b. Provide students with access to medical services by having at least a minimum of one full time nurse at each school and adequate medical and support staffing.⁶
 - c. Look at positions (ex: mental health) that need to be paid on a different scale than teachers to more effectively recruit and retain.
 - d. Diversify educator and staff workforce. Specifically, hire BIPOC teachers and administrators and understand the importance of all youth/families seeing BIPOC educators/leaders.
 - e. Create a hiring process that uses an equity lens, accounts for implicit bias in hiring, and prioritizes skills/expertise among applicants' inclusion/equity knowledge and practices.
 - f. Be transparent about the logic, funding sources, and school-level and district-level decision making process behind staffing levels in each school. Use equity rubric⁷ in these decisions.
 - g. Wrap equity into staff supervision and evaluation systems.

Strategy 2: Collect, analyze, and report on resource allocation data⁸

Action Steps:

1. Collect data necessary to inform equity-based decisions in the district and align decision making based on data.
2. Prepare an annual report to the Board. Specifically address initiatives and feedback on initiatives for:
 - a. School Buildings
 - b. Staffing
 - c. Marginalized identities
 - d. Poverty
 - e. Special Education
 - f. PreK
 - g. After School
3. Integrate data into fiscal management and staffing systems.
4. Analyze system responsiveness and favor those that are quick and responsive, vs. sluggish, especially related to addressing issues of harm and inequity, but also special education (efficient response), mental health. Minimize red tape.
5. Include an Equity Narrative in the Budget Book detailing historical process, annual intentional progress, budget effects, and next year goals.
6. Evaluate and address whether our after school and preK programs meet community needs. Address equity gaps in collaboration with community partners.

Goal 3: Success - ACSD's learning environment will inspire a passion for learning and value diverse identities and abilities, while preparing our students to make positive contributions to the community and beyond. ACSD will raise each grade-cohort's math and literacy proficiency levels to 80% proficient by 2029, as measured by the VTCAP. The achievement gap between the general population and historically marginalized- FRL, IEP, BIPOC- students will be decreased by 50% for each grade-cohort for math and literacy between 2024-2029 (baseline year 2023).

Strategy 1: Identify and address systemic barriers that affect student success in every classroom due to but not limited to, primary language spoken, socioeconomic status, disability status, or marginalized identities.

Action Steps:

1. Leverage staff knowledge and skill to support general education teachers to adapt and strengthen lesson plans and investigate inconsistencies in classrooms.
2. Use modeling to better anticipate students' needs for accommodations in learning, address inconsistencies in the referral process for special education, and reduce the stigma for special education students.
3. Increase accessibility of curriculum by using evidence-based tools and strategies most effective for all students regardless of ability.

Strategy 2: Build capacity for culturally responsive practices by bringing in voices to help diversify the curriculum, facilitate difficult or courageous conversations, and put diverse resources into the community.

Action Steps:

1. Offer role-appropriate professional development for teachers, staff, and administrators that creates a responsive and inclusive environment. Add more family education and provide them resources about diversity and culturally responsive communities.
2. Improve and use year-round diverse curriculum content that reflects different cultures, marginalized identities, and socio-economic privilege. Offer curriculum in inclusive, safe, and engaging ways for all students, especially for students with marginalized identities. Create a consistency in curriculum between schools. Seek and incorporate student feedback on curriculum improvements. Incorporate state's new District Quality Standards and Education Quality Reviews from AOE (Act 1, 2019).
3. Create accountability for all staff based on their role and responsibilities in the district in creating an inclusive and responsive environment.

Strategy 3: Provide multiple pathways for students that are equally dynamic and celebrated to assure student success.

Action Steps:

- Establish consistent grading practices, allowing for effective analysis of fairness and equity in assessment.
- Continue to value and enhance celebrating student success beyond traditionally celebrated high achievements in sports, grades, and college placement.
- Ensure all pathways are seen and valued as equally viable and vibrant options beginning in elementary school. This includes access to outdoor time, unified arts subjects, and alternative learning environments.
- Make flexible pathways, including early college, more accessible to students during the transition to the start of high school.
- Better utilize and introduce the Hannaford Career Center to families and students before high school.

GLOSSARY

Affinity Space: An affinity space is a physical or virtual space intended to be free of bias, conflict, criticism, or potentially threatening actions, ideas, or conversations. The purpose of an affinity space is to provide a positive, affirming environment for groups, often those who feel marginalized, to come together and engage in open and honest dialogues.

Bias: A form of prejudice that results from our need to quickly classify individuals into categories.

Cultural Competency: Cultural competency involves an ability to increase one's awareness about personal biases, assumptions, attitudes and worldviews; specific knowledge of cultures, history, worldviews, languages, and diverse experiences; and a repertoire of skills that allow one to effectively intervene in personal and professional domains.

Equity: The fair treatment, access, opportunity and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is necessary to provide equal opportunities to all groups. Also, see ACSD's educational equity definition on page 2 of this report.

Equity Rubric: A comprehensive tool with a series of categories, questions, and/or criteria to help people better understand equity and make decisions that result in more equitable outcomes.

Flexible Pathways: Flexible Pathways are any combination of high-quality expanded learning opportunities, including academic and experiential components, which build and assess attainment of identified proficiencies and lead to secondary school completion, civic engagement and postsecondary readiness. Flexible pathways allow students to apply their knowledge and skills to tasks of personal interest as part of the personalized learning planning process.

Implicit Bias: Negative associations expressed automatically that people unknowingly hold and affect our understanding, actions and decisions; also known as unconscious or hidden bias.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Justice, Equity, Diversity, Inclusion (JEDI): A more detailed summary of the ways aspects of diversity and equity work together. Justice refers to a goal of vision for social change that requires redressing past inequities. Equity refers to a practice where people receive resources they need to participate in society. Diversity is the difference between people, things, and experiences. Inclusion is the practice of valuing unique experiences and contributions people have to offer.

Marginalization: A social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and constructed as insignificant, peripheral, or less valuable/privileged to a community or "mainstream" society. This term describes a social process, so as not to imply a lack of agency. Examples of marginalized groups include, but are by no means limited to, groups excluded due to race, religion, political or cultural group, age, gender, or financial status.

Multicultural Competency: A process of embracing diversity and learning about people from other cultural backgrounds. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them.

Restorative Practices: Restorative practices are used in schools to foster an equitable and positive school culture. Restorative practices focus on strengthening relationships and connections between individuals, both youth and adults, in a school community. Restorative practices offer schools an alternative to traditional disciplinary actions that center on punishment for misbehavior and breaking rules.

END NOTES

1. ACSD is still developing its understanding and consistent use of equity as a concept across the district. This includes understanding how to use tools that help address inequities and proactively move the district towards more equitable outcomes. Rubrics are often used in public education settings. The Team recommends ACSD seek additional resources and models from other districts or professionals to find a **decision making equity rubric** that works well for ACSD's size and capacity. The Team's objective is for the district to consistently use a rubric tool by district and building leaders when making decisions and have it be well understood by those who use it.
2. **Equity based budgeting** is a concept ACSD should seek additional resources, models, and case studies to learn how such tools are used effectively. The Team learned the Burlington School District uses an equity based budgeting process, which may be a useful reference point. The Team recommends using weights and metrics as part of the calculations to inform such a budget. The group did not have the expertise or time to explore these concepts in more detail. However, they suggest looking to the State of Vermont education funding weights formulas to begin to understand how weights could be developed to fit ACSD's needs. The team's objective is to encourage the board to move away from per pupil budgeting that does not account for the unique needs of individual students who may need more resources to be successful (Goal 2). The group also encourages the board to challenge concepts of "zero sum" thinking where funding one new initiative would directly mean another initiative would be cut or initiatives are set up to compete against each other. Building a budget committed to student access and equity requires analyzing the budget across all budget items so the district can prioritize what needs to be funded to meet the strategic plan goals. It will also allow the district to identify new areas where additional revenue can be raised in creative ways.
3. The group's objective is to encourage the district to be clear and consistent with school placement criteria it would use to allow students to be placed in schools other than the school in their town. The group also noted there are many reasons why a student would benefit from school placement ranging from special education services, language access, students living between multiple households, and experiences of harassment/bullying. The Team encourages the district to examine its current school placement criteria and other school district placement models to find the best approach. They also encourage the district to be careful not to create criteria that would create more inequity for a student/family such as unmet transportation needs.
4. The group observed schools within the district act very independently of each other which contributes to a lack of **community and continuity** throughout the district. The group encourages the board and district to consider the multiple ways the district can work to unify programs, systems, and approaches to delivering education separate from school consolidation. In particular, things such as joint fundraising across elementary schools for student activities and/or a consistent staffing model between schools would begin to address inequities between schools. Other efforts, such as one athletic team name across the district and efforts to bring elementary classes together for projects, can support more successful transitions for students between elementary and middle school. The Team wanted to note that ACSD's continued conversation about **school consolidation** and the needs of small schools may present conflicting approaches for how to advance equity based decision making, especially related to budgeting resources. The Team did not have the time to adequately explore the question of consolidation and there are conflicting opinions among the group (and larger community) on whether the district should pursue it. However, the Team did agree the board and district should proactively dialogue about consolidation with the school community, as it is a critical part of how ACSD defines equitable outcomes for its students.
5. See decision making equity rubric endnote.
6. The Team made this recommendation based on stakeholder feedback on the critical physical and mental well-being of students. The Team recognizes staffing levels in small schools can be a challenging balance. The group encourages the district to examine how equity based budgeting and challenging "zero sum" thinking can reimagine how past staffing decisions often are made, e.g. one new position means the loss of a pre-existing position. Also, there was some disagreement about the recommendation of a minimum full time nurse at every school among the group due to concerns about negative impacts on other staff positions being cut.
7. See decision making equity rubric endnote.
8. When conducting assessments and analyzing data, the Team recommends the district use culturally competent and equity-informed practices. This includes using a variety of tools to collect data and feedback from the school community.

DRAFT

ACSD BOARD WORK PLAN FOR 2023-2024 (DRAFT)

Ongoing Activity

Special Activity

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
1. Strategic Plan Approval and Implementation														
1.1. Review and provide input on plan			X	X										
1.2. Approve plan					X									
1.3. Oversight of Strategic Plan Implementation and Defining Reporting Expectations							X	X	X	X				
2. Hire a Permanent Superintendent														
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)

Ongoing Activity

Special Activity

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
2.6. Work with Mac & Jake to establish superintendent evaluation goals and objectives (June 2024?)													X	
3. Preparation work towards Bond														
4. Contract Negotiations					X	X	X	X						X
5. Ongoing Board Governance Activities														
5.1. Elect board officers at first meeting after annual elections										X				
5.2. Make committee assignments and other appointments										X				X
5.3. Onboard new board members										X	X	X	X	
5.4. Prepare and approve annual board work plan				X	X									
5.5. Set board goals/objectives annually												X		
5.6. Hold board retreats (2 to 3/year)		X										X		X

ACSD BOARD WORK PLAN FOR 2023-2024 (DRAFT)

Ongoing Activity

Special Activity

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
5.7. Schedule and hold Board education sessions ¹ (schedule and topics to be set as part of work plan)														X
5.8. Receive progress reports towards Strategic Plan strategies and action steps (quarterly)													X	
5.9. Review Annual Strategic Plan Report (March 2025)										X				
5.10. Review and develop plan for adopting new AOE Governance Rules					X				X	X	X			
5.11. Conduct and review board self-evaluation											X			
5.12.														
5.13. Review board norms annually												X		
5.14. Review board vision and mission statement annually												X		

¹ Need to figure process on how we decide on topics and frequency. Topics could include SEPAC presentation, educational finance presentation, etc.

ACSD BOARD WORK PLAN FOR 2023-2024 (DRAFT)

Ongoing Activity

Special Activity

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
5.15. Review and approve contracts presented by committees and/or administration														X
5.16. Receive committee reports		X	X	X	X	X	X	X	X	X	X	X	X	X
5.17. Review and approve policies as presented by the Policy Committee														X
6. Finance and Budget Development														
6.1. Review FY25 budget drivers				X										
6.2. Review FY25 budget development					X	X								
6.3. FY25 Cost Center Presentations							X							
6.4. Review draft FY25 budget							X	X						
6.5. Approve final FY25 budget book and warning language								X						
6.6. Annual Budget Meeting								X						
7. Community Relations and Engagement														
7.1. Define Annual Community Engagement Plan													X	

ACSD BOARD WORK PLAN FOR 2023-2024 (DRAFT)

Ongoing Activity

Special Activity

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
7.2. Back to School Nights				X										
7.3. FY25 Budget Driver Outreach							X							
7.4. Other project specific outreach														X
7.5. Solicit stakeholder feedback														X
7.6. End-of-Year & Graduation Events													X	
8. Superintendent Goal Setting and Evaluation ²														

² The process for evaluating the Superintendent will be defined after we have hired a new superintendent.