

## AGENDA

**Addison Central School District  
 ACSD Board  
 Board Meeting  
 Monday, October 23, 2023, 6:30 pm - 9:00 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/82545515257>

- |                                                                                                    |                    |
|----------------------------------------------------------------------------------------------------|--------------------|
| A. Call to Order Upon Reaching A Quorum                                                            | Barb Wilson        |
| 1. Introductions - Board Members, Administrators and Staff                                         | Barb Wilson 5 min  |
| 2. Public Comment on Agenda Items                                                                  | Barb Wilson 10 min |
| B. Recommendation to Approve Minutes of 10/9/2023 and 10/18/2023                                   | Barb Wilson 5 min  |
| C. Approve ACSD Bills                                                                              | James Malcom 5 min |
| D. MCTV Root Cause/Path Forward                                                                    | 5 min              |
| E. Report of the Student Representative                                                            | Eddie Fallis 5 min |
| F. Report of the Superintendent                                                                    |                    |
| 1. Action: Faculty/Staff Appointments/Resignations                                                 | 5 min              |
| a. Appoint Andre Bergeron as a Custodian, 1.0 FTE, Step 1 of Master Agreement                      | Matthew Corrente   |
| b. Appoint Heather Drake as a Paraprofessional, 1.0 FTE, Step 1 of Master Agreement                |                    |
| c. Appoint Hannah Harding-Minton as a Building Based Substitute, 1.0 FTE, Non-Union                |                    |
| d. Elevate Jack Ryea from a part-time Custodian to a 1.0 FTE Custodian, Step 5 of Master Agreement |                    |

- e. Appoint Samantha Willard as a Paraprofessional, 1.00 FTE, Step 5 of Master Agreement
- 2. Action: Motion to approve the prequalification criteria as written and proceed with the next steps to solicit General Contractors for the upcoming Mary Hogan Elementary School ESSER project. Matthew Corrente 5 min
- 3. Presentation: Budget Development #1 Matthew Corrente 45 min
- G. Report of the Chair Barb Wilson
  - 1. Work Plan Update/Review 10 min
- H. Report of the Board 30 min
  - 1. Communications & Engagement Mary Heather Noble
  - 2. Facilities Jason Chance
  - 3. Finance James Malcom
  - 4. Negotiations Steve Orzech
  - 5. Policy Suzanne Buck
  - 6. Addison Central SEPAC Update Joanna Doria  
Suzanne Buck
  - 7. Middlebury Community Television Update Barb Wilson
  - 8. Parks and Recreation Update Lindsey Hescock
  - 9. Patricia A. Hannaford Career Center Steve Orzech  
Tricia Allen
  - 10. Ad Hoc Strategic Planning Committee Barb Wilson
- I. Public Comment - Any Topic Barb Wilson 10 min
- J. Executive Session: Superintendent Search - Personnel 1 VSA 313 (a) (3) Barb Wilson 10 min
- K. Adjournment

Total Meeting Time: 2h 30m

**\*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, October 9, 2023, 6:30 pm - 8:30 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

### *ACSD District Vision and Mission*

#### **OUR VISION**

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#### **OUR MISSION**

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

### **In Attendance**

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

### **Not In Attendance**

Ellen Whelan-Wuest

- A. Call to Order Upon Reaching A Quorum      Barb Wilson

Meeting called to order at 6:31 p.m.

- B. Introductions - Board Members, Administrators and Staff      Barb Wilson 5 min

ACSD Staff and Admin present: Tim Williams, Interim Superintendent; Matt Corrente, Director of

Finance & Operations; Nicole Carter, Assistant Superintendent and Director of Equity and

Student Services; Courtney Krahn, Director of Teaching & Learning; Emily Blistein, Director of Communications & Engagement; Caitlin Steele, MUHS Principal

Eddie Fallis, Student Representative to the ACSD Board also present.

- C. Public Comment on Agenda Items      Barb Wilson 10 min

Mary Slosar of Weybridge provided a comment on the Strategic Planing process -- it seems to her that the Board is on a fast train to adopt the Strategic Plan as is. She offered for consideration: The Board is being presented with a false choice between two options -- one to stick with the existing plan with a few modifications to the third goal. This would require the implementation team to flesh it out instead of the Board, which she does not consider to be a transparent process, and does not allow the District to be accountable to the Board. The second choice, having the Board revisit the goals and return to the process would allow it to take place in a transparent way. She suggests going back. She believes the goals are fine, but what is proposed to achieve those goals is what it in question.

D. Recommendation to Approve Minutes of September 25, 2023 Barb Wilson 5 min

Lindsey Hescoock and Joanna Doria noted a few typos to names that need correction.

Motion to approve the minutes of September 25, 2023 with edits as suggested. Move: Joanna Doria Second: Jamie McCallum Status: Passed

E. Approve ACSD Bills James Malcom 5 min

James Malcolm presented the ACSD Bills, which were read by Jason Chance and himself on October 2, 2023.

General Fund -- \$523,799.81 (~\$185,000 of this figure is payment to CSAC for contracted services)

Payroll -- \$950,980.70

James Malcolm also noted a significant amount of expenses related to opening schools.

Motion to approve payment of the ACSD Bills as presented.

Move: James Malcolm Second: Suzanne Buck Status: Passed

F. Report of Student Representative Eddie Fallis 5 min

Eddie Fallis reported that MUHS just finished its Homecoming celebrations. This year Student Council made an intentional effort to expand celebrations beyond just sports and athletes -- clubs and other activities were honored during the pep rally.

Student Council is also meeting with MUHS administration this week to discuss ways to prevent and address incidents of racism in school -- this is being done in light of the community response to the Esther Charlestin Op-Ed.

The process of identifying the next student rep is almost complete -- hope to have someone identified soon.

Tricia Allen offered gratitude for the inclusivity of Homecoming activities. Steve Orzech thanked Eddie Fallis for his service and report.

G. Executive Session: Superintendent Search - Personnel 1 VSA 313 (a) (3) Barb

Wilson 20 min Entered Executive Session at 7:00 p.m.

Exited Executive Session and re-entered Open Session at 7:20 p.m.

Motion to enter Executive Session to receive legal counsel regarding exemptions for a public records request, per VSA Section 313 (a) (1).

Move: Jason Chance Second: Suzanne Buck Status: Passed

H. Report of the Superintendent Tim Williams

1. Action: Faculty/Staff Appointments/Resignations 5 min

Tim Williams presented the list of ACSD appointments for Board approval.

Brian Bauer asked if these were new positions or filling of existing vacancies. Tim Williams said that as he has indicated before, the Administration will seek Board approval prior to creation of new positions, and that these two appointments are for existing positions that have been vacant. The District is glad to be filling them.

Motion to appoint Brooke Clark as a School Nutrition Assistant, 1.0 FTE, Step 3 on Food Service Schedule, and appoint Tracie Moore as Intensive Needs Paraprofessional, 1.0 FTE, Step 12, per the ESP Master Agreement.

Move: Mary Heather Noble Second: Suzanne Buck Status: Passed

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

Barb Wilson notified the Board about the upcoming meetings for the Vermont Education Health Initiative and Vermont School Boards Insurance Trust on October 27, 2023. These will be held in Fairlee, Vermont in conjunction with the VSBA annual meeting at the Lake Morey Resort. The Board usually authorizes a proxy vote since ACSD has not usually sent someone. Barb indicated that she will be attending the conference and meetings, so will be able to represent ACSD if that is what the Board desires. The Board can also authorize a proxy vote as well.

Steve Orzech said he would be attending as well, but not as a rep for ACSD. The Board discussed whether to authorize Barb Wilson to vote on ACSD's behalf, or authorize a proxy vote.

Motion to approve the certificate of authority to designate Board Chair Barb Wilson to vote on behalf of the ACSD Board for the VEHI and VSBIT meetings on October 27, 2023. Move: Tricia Allen Second: Joanna Doria Status: Passed

### 3. Esser Grant Update Matthew Corrente 5 min

Matt Corrente provided a summary of the District's FY24 plans for spending the ESSER funding. He illustrated funding based on the 3 priority areas: 1) Mental Health SEL/Behavioral

Supports; 2) Access and Success in Academic Learning; and 3) Healthy Schools -- Indoor Air Quality. The powerpoint slides illustrated spending in these three categories, and included items such as learning materials, additional personnel, staff training, additional programming, engineering services, and construction/HVAC improvements.

Matt also provided illustrations to depict the distribution of spending by expense type categories, including capital improvements, salary & benefits, bonuses, professional development, contracted services, and materials/supplies. Of note: the FY24 ESSER spending includes 12.75 FTE employees.

Board questions:

Mary Heather Noble asked about a discrepancy between the amount of ESSER money being spent on salary/benefits -- the slides in meeting materials say \$1.27M, but the inperson slides show \$1.67M. Which is it? Matt Corrente responded that the initial estimate was \$1.27M, but that employee selection of elective benefits actually made the cost a little higher. He did note that some of the figures actually included staff from the prior ESSER grant funding, so the actual figure may be closer to \$1.27M -- he will check into this and finalize the figures.

Mary Heather also asked about the extra \$70K that was earmarked for summer programming, but was re-allocated because the District could not fill the coordinator position. Matt explained that the additional money was re-distributed to other qualifying ESSER expenses.

Lindsey Hescock asked about which of the presented figures were budgeted versus actual cost. Matt explained that the expenses that had already incurred were actual figures, and that expenses that have not yet been incurred are budgeted. Mary Heather stated that the Board should really be focusing on the portion of these expenses that are recurring cost (ie.g., salary & benefits), given

the fact that this funding is sunseting. The Board will need to determine whether/how to keep some/all of these positions. Many of them seem essential, given the focus on literary recovery -- but the money will need to come from somewhere else. This is part of the hard issue coming up with FY25 budget planning.

Steve Orzech said that the Finance Committee has begun examining this issue. The Board has expressed the need/desire to make data-driven decisions, and the Committee is compiling data to inform those choices. James Malcolm added that the issue is especially complicated by the State's new pupil weighting system. Some of this decision-making will need to lean on the expertise of the administration. Mary Heather noted that it is the Board's responsibility to ensure equitable distribution of collective resources -- and that we are obligated to examine this through an equity lens.

#### 4. Strategic Plan Update

Nicole Carter 35 min

The ACSD Administrative team provided an update to the draft Strategic Plan. Emily Blistein started, providing an overview of the process completed to date -- reminding Board members of the intentionality behind having the goal-setting grounded in community voice, including those who have historically been unrepresented at the table. All phases have been deliberately rooted in equity.

Nicole Carter continued the presentation, noting that the administrative team has identified two options: 1) Revise Goal #3 of the existing draft to incorporate more specificity around the academic goals, and then move forward with roughly the same timeline, or 2) Start over by having the Board create new goals. Their recommendation is to preserve the work of the community-based advisory committee and action team, and simply fine-tune the third goal to provide more specific parameters.

Courtney Krahn provided specific information in support of revising Goal #3 to include an overall proficiency goal, coupled with a focused effort to reduce the achievement gap that exists between students from historically marginalized groups (e.g., FRL, IEP, BIPOC students) and those who do come from those circumstances. Some background: 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. The number of historically marginalized 3rd grade students below meeting proficiencies in ELA and Math are 73.6% and 67.57%, respectively -- significantly more than 'educationally centered' students. In 8th grade the percentage of historically marginalized students testing below proficiency in ELA and Math are even worse: 75.47% and 90.57%, respectively.

The administration recommends revising the Board's 3rd Goal to specifically target this achievement gap: [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)."

The presentation concluded with the Board's choice -- either moving forward with Option 1, approving the plan with the revised goal, and then handing it to the Superintendent, who would create and Implementation Team to flesh out and prioritize specific tasks and deliverables. Option 2 would send the Board back to the drawing board, which will extend the timeline to a Fall 2024 implementation.

Board Questions:

Steve Orzech asked if the suggestion revision to Goal #3 was even achievable, given the magnitude of the achievement gap.

Barb Wilson asked if the plan would look more like a fleshed out Strategic Plan after the Implementation Team completes its work. What role would the Board play in this process?

Mary Heather Noble agreed with the desire to have a more robust academic goal, but does not believe it is the Board's role to map out specifics on how to get there -- this should be the work of our education professionals. Tricia Allen asked about the next step. Tim Williams indicated that the Board would approve the plan -- which is the direction-- and then allow the implementation team to chart the course on how to get there. Steve Orzech agreed that the Board's role is NOT to tell the Administration how to implement.

Jamie McCallum expressed confusion at the conversation. This plan is basically the same as the one we looked at a month ago, and everyone seemed surprised and confused then. He favors Option 2, as he feels that there is still a lot missing. This would require more time. He wants a more robust document. He has provided edits that he does not see in here.

Emily Blistein clarified that any edits would need to have full Board approval, and did not change the draft based on one person's feedback.

Suzanne Buck stated that the process was communicated from the very beginning, when Peter Burrows was the Superintendent. She likes the suggested changes to Goal #3 -- it is ambitious and will take everyone to get there. But it is also not the Board's role to tell the Administration HOW to get there. We give the plan to the Superintendent, who is our one employee, and they implement it.



James Malcolm pushed back against Jamie's conclusion. Finalizing this strategic plan will take some compromise on the level of specificity. The Board does have control w/r/t/ budget, so there are lots of ways in which the Board influences the implementation of the strategic plan. He emphasized that if we change the 3rd goal, it will definitely have budgetary impacts. He also really liked the Venn diagram illustration of how the Board's 3 goals connect.

Ellie Romp said that Goals #1 and #2 need the same expansion that has been suggested for Goal #3. It is not fair to just kick it over to the administration. The Board should outline what it expects to see.

Brian Bauer stated that he would like to see the word 'equity' eliminated from the Strategic Plan altogether, and replaced with 'equality of opportunity.' He also does not support the idea of the whole strategic plan being based on the work of a minority of representatives. He supports Option #2.

Joanna Doria wondered if there was an option in between. She also pointed out design flaws in the process, where the action team has dissolved. The Board is essentially looking at the same draft as it was in August. Approving this would be the definition of rubber stamping. She does not think there was enough action from the action team, and that more work needs to be done to chart a course. So much of this work falls on the Superintendent. She wants to see metrics added to the strategies and actions of Goal #1 and #2. What does success look like?

Lindsey Hescoock agrees that it is not the Board's role to decide what happens next, but would like to see metrics associated with the action steps before approval.

Jason Chance asked why the Board is asking the Administration to complete the work -- it is the Board's responsibility.

Mary Heather Noble asked whether a poll should be taken w/r/t support for Option #1 or Option #2 -- it seems pretty split. Barb Wilson took a straw poll -- 5 members felt comfortable with moving forward on Option #1; 6 members would like to spend more time on refining the goals.

Joanna Doria made a motion to create an ad-hoc committee called the Strategic Plan

Working Group to synthesize Board feedback and incorporate it into a revised Strategic Plan. Ellie Romp seconded. There was additional discussion about creating a deadline for the new Strategic Plan Committee to present its report/work to the full Board.

Vote: 8 Ayes, 3 Nos. Board Chair did not vote.

Barb Wilson instructed the Strategic Plan Committee to present its findings to the full Board at the November 6, 2023 Board meeting. Board action on the revised Strategic Plan is scheduled for November 27, 2023.

I. Report of the Chair

Barb Wilson

Postponed for next Board meeting.

1. Work Plan Update/Review  
Tabled.

Barb Wilson 10  
min

2. Superintendent Search Update  
Tabled.

Barb Wilson 5  
min

J. Report of the Board

10 min

Barb Wilson asked if any Committees had updates to share.

Steve Orzech reported that the PAHCC has an Open House coming up on November 9, 2023 from 4:30 - 6:30 p.m. He also mentioned that the Negotiations Committee has received a letter of intent from the Association, so the negotiations process has officially begun. The Committee is proposing to feed dinner to both the Committee and Association reps during the meeting.

Tricia Allen reported on behalf of the Communications & Engagement Committee that she had attended the Bridport Central School Open House. Many parents expressed the need for afterschool programming at the school. Another family specifically expressed gratitude for the Aspire program at MUHS. And several students expressed wishes for more comfortable chairs and more outside time.

Joanna Doria reported that the Addison Central SEPAC had its first meeting of the year on October 5, 2023. The group will be meeting monthly in the MUHS library. Right now they are working on finishing a website, and establishing a closed Facebook group for parent support. Future plans include establishing a presence at back-to-school events, outlining parent & family special education resources, hosting 3 community events, and providing an annual report to the ACSD Board in March.

James Malcolm reported that the Finance Committee had met and has begun the work of initial budget development with the administration.

1. Committee Updates

K. Public Comment - Any Topic

10 min

Tyrus Keith, paraprofessional at Mary Hogan provided testimony about unsafe conditions at Mary Hogan School. This is his second year as a paraprofessional there. He is consistently seeing unsafe behavior from young students there, particularly in 2 kindergarten classes and 1 first grade class. He has witnessed children who are usually regulated become dis-regulated by the poor/unsafe behavior of others around them. Staff are overstretched. The tipping point for him came when he was witnessing a child harming another child, and continuing to shout and kick at him while he intervened and waited 6-8 minutes for assistance. The other children were scared while witnessing this. It is traumatizing for kids, and he feels the staff are encouraged to turn a blind eye to unsafe behavior just to continue their work. Safety is the bare minimum required for a functioning learning environment. He believes that Mary Hogan needs more adults to address these issues, and provided a few ideas to encourage staff hiring and retention.

Julie Altemose, librarian at Mary Hogan came to offer testimony in support of Tyrus Keith. She has taught at Mary Hogan for 23 years. This year it has become a regular occurrence to have teachers come to her, breaking down from the stress. One of her professional goals was to help the school work toward a safe learning environment. She has been working with Jen Kravitz, who has also been working with Nicole Carter to solve the problems with student behavior at Mary Hogan School. She is working to find more volunteers, but also feels that the Board and Administration need to understand the duress that teachers are operating under. They need resources to ensure a safe learning environment, and encourage the Board to prioritize safety in the Strategic Plan.

Sarah Ingersoll, academic interventionist at Mary Hogan also came to support Tyrus, and had sent a letter to the Board and Administration about teaching conditions at Mary Hogan School. The letter was signed by several Mary Hogan teachers. They have seen so many absences that teachers have had to shift their roles to provide coverage, which means some students aren't receiving the intervention services they need. Sarah also wanted to bring attention to the VT AOE's prioritization of mental health for education professionals, and believes that the ACSD needs to act to preserve the mental health of Mary Hogan teachers.

Mary Slosar of Weybridge commented again on the Strategic Plan. She believes there is a lot of consensus among board members, and that everyone values the process. However, consider that the current draft is the wrong meat on the bones. She believes the other goals should be operationalized, as suggested for Goal #3. Part of her concern is giving so much responsibility to a Superintendent that the District hasn't yet hired.

#### L. Adjournment

Meeting adjourned at 9:20 p.m.

Respectfully submitted,

Mary Heather Noble  
Board Clerk

Motion to adjourn.

Move: Suzanne Buck Second: Jamie McCallum Status: Passed

Total Meeting Time: 2h 15m

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DRAFT

## MINUTES



### Addison Central School District

### ACSD Board

### Special Meeting

Wednesday, October 18, 2023, 5:15 pm - 9:00 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

### *ACSD District Vision and Mission*

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### **In-Person Attendance**

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

### **Remote Attendance**

Jason Chance; Lindsey Hescocock

### **Not In Attendance**

Jamie McCallum

- A. Call to Order Upon Reaching A Quorum Meeting called to order at 5:16 p.m.
  1. Introductions - Board Members, Administrators and Staff  
Tim Williams, ACSD Interim Superintendent and Will Hatch, Director of Technology also present.
- B. Public Comment - Agenda Items
- C. Discussion: Superintendent Search Process and Timeline
  1. Executive Session: Superintendent Search - Personnel 1 VSA 313 (a) (3)  
Entered Executive Session at 5:20 p.m. Exited Executive Session and re-entered Open Session at 9:30 p.m.

Motion to enter Executive Session to discuss a personnel matter for the Superintendent Search pursuant to 1 VSA Section 313 (a) (3).

Move: Suzanne Buck Second: Mary Heather Noble Status: Passed

D. Public Comment - Any Topic E. Adjourn

Meeting adjourned at 9:31 p.m.

Respectfully submitted,

Mary Heather Noble  
Board Clerk

Motion to adjourn.

Move: Jamie McCallum Second: James Malcolm Status: Passed

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# Superintendent's Report

Timothy P. Williams, Ed. D.



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

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**October 23, 2023**

Many factors may play into the success of a school system, and student achievement is significant among them. High achieving students make for a successful organization. The most prominent data point for student achievement is Vermont's Comprehensive Assessment Program (VTCAP.) This past school year was the first year for the VTCAP; prior to that, a different assessment system was used. Students take these annual assessments each Spring.

**Spring 2023 Student Achievement Results:** The Agency of Education (AOE) released the VTCAP raw data to school districts recently for the tested grades. The state **has not released official results yet**, and it may be some time before they do. Therefore, I used the raw data to produce tables of results for each school and grade level; consequently, these are not official results. **Also, please keep in mind that 2023 was the first year for the VTCAP, and this will be our baseline for improvement.**

For our purposes today, there will be three tables related to each building. The only modification will be for the rural schools as many of their grades have fewer than 11 students, which is considered low enough that students could possibly be identified. Therefore, all of the rural schools are combined to produce a sample size that promotes anonymity.

We will begin at the secondary level and work our way down. The next page (2) contains MUHS results, followed on the following page (3) with MUMS results. There is also a page for Mary Hogan (4) and one for the combined rural schools (5.) The final page (6) of this report contains unofficial state results compared to our results.

## High School

The first table contains the high school's entire population:

Spring 2023 General Population															
MUHS															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
9	36	28	32	29	48.8%	30	32	42	20	50.0%					
11											13	21	49	1	59.5%
<b>Total</b>	36	28	32	29	48.8%	30	32	42	20	50.0%	13	21	49	1	59.5%

The next table contains data for the Non Historically Marginalized group:

Spring 2023 Non Historically Marginalized															
MUHS															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
9	13	17	23	22	60.0%	11	16	28	18	63.0%					
11											8	11	37	1	66.7%
<b>Total</b>	13	17	23	22	60.0%	11	16	28	18	63.0%	8	11	37	1	66.7%

The final table for the High School displays the proficiency levels for the Historically Marginalized students:

Spring 2023 Historically Marginalized															
MUHS															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
9	23	11	9	7	32.0%	19	16	14	2	31.4%					
11											5	10	12	0	44.4%
<b>Total</b>	23	11	9	7	32.0%	19	16	14	2	31.4%	5	10	12	0	44.4%

This way, you can readily see the overall proficiency levels of the non-marginalized population (the second table) and that of the historically marginalized students (the third table.) Comparing these two tables helps to illustrate the achievement gap. Closing the achievement gap is a centerpiece of the proposed strategic plan.

We will use the same pattern of tables for the middle school and elementary school levels.



## Middle School

Here are the overall numbers for MUMS:

Spring 2023 General Population															
MUMS															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
6	10	37	36	29	58.0%	32	21	47	12	52.7%					
7	16	35	41	39	61.1%	42	25	31	33	48.9%					
8	20	28	26	39	57.5%	34	37	36	6	37.2%	27	47	36	0	32.7%
<b>Total</b>	46	100	103	107	59.0%	108	83	114	51	46.3%	27	47	36	0	32.7%

Followed by the Non Historically Marginalized:

Spring 2023 Non Historically Marginalized															
MUMS															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
6	6	20	26	24	65.8%	15	16	36	9	59.2%					
7	5	20	33	31	71.9%	18	19	25	27	58.4%					
8	7	15	18	36	71.1%	13	28	29	6	46.1%	16	28	31	0	41.3%
<b>Total</b>	18	55	77	91	69.7%	46	63	90	42	54.8%	16	28	31	0	41.3%

And the Historically Marginalized:

Spring 2023 Historically Marginalized															
MUMS															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
6	4	17	10	5	41.7%	17	5	11	3	38.9%					
7	11	15	8	8	38.1%	24	6	6	6	28.6%					
8	13	13	8	3	29.7%	21	9	7	0	18.9%	11	19	5	0	14.3%
<b>Total</b>	28	45	26	16	36.5%	62	20	24	9	28.7%	11	19	5	0	14.3%

## Elementary – Mary Hogan

At the elementary level, we have cohorts that are too small to provide by grade level. Therefore, two tables are provided – one for Mary Hogan and one for the rural schools combined:

Spring 2023 General Population															
Mary Hogan															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
3	4	21	11	28	60.9%	14	18	23	9	50.0%					
4	9	6	13	21	69.4%	14	11	23	1	49.0%					
5	24	9	20	12	49.2%	29	7	16	13	44.6%	12	17	26	10	55.4%
<b>Total</b>	37	36	44	61	59.0%	57	36	62	23	47.8%	12	17	26	10	55.4%

Spring 2023 Non Historically Marginalized															
Mary Hogan															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
3	3	10	5	23	68.3%	5	12	16	8	58.5%					
4	3	6	12	19	77.5%	8	10	22	0	55.0%					
5	10	7	14	9	57.5%	13	4	14	9	57.5%	4	9	19	8	67.5%
<b>Total</b>	16	23	31	51	67.8%	26	26	52	17	57.0%	4	9	19	8	67.5%

Spring 2023 Historically Marginalized															
Mary Hogan															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
3	1	11	6	5	47.8%	9	6	7	1	34.8%					
4	6	0	1	2	33.3%	6	1	1	1	22.2%					
5	14	2	6	3	36.0%	16	3	2	4	24.0%	8	8	7	2	36.0%
<b>Total</b>	21	13	13	10	40.4%	31	10	10	6	28.1%	8	8	7	2	36.0%

## Elementary – Rural Schools

Spring 2023 General Population															
Rural Schools															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
<b>3</b>	12	19	9	19	<b>47.5%</b>	26	17	10	6	<b>27.1%</b>					
<b>4</b>	7	22	12	23	<b>54.7%</b>	20	19	19	6	<b>39.1%</b>					
<b>5</b>	10	21	7	23	<b>49.2%</b>	18	18	12	13	<b>41.0%</b>	5	25	19	12	<b>50.8%</b>
<b>Total</b>	29	62	28	65	<b>50.5%</b>	64	54	41	25	<b>35.9%</b>	5	25	19	12	<b>50.8%</b>

Spring 2023 Non Historically Marginalized															
Rural Schools															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
<b>3</b>	3	10	7	17	<b>64.9%</b>	11	10	10	6	<b>43.2%</b>					
<b>4</b>	3	11	10	18	<b>66.7%</b>	7	17	14	4	<b>42.9%</b>					
<b>5</b>	3	12	5	19	<b>61.5%</b>	8	12	8	11	<b>48.7%</b>	3	10	15	11	<b>66.7%</b>
<b>Total</b>	9	33	22	54	<b>64.4%</b>	26	39	32	21	<b>44.9%</b>	3	10	15	11	<b>66.7%</b>

Spring 2023 Historically Marginalized															
Rural Schools															
Grade	ELA					Math					Science				
	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv	BB	B	Prof	Adv	Prof/Adv
<b>3</b>	9	9	2	2	<b>18.2%</b>	15	7	0	0	<b>0.0%</b>					
<b>4</b>	4	11	2	5	<b>31.8%</b>	13	2	5	2	<b>31.8%</b>					
<b>5</b>	7	9	2	4	<b>27.3%</b>	10	6	4	2	<b>27.3%</b>	2	15	4	1	<b>22.7%</b>
<b>Total</b>	20	29	6	11	<b>25.8%</b>	38	15	9	4	<b>19.7%</b>	2	15	4	1	<b>22.7%</b>

While the elementary results are below what we would prefer, there are some positive signs in the numbers. For example, there is one elementary location with 100% proficiency in both ELA and Science and another location with an 89% proficiency in Math. As a district, we performed favorably relative to the state. (See next item.)

**State Averages for VTCAP 2023:** It is always helpful to provide some context around student achievement results relative to the state. The table below shows that information relative to ACSD results for each tested area:

	ELA													
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
	State	ACSD	State	ACSD	State	ACSD	State	ACSD	State	ACSD	State	ACSD	State	ACSD
<b>Adv.</b>	33%	38%	31%	39%	22%	28%	28%	26%	26%	30%	33%	35%	12%	23%
<b>Prof.</b>	16%	16%	26%	22%	28%	21%	27%	32%	31%	31%	23%	23%	31%	26%
<b>Basic</b>	35%	33%	26%	25%	28%	24%	34%	33%	33%	27%	28%	25%	29%	22%
<b>BB</b>	16%	13%	18%	14%	21%	27%	10%	9%	10%	12%	17%	18%	28%	29%
<b>Prof./Adv.</b>	49%	54%	57%	61%	50%	49%	55%	58%	57%	61%	56%	58%	43%	49%
<b>Basic/BB</b>	51%	46%	44%	39%	49%	51%	44%	42%	43%	39%	45%	42%	57%	51%

	Math													
	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9	
	State	ACSD	State	ACSD	State	ACSD	State	ACSD	State	ACSD	State	ACSD	State	ACSD
<b>Adv.</b>	8%	12%	6%	6%	14%	21%	14%	11%	21%	25%	4%	5%	7%	16%
<b>Prof.</b>	29%	27%	29%	37%	24%	22%	39%	42%	26%	24%	31%	32%	26%	34%
<b>Basic</b>	34%	28%	31%	27%	25%	20%	21%	19%	22%	19%	37%	33%	41%	26%
<b>BB</b>	29%	33%	34%	30%	36%	37%	26%	29%	32%	32%	27%	30%	26%	24%
<b>Prof./Adv.</b>	37%	39%	35%	43%	38%	43%	53%	53%	47%	49%	35%	37%	33%	50%
<b>Basic/BB</b>	63%	61%	65%	57%	61%	57%	47%	47%	54%	51%	64%	63%	67%	50%

	Science					
	Grade 5		Grade 8		Grade 11	
	State	ACSD	State	ACSD	State	ACSD
<b>Adv.</b>	12%	17%	0%	0%	1%	1%
<b>Prof.</b>	33%	36%	40%	33%	44%	58%
<b>Basic</b>	36%	33%	45%	43%	26%	25%
<b>BB</b>	19%	13%	14%	25%	29%	15%
<b>Prof./Adv.</b>	45%	53%	40%	33%	45%	60%
<b>Basic/BB</b>	55%	47%	59%	67%	55%	40%

In most places, ACSD outperforms the state. As a side note, it seems rather odd that 0%, state-wide, scored Advanced on the 8th grade science assessment, and only 1% did so on the 11th grade science assessment. Nonetheless, it is the standard by which we are measured.

## MEMORANDUM

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**To:** Addison Central School District School Board  
**From:** Bruce. MacIntire, ACSD Director of Facilities  
**Date:** October 17, 2023  
**Subject:** Mary Hogan ESSER Project Prequalification Criteria

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In preparation for the upcoming Mary Hogan ESSER capital improvement HVAC Upgrade to begin in the summer of 2024 the district would like to solicit General Contractors to bid on the project which is expected to begin in June 2024.

Vermont bid law [16 V.S.A. § 559\(b\)\(2\)](#) requires that for any construction contract that exceeds \$500,000.00, contractors must be prequalified by the board prior to being approved to bid on the project and the school board must establish a list of prequalification criteria.

*(2) At least 60 days prior to the proposed bid opening on any construction contract to be awarded by a school board that exceeds \$500,000.00, the school board shall publicly advertise for contractors interested in bidding on the project. The advertisement shall indicate that **the school board has established prequalification criteria** that a contractor must meet, and shall invite any interested contractor to apply to the school board for prequalification. All interested contractors shall submit their qualifications to the school board, which shall determine a list of eligible prospective bidders based on the previously established criteria. At least 30 days prior to the proposed bid opening, the school board shall give written notice of the board's determination to each contractor that submitted qualifications. The school board shall consider all bids submitted by prequalified bidders meeting the deadline.*

We are estimating that the total project will exceed \$500,000,.00 therefore we are recommending following the required prequalification process.

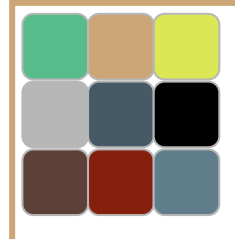
The first step in the process is for the school board to establish a list of prequalification criteria that would be the standard of which any contractor interested in bidding on the project must meet in order to be able to bid on the project.

### Proposed Contractor Prequalification Criteria:

1. An established firm that can demonstrate a clear and stable organizational structure.
2. Hold certifications, licenses (in the state of VT) and/or registrations appropriate to the work to be performed.
3. Demonstrated experience or expertise with K-12 or institutional related projects of similar scope and size.
4. Sufficient financial capacity, including the ability to secure performance and payment bonds for contracts \$1,000,000 or more.
5. A construction load that will not interfere with the company's ability to perform the work in a safe, timely and adequate manner of quality.
6. Positive references from credible and knowledgeable sources.
7. Demonstrated ability to comply with all relevant building codes.
8. Demonstrated ability to perform the work required in a timely and adequate manner.
9. Proven ability to maintain past project schedules.
10. Quality of workmanship.
11. Track record of fairness on change orders after the bid and during the construction phases.

12. Proven ability to maintain safe working conditions.
13. Proven ability to close out project after reaching project substantial completion.
14. Willingness to return to correct warranted items.

**Recommendation:** Motion to approve the above prequalification criteria as written and proceed with the next steps to solicit General Contractors for the upcoming Mary Hogan Elementary School ESSER project.



# ACSD FY25 Budget

Development by Cost Center



Student  
Services &  
Special Ed

Central Office  
& School Board

Facilities

# Central Departments

Food Service

Professional  
Development  
& Curriculum

Information &  
Technology  
Systems



# Student Services and Special Ed

StuSrv

- Working on major revisions to budget organizational model and format.
- Potential to skew year to year comparison calcs.
- Logic model will be based around centralized services, contracts, and personnel.
- Plan to absorb at least 6.5FTE of ESSER funded personnel.

## Construction Sites

1. New Model
2. Para Budget
3. ESSER Positions
4. CSAC Contracts

## Notes:

- \$400k more in CBG in FY25
- Expect another year of increase towards the Uniform Base Amount in FY27

FY24 Budget: \$5,594,011

Projection: +10%

# Facilities

Facilities

- Expected to remain level for FY25 based on FY24 increases.
- Should be able to contain repair and maintenance needs.
- Looking to expense a new tractor in FY25.

## Notes:

- Facilities Committee to chart course on Bond Initiative, Master Plan, and what to do in the meantime.
- Focus on “air-gapped” projects not tied to major systems overhaul.
- MUMS non-classroom space concerns (conference, library, special ed, student center/alternate dining, gym space). Recommendation to invest in design phase.

FY24 Budget: \$4,254,272

Projection: +2%

# Information and Technology Systems

Tech

- Expected to remain level for FY25 based on FY24 increases.
- Should be able to contain rolling device replacement costs.
- New breakouts of software expenses by school and DW
- Looking to expense a shared van for intra school transit.

## Construction Sites

1. Software costs
2. Rolling device calibration
3. Van

## Notes:

- Have not met with Director as of writing.

FY24 Budget: \$1,386,936

Projection: +2%

# Central Office & School Board

CO&Board

- Expected to increase in FY25.
- Drivers are
  - Superintendent Search and compensation
  - calibration of 1% contingency
  - general insurance
  - professional dues and fees.

## Construction Sites

1. Executive Administration
2. General Insurance
3. Contingency

## Notes:

- Have not met with Superintendent as of writing.

FY24 Budget: \$2,391,208

Projection: +5%

# Professional Development & Curriculum

PD&C

- Will increase in FY25.
- Drivers are
  - ESSER Funded Literacy Coordinator
  - Data Manager position
  - PD Food
  - PD Tuition Reimbursement
  - Mentorship Program

## Construction Sites

1. IB Fees - savings
2. Personnel additions
3. PD Programs Calibration

## Notes:

- Adding 0.25 of Director of T&L to budget
- Breakout of MOU expense vs. base salary.

FY24 Budget: \$703,776

Projection: +37%

# Food Service

- Funded through State Universal Meals program.
- Separate from General Fund and so not shown on Budget Financials.
- No major changes expected.
- Have not met with Director as of writing.



Food Service

# Schools

MUHS

MUMS

Mary Hogan

Ripton

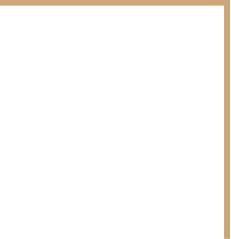
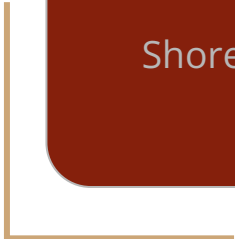
Salisbury

Shoreham

Cornwall

Bridport

Weybridge



# MUHS

MUHS

- Expected to increase slightly.
- Admin. Assistant transfer to MUMS represents savings.
- Drivers are:
  - Funding ASPIRE (WLC) teacher. (could also be in StuSrv?)
  - Turf Field Project - (not included yet)
  - Athletic Transportation - van will create a net savings.

## Construction Sites

1. General Ed Para Ratio
2. Departmental Budgets
3. Athletics

Notes:

- 

FY24 Budget: \$7,692,633

Enrollment: 493



# MUMS

MUMS

- Expected to increase.
- Admin . Assistant transfer from MUHS to equalize front office team structures.
- Drivers are:
  - Funding Dean position.
  - Staffing ratios (Teacher, Para)

## Construction Sites

1. General Ed Para ratio
2. Departmental Budgets
3. Admin. Assist ratio

Notes:

FY24 Budget: \$5,007,340

Enrollment: 388

# Mary Hogan

MH

- May increase slightly.
- Drivers are:
  - Funding ESSER teacher position.
  - Staffing ratios.

## Construction Sites

1. General Ed Para ratio
2. Teacher ratio

Notes:

- 

FY24 Budget: \$4,981,537

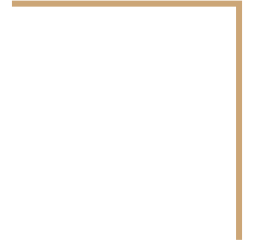
Enrollment: 385

# Rural Schools

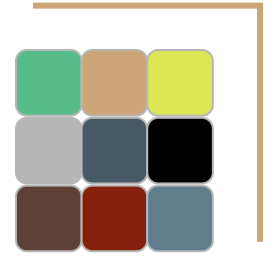
- Expected to remain level funded.
- No major drivers.
- Working with Student Services and Curriculum to ensure optimal cohort configurations, maximize Title grant resources, and assess individual school needs.
- General Ed para ratio
- Teacher ratio

Shoreham	75	\$1,226,963
Ripton	36	\$667,219
Weybridge	48	\$621,658
Bridport	67	\$1,069,450
Cornwall	91	\$1,121,703
Salisbury	55	\$1,123,939

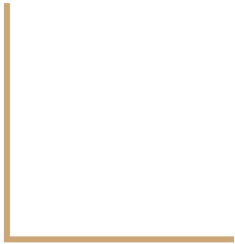
# Other Cost Centers



1. **Transportation** - Costs will increase by 4.5%
2. **Hannaford Career Center** - Tuition rate increase. (5-9%?)
3. **Universal Pre-K** - Shared coordinator position. Slight increase due to ESSER
4. **Debt Service** - No changes anticipated.



# Other Construction Zones

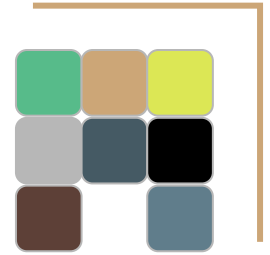


Negotiations.  
No update.

Healthcare.  
Still unknown.

FedVSTRS.  
Grant strategy.

Equity Weighting.  
Data Collection.



School (FY24 pup.)	Building Budget	Facilities Budget	Tech (internet)	Transport. (H-S)*
Rural Elem. (372)	\$16,095	\$1,999	\$110	\$1,357
MH (385)	\$12,939	\$1,493	\$43	\$528
MUMS (388)	\$12,906	\$1,465	\$34	\$873
MUHS (493)	\$15,604	\$2,731	\$49	\$687

\*Assumes 50/50 split on ridership btw Elem. and Sec.



# 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							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 <sup>1</sup> (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		

<sup>1</sup> 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
<b>6. Finance and Budget Development</b>														
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						
<b>7. Community Relations and Engagement</b>														
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 <sup>2</sup>														

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