

AGENDA



Addison Central School District

ACSD Board

Board Meeting

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

208 Charles Avenue, Middlebury VT & Virtual Connection

ACSD District Vision and Mission

OUR VISION

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

OUR MISSION

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

Please click the link below to join the webinar:

Link to join Webinar

<https://us06web.zoom.us/j/83576865848>

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|---------------------------------------------------------------------------------|-------------------------------------|
| 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 10/23 and 11/27 | Barb Wilson 5 min |
| C. Approve ACSD Bills | James Malcom 5 min |
| D. Report of the Student Representatives | Eddie Fallis 5 min
Sophia Lawton |
| E. Mary Hogan Black Lives Matter Flag Request | 15 min |
| 1. Action: Mary Hogan Black Lives Matter Flag Request | |
| F. Report of the Superintendent | Nicole Carter 40 min |
| 1. Action: Approve Faculty/Staff Appointments/Resignations | |
| a. Appoint Maurice Bissonette as a Behavior Interventionist ,1.0 FTE, Non-Union | |
| b. Appoint Cheri Lackard as a Paraprofessional ,1.0 FTE, Step 1 | |
| 2. Action: Mary Hogan ESSER Project Contractor Prequalification | |

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| 3. Action: Motion to set the MUHS school choice capacity for FY25 at 15 students total, as recommended in the meeting materials. | Nicole Carter | |
| 4. Presentation: Student Services Budget 2.0 and Property Yield and Tax Rate Projections | Matthew Corrente | |
| G. Report of the Chair | | 15 min |
| 1. Community Introduction Plan for Dr. Baker | Barb Wilson | |
| 2. Board Training/Professional Development Discussion | | |
| H. Report of the Board | | |
| 1. Strategic Plan Discussion: | Barb Wilson | 20 min |
| a. Action: Approve Strategic Plan | | |
| 2. Committee Updates | | 20 min |
| a. Communications & Engagement | Mary Heather Noble | |
| b. Facilities | Jason Chance | |
| c. Finance | James Malcom | |
| d. Negotiations | Steve Orzech | |
| e. Policy | Suzanne Buck | |
| i. A22: Notice of Non-Discrimination | | |
| ii. A23: Community Engagement and Vision | | |
| f. Patricia A. Hannaford Career Center | Tricia Allen | |
| g. Addison Central SEPAC | Joanna Doria | |
| h. Parks and Recreation | Lindsey Hescock | |
| i. Middlebury Community Television | Barb Wilson | |
| I. Public Comment - Any Topic | | 10 min |
| J. 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 23, 2023, 6:30 pm - 9:00 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

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In-Person Attendance

Barbara Wilson; Brian Bauer; Courtney Krahn; Eddie Fallis; Ellen WhelanWuest; Heather Crowley; James Malcolm; Jamie McCallum; Joanna Doria; Lindsey Hescock; Mary Heather Noble; Matthew Corrente; Nicole Carter; Steve Orzech; Suzanne Buck

Remote Attendance

Ellie Romp; Jason Chance; Tricia Allen

Not In Attendance

Tim Williams

A. Call to Order Upon Reaching A Quorum Meeting called to order at 6:30 p.m.

1. Introductions - Board Members, Administrators and Staff

Other ACSD Staff present: Nicole Carter, Assistant Superintendent and Director of Equity and Student Services; Heather Crowley, Executive Assistant to the Superintendent; Matt Corrente, Director of Finance & Operations; Jen Kravitz, Principal of Mary Hogan School; Emily Blistein, Director of Communications & Engagement (remote)

Eddie Fallis ACSD Board Student Rep also present.

2. Public Comment on Agenda Items No public comment.

B. Recommendation to Approve Minutes of 10/9/2023 and 10/18/2023

Approval of meeting minutes for October 9 and October 18, 2023 were done separately:

Jamie McCallum made a motion to approve the minutes of October 9, 2023. James Malcolm seconded. Joanna Doria requested edits to the draft minutes to reflect a question she had asked during the ESSER Grant Update portion of the meeting. She also noted that in the SEPAC update portion of the Committee Updates agenda item, she had reported that the SEPAC intends to provide a report to the ACSD Board in Spring 2024, but not specifically March of 2024. Mary Heather asked Joanna to email the specific edits, and indicated that she would also check the video recording.

Barb Wilson called the vote on the motion to approve the minutes of October 9, 2023 as amended. The motion passed. Ellen Whelan-Wuest abstained.

Jamie McCallum made a motion to approve the minutes of October 18, 2023. Steve Orzech seconded. No further discussion. Barb Wilson called the vote and the motion passed unanimously.

C. Approve ACSD Bills

James Malcolm presented a summary of the ACSD Bills, read on October 16, 2023.

- Payroll: \$1,035,834.58

- General Fund: \$1,530,705.00 (Note: \$471,000 of this is to Bread Loaf Architects & Construction for the MUHS Kitchen Project, \$521,000 is the VEHI employee health and dental, and \$147,000 is District Debt).

Motion to approve and pay the ACSD Bills as presented.

Move: James Malcolm Second: Suzanne Buck Status: Passed

D. MCTV Root Cause/Path Forward

Barb Wilson introduced Kurt Broderson Executive Director for MCTV to discuss the issue at the October 9, 2023 Board meeting, in which MCTV accidentally live-broadcasted the audio of the Board's closed Executive Session.

Kurt offered his sincerest apologies for the incident, noting that MCTV understands the gravity of the mistake and that trust has been lost. He provided a summary of actions taken in the immediate aftermath, as well as a technical explanation for what occurred. The audio was from the camera microphone, which is not usually used, but was live in this circumstance. He also provided a summary of how the

risk of a similar mistake can be minimized, noting that the rush to set up for a Board meeting right after a committee meeting in the same room presents challenges. He also noted the difficulty in breaking for Executive Session at the beginning or middle of the Board meeting, rather than simply packing up and leaving early for an Executive Session at the end of a meeting. He made a few recommendations and then offered to take questions.

Barb Wilson explained that normally the Board would arrange for an Executive Session at the end of a meeting, but that the attorney's schedule prohibited that. Steve Orzech expressed significant concern about the legal ramifications of what happened, noting that the legal burden is placed on ACSD and not MCTV. He questioned whether it was worth having MCTV continue to live-stream Board meetings in the future, especially since ACSD provides a zoom link and also records the sessions. Mary Heather Noble also expressed concern and disappointment in the event, but feels that MCTV's streaming service enables ACSD to reach a portion of the community that won't access zoom meetings. Brian Bauer expressed agreement. James Malcolm asked if there was a way for the Board Chair or other Board member to be able to check the live stream to make sure Executive Session is secure before proceeding. He indicated that the incident is a good lesson. Others agreed that prevention efforts put into place in the future would increase the level of trust. There was no other Board discussion about altering the live-streaming arrangement with MCTV.

E. Report of the Student Representative

Student Board Representative Eddie Fallis reported that MUHS has created a BIPOC affinity space, and that the Student Government is meeting to follow-up on other efforts that can be made to prevent racism and support BIPOC students in the building. He also reported that the MUHS administration has selected another student representative, but it has not yet been announced. He expects the new representative will be joining board meetings soon.

F. Report of the Superintendent

Barb Wilson referenced the Superintendent's report that was included in the meeting materials, and invited questions/comments.

Mary Heather Noble called attention to the student achievement data included in the report, noting in particular the significant achievement gaps that exist between students from historically marginalized communities and those who are not -- she urged that this should be the focus of the Board's energy and work moving forward with the Strategic Plan and other decisions. She again expressed concern about the District's inability to report student achievement by school for the small rural schools without compromising student privacy -- the cohorts are also too small to provide any meaningful statistical data about school performance to inform data-based decision making. It doesn't seem like best practice.

Jamie McCallum agreed that it is a problem, but that the answer to the problem is to do qualitative research. Right now we have certain students in the population that are left out of the equation, so we should find ways to gather qualitative data without identifying them (e.g., interviewing teachers and principals). It just takes

more time. Mary Heather and James Malcolm both pushed back, questioning the methodology for the purposes and repeating that the data sets are too small to generate valid statistics. Ellen Whelan-Wuest expressed appreciation for the Interim Superintendent grouping the data for all rural schools together, and questioned the value of presenting the data separate for each school. Why not report all the elementary schools together like this?

Lindsey Hescok asked how "historically marginalized" was defined. Nicole Carter responded that it is based on state-defined designations, and includes FRL, BIPOC, recipients of Special Education, etc. She referenced Act 182. Lindsey noted that it is both helpful and unhelpful to examine the rural school achievement data grouped together like that, and that there is an ongoing conversation about the achievement gap between some of the schools themselves, so she agrees with Mary Heather's comment.

Steve Orzech noted that this is a larger discussion that should be scheduled for another time. Barb Wilson agreed. Joanna Doria clarified that this is one test, and that there are other measures of student achievement too. She hopes the District is collecting different types of data too.

1. Action: Faculty/Staff Appointments/Resignations

a. Appoint Andre Bergeron as a Custodian, 1.0 FTE, Step 1 of Master Agreement

Approval of the ACSD appointments was done in two motions: one for the custodial staff, and one for the paraprofessional and building-based substitute positions.

Suzanne Buck made a motion to 1) Appoint Andre Bergeron as a Custodian, 1.0 FTE, Step 1 of Master Agreement, and 2) Elevate Jack Ryea from a part-time Custodian to a 1.0 FTE Custodian, Step 5 of Master Agreement. Jamie McCallum seconded. There was no Board discussion, and the motion passed unanimously.

Suzanne Buck made a second motion to 1) Appoint Heather Drake as a

Paraprofessional, 1.0 FTE, Step 1 of Master Agreement, 2) Appoint Hannah

Harding-Minton as a Building Based Substitute, 1.0 FTE, Non-Union, and

3) Appoint Samantha Willard as a Paraprofessional, 1.00 FTE, Step 5 of Master

Agreement. Mary Heather Noble seconded. Jamie McCallum asked what a 'building-based sub' is. Nicole Carter explained that it is a substitute teacher that is specifically designated to work in a particular school. They will be working in the same school because the need for subs in that school is great. Steve Orzech also explained that they are paid like a long-term sub, rather than a daily fee. He also took the opportunity to thank Central Office administrators for these appointments, as they are in response to the critical need at Mary Hogan School.

- 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.

Matt Corrente explained that this is a standard gate the Board must go through to authorize the administration to solicit bids for the Mary Hogan HVAC project. James Malcolm clarified the spending deadline for this projects earmarked ESSER funds: September 2024.

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. Move: Steve Orzech Second: Jamie McCallum Status: Passed

3. Presentation: Budget Development #1

Matt Corrente presented Budget Development #1 from the meeting materials, focusing on expected budget increases for each cost center, based upon meetings with ACSD leaders. He said that he is nearing the end of individual cost center budget meetings, and that the next presentation will have more clarity.

Highlights from the presentation:

-- Matt continues to work on re-organizing budget line items by cost center, so some expenses have been re-assigned to different cost centers to more accurately portray where the expenses actually occur. They are also fine-tuning

the Special Education & Student Services Department to reflect the hierarchy between the two (Special Education is within Student Services). He noted that this Department is hit the hardest by sunseting ESSER funds, since several interventionists have been funded by this money. The current plan is to absorb the 6.5 FTE of ESSER-funded personnel.

-- Matt noted that the FY24 budget was designed to provide some contingency funds for facilities needs, so he anticipates this Department's budget to remain level for FY25. The contingency funds should provide enough to deal with immediate needs -- and the focus is on projects that will not involve major systems overhaul (or triggering a domino effect of addressing issues currently "grandfathered in"). He also noted the need to address some non-classroom space concerns at MUMS: conference space, library space, special education spaces and gym space. The Facilities Department is recommending investing in design to address these needs.

- IT budget is also expected to be level-funded, with minor increases. They are recommending purchasing a vehicle to assist with transportation of IT equipment between ACSD campuses. This would likely be a cost savings to ACSD, as it could also be used for team transport instead of busses for small teams. Lindsey Hescok wondered why the purchase of a vehicle wouldn't be in the Facilities Dept budget -- Matt explained that the cost would be split between IT and MUHS, because that is where the use is focused.

-- The Central Office and School Board cost center expenses include legal fees, professional dues and fees, and will also incur increased insurance costs. Jamie McCallum asked if this included the IB fees -- Matt said that those fees are housed in the Professional Development and Curriculum cost center.

-- The Professional Development and Curriculum Department budget is expected to increase significantly, mainly due to the absorption of the ESSER-funded Literacy Coordinator's salary and benefits. However, Matt expects the IB fees to significantly decrease, as they have worked to negotiate a new fee structure for the PYP (ACSD is arguing that the small rural schools should not be charged as individual schools but rather as portions of the district-wide PYP, much like the MYP fees work for MUMS and MUHS).

-- Matt noted some challenges with reporting the Food Service Department figures, in part because much of food service expenses are actually funded through the State's Universal Meals program. His reports to the State have been problematic because there are other cost center personnel & equipment costs that are not covered by the Universal Meals program. They are still working to determine the best way to organize and present the information for this cost center.

-- Individual school budgets were also presented along with enrollment. Anticipating level funding, with some exceptions. The Dean position at MUMS is an ESSER-funded position that would be absorbed into general fund, and there was a requisition from MUHS to consider design of a turf athletic field. This

request drew some criticism from Board members. Jamie McCallum asked if the presentation was based on the school's wish lists. Matt acknowledged that the presentation includes expenses that each building leader would like to see included.

-- Matt also included a table with comparative per-pupil costs between MUHS, MUMS, Mary Hogan School, and all the rural schools combined. Expenses were broken down by building staff expenses, facilities expenses, IT, and transportation. Special Education costs were not included. Lindsey Hescocock noted the significant difference in per pupil building (staffing & supplies) cost between the combined small elementary schools and Mary Hogan School. Matt's final slides also included pie charts illustrating the proportion of spending on personnel and other expense categories: 85% of the general fund is spent on personnel; 75% of student services is spent on personnel, but 14% of student services budget is spent on contracted CSAC services that would otherwise be classified as personnel.

Board Questions & Comments:

Steve Orzech observed that the budget process seems to be driven by the District asking each school what it wants, rather than the other way around. This has resulted in unbalanced funding. We are level funding schools but increasing the budget for central office -- that doesn't feel right. There is also a significant disparity between the funding for the combined rural schools verses Mary Hogan School. The combined rural schools have more administrators and \$800,000 more building-expense funding than Mary Hogan, but Mary Hogan school has more students. This is a huge budget driver. There is a huge imbalance in resource distribution. Mary Hogan is adequately staffed and they are doing a great job but we are getting into a budget crunch. What criteria do we use to evaluate this? He also mentioned the facilities question and consolidation -- this board has yet to discuss it. This is an equity concern. It is incumbent on us to look at this, and he would like the Board to either consider forming an ad hoc committee, or charging the Finance Committee to look at this.

Ellen Whelan-Wuest said that she asked Matt Corrente and Tim Williams to provide staffing numbers similar to what was done in 2021 during the Facilities Master Planning in case this question came up. She thinks that the Board needs to hold staffing and staffing ratios at the center of the discussion. It always bothered her that the 3- and 4- school models called for dramatic increases in students per classroom, at Mary Hogan as well. We need to be clear that we need to be talking about students need, and that having fewer adults in the buildings would not be beneficial for anybody.

-- Mary Heather Noble agreed with both Steve and Ellen. It is a difficult conversation to have, but the only way to really address excess spending is to look at personnel costs and consolidation should be considered to relieve that. 75-85% of the ACSO budget is spent on personnel, so if the Board is to really get a handle on excessive spending, it must look at this option. It is imperative

to base this on student need, rather than just arbitrarily cutting staff. The Board prior to this one already did much of that work during the Facilities Master Planning process, and we will need to continue it. She does not advocate for drastic action for FY25 since we will be transitioning to a new Superintendent, but the issue cannot be ignored.

-- Joanna Doria agreed that the Board needs to focus on student need. We need to identify the problem that needs to be solved. The Board has seen a lot of budget numbers, but it has also heard a lot of teachers and parents provide public comment about the need at Mary Hogan. She sees a capacity problem and that classrooms should not be so densely populated. There was a vision for a universal district that transcends old town boundaries, but there is also the individual student need. She agrees that the Board should be looking at this but actually identifying the problem it is trying to solve.

-- Lindsey Hescock agreed with all of the comments so far, but pointed out the inequities between Mary Hogan resources and rural school resources considering the student populations. She advocated for a creative solution to spread the student population among all the schools (e.g., school choice, magnet schools). She agrees that this is something the Board should be talking about alongside the budget talks. Let's try to think creatively.

-- James Malcolm stated that the Board is not going to solve the issue tonight, and lamented hearing about "getting creative," when he and a few others who have been on the Board for a long time have spend hundreds of hours working on this.

-- Barb Wilson agreed about tabling further discussion and asked the Board what it would like to do -- does it want to create an ad hoc committee to examine this? The Board also needs to guide administration for FY25 development, recognizing that major shifts will likely need to wait until a new Superintendent is in place.

-- Suzanne Buck suggested adding it to the agenda for the next Board meeting. Barb agreed to do so.

G. Report of the Chair

Barb Wilson presented the Board Work Plan that the Executive Committee had prepared, and explained how the plan was organized. She then invited questions/feedback, particularly anything that might be missing. Suzanne Buck recommended the addition of the VSBA annual meeting, since the ACSB Board is a member of the organization. She also suggested adding reports from regular testing/surveys so the Board can anticipate when it will receive these results.

James Malcolm emphasized the importance of including the Superintendent Goal-Setting and

Evaluation, and suggested that the Board consider the timing of such efforts. In the past, the Board has conducted Superintendent Evaluations right after on-boarding new members, which has been awkward. Steve Orzech expressed the need to

include a line item for receiving academic progress reports on a regular basis. Barb Wilson directed him to Item 5.8 in the plan, which references progress reports for the Strategic Plan. The academic progress reports can be a specific element of this item.

1. Work Plan Update/Review

H. Report of the Board

1. Communications & Engagement

Mary Heather Noble reported that the draft Board Update for Fall 2023 has been sent to all Board members for feedback -- she has received comments from a few people, and is hoping to send out Tuesday 10/24 or Wednesday 10/25. The Committee is thinking about engagement activities around the Strategic Plan once it is approved, and hopes to tag onto the "Friends-of" parent groups at ACSD schools to do some of this outreach work. Mary Heather also shared that the Committee would like the Board to consider doing a Boardwide gesture of gratitude for ACSD teachers and staff prior to the Thanksgiving Break.

2. Facilities

Jason Chance reported that the Facilities Committee meeting was cancelled to make room for the Ad Hoc Strategic Plan Committee meeting. The Facilities Committee will meet in November.

3. Finance

James Malcolm reported that the Finance Committee has not met since the last Board meeting.

4. Negotiations

Steve Orzech reported that the Negotiations Committee has not yet met since the last board meeting.

5. Policy

Suzanne Buck reported that the Policy Committee has several policies that will be coming to the Board soon.

6. Addison Central SEPAC Update

Joanna Doria reported that the next regular SEPAC meeting is on November 2nd in the MUHS library, and will include a listening session beforehand. Also on the calendar is a literacy presentation by Heather Gebo on November 14th.

7. Middlebury Community Television Update

Barb Wilson reported that the MCTV Board met and discussed the accidental live streaming of audio from the Board's Executive Session.

8. Parks and Recreation Update

Lindsey Hescoc reported that she has been in touch with Scott Borne, the new Director of Middlebury Parks & Rec. He is working with the board to establish its regular meeting schedule, and will connect with her when that is done.

9. Patricia A. Hannaford Career Center

Steve Orzech reminded the Board that the PAHCC Open House is on November 9, 2023 from 4:30 - 6:30 p.m.

10. Ad Hoc Strategic Planning Committee

Barb Wilson reported that the Ad Hoc Strategic Plan Committee had met earlier in the day and made good progress. They will meet again on October 30th and probably once more before reporting to the full board.

I. Public Comment - Any Topic

Josh and Meghan Dishal of Middlebury provided statements. Mr. Dishal thanked Joanna Doria for tying her comments on the budget presentation to the letter of concern presented to the Board by Mary Hogan Interventionist Sarah Ingersoll at the last Board meeting. This gets to why they are here tonight. He referenced the points made by Mary Heather Noble, Ellen Whelan-Wuest, and Nicole Carter regarding use of paraprofessionals to get additional adults in the classroom verses having trained, qualified professionals. He can only speak for his student's experience at Mary Hogan -- but his understanding is that educators are asking for more adults in the room. And that this will make/is making a difference. He presented a question to the Board: are you addressing longer term concerns, or are you addressing immediate needs at Mary Hogan?

Ms. Dishal added that their son is in one of the hardest kindergarten classrooms. Her observation is that there is a big difference when there are additional adults in the room. She understands the long-term goal of wanting higher-qualified professionals with systems to support learning, but there is an immediate need.

Barb Wilson explained that the public comment period is not intended for a back-and-forth exchange, but said that the Board knows that Central Office is working to address the immediate needs at Mary Hogan. The Dishals expressed appreciation, but added that transparency from all levels is necessary to assure parents, because they have a child who is bright and normally loves school but he is stressed and afraid to come to school, not knowing what is being done. Barb expressed the importance of working with the classroom teacher, principal and superintendent on the issue as well. Ms. Dishal said that they've had meetings, but feel it goes beyond the teacher and building administrator. The Board and community should be aware of this issue.

Ellen Whelan-Wuest said that she has heard this from other parents at other schools as well. She stressed the importance of having an adequate number of adults in classrooms, and referenced the challenges around moving 6th grade

students to MUMS without adequate staffing, and how poorly that worked. We need to be honest with ourselves and the community about that.

Mary Heather Noble invited the Dishals to email any and all board members to continue the conversation. Public comment is not the only way to engage. Mr. Dishal thanked the Board and said that he agreed with everything Steve Orzech said about the District-wide allocation of resources, but that he does not agree that Mary Hogan is adequately staffed.

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

Entered Executive Session at 9:00 p.m. Exited Executive Session and returned to Open Session at 9:40 p.m.

Motion to enter Executive Session to discuss Superintendent Search - Personnel 1 VSA 313 (a) (3).

Move: Mary Heather Noble Second: James Malcolm Status: Passed

K. Adjournment

Meeting adjourned at 9:40 p.m.

Respectfully submitted,

Mary Heather Noble, Board Clerk

Motion to adjourn.

Move: Ellen Whelan-Wuest Second: Suzanne Buck Status: Passed

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In-Person Attendance

Barbara Wilson; Courtney Krahn; Ellen Whelan-Wuest; Heather Crowley; James Malcolm; Jamie McCallum; Jason Chance; Joanna Doria; Lindsey Hescocock; Mary Heather Noble; Matthew Corrente; Nicole Carter; Steve Orzech; Suzanne Buck; Tim Williams; Tricia Allen

Remote Attendance

Ellie Romp

Not In Attendance

Brian Bauer

A. Call to Order Upon Reaching A Quorum Meeting called to order at 6:35 p.m.

1. Introductions - Board Members, Administrators and Staff

ACSD Staff present: Time Williams, Interim Superintendent; Matt Corrente, Director of Finance & Operations; Nicole Carter, Assistant Superintendent and Director of Equity & Student Services; Courtney Krahn, Director of Teaching and Learning; Heather Crowley, Executive Assistant to the Superintendent; Will Hatch, Director of Technology; Caitlin Steele, MUHS Principal; Emily Blistein, Director of Communications & Engagement; Bjarki Sears, Principal of Salisbury Community School.

Eddie Fallis and Sophia Lawton, MUHS student representatives also present.

2. Public Comment on Agenda Items

Mary Slosar of Weybridge provided a comment on the Ad Hoc Strategic Plan Committee's update to the draft strategic plan. She acknowledged the work of the committee, and looks forward to watching the Board dig deep into the issues. Her comment pertains to Goal 3 -Success: she still feels like the strategies are not enough to get to the goal. There is no way to get to 80% proficiency unless the district doubles down on interventionists.

B. Approve MUHS Student Representative Sophia Lawton

Caitlin Steele introduced Sophia Lawton as the new student representative to the ACSD Board.

Sophia is a Junior at MUHS and is currently enrolled in her first year of a 2-year Health & Human

Services program at PAHCC, in addition to her work at MUHS. She is the social media lead for Hope Happens Here at MUHS -- a student-led mental health group that works to reduce the stigma of mental health struggles and provides supports to students struggling with mental health.

Tricia Allen specifically thanked Sophia for her willingness to serve, and emphasized the importance of the student perspective.

Motion to approve Sophia Lawton as a new Student representative to the ACSD Board. Move: Mary Heather Noble Second: Suzanne Buck Status: Passed

C. Approve Minutes of 11/6, 11/13, 11/14, 11/15, 11/16

Joanna Doria made a motion to approve the minutes of November 6, 2023. Jamie McCallum seconded. The motion passed unanimously and the minutes were approved. No abstentions.

Steve Orzech suggested grouping the rest of the minutes into one motion. He then made a motion to approve the minutes of November 13, 14, 15, and 16, 2023.

Suzanne Buck seconded. Lindsey Hescock noted that her name had been mistakenly left off the minutes for the November 14th meeting. Mary Heather Noble apologized for the oversight and said she would correct them. Barb Wilson called the vote and all the minutes (with the correction to the November 14th minutes) passed unanimously. No abstentions.

Barb Wilson then noted that the minutes from the Board's October 23, 2023 meeting were never voted on (since the November 6th meeting was a special board meeting focused on Strategic Planning), so those will be added to the agenda for the December 11, 2023 Board meeting.

D. Approve ACSD Bills

James Malcolm presented two groups of bills to the Board. He and Jason Chance read the bills on November 13, 2023.

General Fund: \$804,693.59 (~ \$506,000 of this was for employee health & dental) Amazon Capital Service: \$616.79

General Fund: \$347,873.32

Payroll: \$1,007,658.97

Motion to approve payment of the ACSD Bills as presented.

Move: James Malcolm Second: Jamie McCallum Status: Passed

E. Report of the Student Representative

Eddie Fallis did not have anything to report other than selection of Sophia Lawton as the new MUHS student rep.

F. Report of the Superintendent

1. Action: Approve Faculty/Staff Appointments/Resignations

Tim Williams presented the list of staff appointments to fill current vacancies, and reminded the Board that some of the appointments are retroactive because the District needed to fill the positions and get new employees started as soon as possible.

The detailed list is included in the agenda.

Jamie McCallum asked where the new employees would be located. Tim Williams responded that they are District employees, so their appointments are not tied to a single location. The placement of the paraprofessionals and teacher to Mary Hogan were shared at the last meeting as part of the District's response to significant need, but this is subject to change as conditions change.

Joanna Doria asked about resumes and credentials -- is this information available? Hether Crowley and Tim Williams responded that this was provided in the update email that notified the Board about the new hires.

Lindsey Hescock asked a question about placement of new employees on different steps of the union contract pay scale. Tim Williams explained that the placement on a particular pay step is commiserate with their experience.

Motion to approve the staff appointments as listed in the agenda.

Move: Suzanne Buck Second: Jamie McCallum Status: Passed

- a. Appoint Jamie Gero as a Paraprofessional, 1.0 FTE, Step 17 of Master Agreement
- b. Appoint Jessica Hurley as a Paraprofessional, 1.0 FTE, Step 1 of Master Agreement
- c. Appoint Andy Maille as a Custodian, 1.0 FTE, Step 6 of Master Agreement
- d. Appoint Ralph Tucker as a Custodian, 1.0 FTE, Step 2 of Master Agreement
- e. Appoint Andre Turcotte as a Paraprofessional, 1.0 FTE, Step 2 of Master Agreement

2. Enrollment Projections

Tim Williams reminded the Board that both he and Barb Wilson have calculated enrollment projections for the next several years. The findings are available in his latest Board update. He noted slight differences between his and Barb's projections, and invited Board members to examine both. The figures will be important for future planning decisions.

3. Presentation: Budget Development #2: Student Services and General Fund Projection

Nicole Carter provided a presentation to illustrate the re-organization of tier 2 student services and tier 3 special education services into a new centralized cost center within ACSD. She provided a historical context for the way student services and special education is currently organized and funded within ACSD, and the recent state initiatives that are driving the transition to a centralized system for both Tier 2 and Tier 3 services.

Context: Prior to unification of ACSD in 2016, Special Education services were organized and managed by the ACSU supervisory union, but Tier 2 intervention services were funded and located within each individual school. The current funding/configuration is a result of this history, and it has been challenging to provide equitable access to student services across the district. Act 173's new block grant funding structure allows for more prevention and fluidity between Tier 2 and Tier 3 services -- which makes grouping these costs into a centralized cost center more efficient.

Upcoming changes: The new Special Education & Student Services cost center will include the following funds:

TIER 3

- ~\$3.18 M from Census Block Grant
- \$500K IDEA Grant
- \$2.6 M local funding

TIER 2

- "leftover funds" from Census Block Grant
- \$300K Medicaid reimbursement
- \$540K Title 1 funds
- \$4.5M local funding (Matt Corrente noted this figure might be off)

Individual school cost centers will have the above Tier 2 funds and personnel expenses removed from their budgets, so it is important to keep this in mind when reviewing the FY25 budget numbers for each school.

Board questions:

Steve Orzech expressed concern about the sensitivity of Tier 2 "leftover funds" to high-need special education students -- if the District has a few high-needs students, are we at risk of not being able to provide/afford appropriate Tier 2 interventions? Nicole Carter reminded the Board that the State provides reimbursement for significant special education costs above a certain threshold, so Tier 2 services should not be at-risk in such a scenario.

Joanna Doria asked about the alignment of the student services personnel slide with the staffing model from prior budget presentation. What is important for the Board to know? Nicole responded that the idea is to have the resources be able to respond to the student need as it fluctuates over time and geography across the District.

Barb Wilson asked about the data that are being used to identify student need. Nicole responded that the District uses several types of data, Fast Bridge screen data, SEL screening data, State testing, behavioral data, etc.

Mary Heather Noble asked about how this new organization will still ensure provision of adequate services to schools with fewer students needs intervention/special education. It is good to hear that the intent is to direct more resources toward the greatest student need, but how do we make sure kids in lower enrollment schools aren't forgotten? She expressed concern about the resources being spread too thin -- is there enough butter to reach the edges of the bread?

Jamie McCallum asked how the District determines when it needs more resources to meet the need. Do we even currently have enough to meet the need? Nicole Carter acknowledge this as the primary challenge, and provided an example with math intervention. ACSO only has 2 math interventionists for 9 schools and ~1600 students. Ellen Whelan-Wuest underscored this issue, noting that 12 interventionists for the student population is not enough.

Suzanne Buck asked if teachers have the appropriate training to use Edu-Climber to be able

to identify the need for student intervention in real time and adjust their instruction appropriately. Nicole acknowledged that this is a professional development opportunity/priority.

Matt Corrente took over the presentation and walked the Board through the latest revisions to the FY25 budget. Of note: the creation of the new Special Education & Student Services cost center -- which will re-assign some personnel and other expenses from their current location in individual school cost centers. He also led the Board through the State's new student weighting formula, "LTWADM" -- which assigns weights based on the types of students and other factors that impact the cost of educating them (eg., grade level, English learners, students living in poverty, etc.). Although ACSD does receive a population parity weight, it is not considered sparse enough to qualify for "small schools" weight. He provided a few different scenarios (e.g., if the state gives ACSD a higher or lower LTWADM, or if teacher contract negotiations result in higher salaries) to illustrate the sensitivity of the calculations to these variables. The district will need to be very careful to keep the budget below the 10% increase threshold that the State is imposing. There are still many unknowns, but current information suggests the FY25 tax rate will increase \$1.55.

Board questions:

Steve Orzech asked about the data used to determine poverty -- is this Free & Reduced Lunch numbers? This figure is notoriously unreliable because families often don't fill out the required paperwork, so our count is often lower than our actual figures.

Ellen Whelan-Wuest pointed out the flaws in the funding system -- that the state is basing weights on census data that counts non-permanent residents (college students), and also fails to provide more accurate mechanisms for accurately counting students living in poverty.

James Malcolm wondered about translating this complex information for public information.

Jamie McCallum asked how the district is budgeting -- again referencing the issue of sufficient interventionists. Is the budget based on the need, or is it just what's been done in the past? There was some discussion about how to evolve away from status quo to make the budget more reflective of student need. Some also noted the historical parameters around budget historic planning, and how the district's configuration of schools had influenced resource distribution.

G. Report of the Chair

1. Discussion: Board Meeting Location(s)

Barb Wilson revisited the topic of having Board meetings at ACSD schools, since the matter had not been decided at the Board retreat. The Board launched right into strategic planning and the superintendent search, so hasn't resumed the practice of having every other meeting at an ACSD school. Barb expressed reservations about resuming the practice this far into the year, since that would mean several schools get left out. Her suggestion is to keep Board meetings for the remainder of the 2023-24 academic year at 208 Charles Ave. She then invited Board members to weigh in.

Steve Orzech noted the technology challenges of hosting meetings at the schools -- online participants often can't hear the meeting when they are held at schools. This issue needs to be resolved before resuming.

James Malcolm expressed appreciation for the schools and their presentations, but is concerned about how few members of the community actually show up. He wonders if the additional effort is worth the trouble.

Mary Heather Noble noted that having meetings in the schools is really the only time that many board members step inside ACSD facilities -- so if we do not resume having meetings in schools, we need to make other efforts to make sure board members see the facilities and meet the people in those buildings.

Jamie McCallum expressed his preference for going to the schools, and suggested making a

better effort to invite the community in.

Tricia Allen agreed, but expressed concern about the length of the school presentations -- it really cuts into Board work time.

Lindsey Hescock said that it feels strange to only have meetings in Middlebury, but that the technology issue is a real concern. She would also like to see more people come.

Bjarki Sears suggested the Board consider its goals in the decision -- if the intent is to see the school in action, it would be better for Board members to come during the school day. If the intent is community engagement, it would be best for Board members to come during planned school events.

Mary Heather Noble noted that the Communications & Engagement Committee is working on this suggestion -- and has reached out to school leaders to see when/where Board members might be able to connect with their respective learning communities. She also suggested investigating the technology concern, since that seems to be a barrier.

H. Report of the Board

1. Ad Hoc Strategic Plan Report Update

Barb Wilson invited Ellen Whelan-Wuest to walk the Board through the modifications that the Ad Hoc Strategic Plan Committee has made to the draft Strategic Plan. Ellen reviewed each of the Board's comments/concerns, as captured in the November 6, 2023 Board meeting minutes, using the table provided in the meeting materials to guide the discussion.

Tricia Allen made a point to thank Emily Blistein for her work to incorporate the Board's changes into the working document. Jason Chance noted the distance the Board has come to bring the draft strategic plan to a place that everyone can support -- he expressed gratitude to all who helped get the Board to this point. He also wondered if the document is still clear enough with respect to the recommended action steps being the work of the Action Team and not the Board. Perhaps "Recommended" should be "Suggested"?

Lindsey also wondered about the clarity around that. She worries about readers being confused as they read through the plan. Emily Blistein suggested moving the Recommended Action Steps of the Action Team's work to an additional appendix. Several agreed that this would be a reasonable option.

Suzanne Buck pointed out Strategy 3 of Goal 2 on page 8 -- and wondered if the language says that ACSD is planning to hire on the basis of identity. How would this be done if these are not things that can be asked during an interview? How would the District prioritize diversity in its hiring practices? Mary Heather Noble and Ellen Whelan-Wuest expressed the importance of intentionality in hiring and mentoring a diverse staff. There are ways to recruit and support all kinds of people.

Lindsey Hescok and Eddie Fallis noted that the current language will likely be interpreted as engaging in affirmative action. There was considerable discussion around this, to make sure the the Board's intention is clear, and that its practices are not misinterpreted as hiring quotas, but that the District wishes to attract and retain a diverse staff. Matt Corrente suggested having intentional hiring practices that look beyond ACSD & Vermont geography to find potential candidates. Emily Blistein and Ellen Whelan-Wuest both offered some changes to the language to resolve the concerns. Emily will incorporate both into the next draft, and allow the Board to choose at the December 11th meeting.

Jamie McCallum asked about the wording in Goal 3, Strategy 4, "coherent and transparent" profession development. Mary Heather Noble and Ellen Whelan-Wuest explained the origins of the wording from the Burlington School District's plan, and that the idea was to make sure that parents & families understand what training their teachers are getting -- that it is relevant and appropriate.

Lindsey Hescock asked if we could add a definition to the glossary for "Diverse Identities." James Malcolm also suggested increasing the prominence of the blue-highlighted description under the Recommended Action Steps section.

Emily will incorporate the changes to prepare the draft for the Dec 11th Board meeting.

2. Committee Reports

a. Communications & Engagement

Mary Heather Noble said that the Communications & Engagement committee has reached out to ACSD Building Principals to identify community events that Board members can attend, and see what times might work for the Board to informally engage with school communities. The Committee is thinking about outreach for the Strategic Plan.

b. Facilities

Jason Chance reported for the Facility Committee that the MUHS kitchen project is complete and came in under budget. There has been a failure of part of the well system at Ripton School -- Facilities is working on those repairs.

c. Finance

James Malcolm spoke on behalf of the Finance Committee -- they have been working on budget development, but have also received the first quarter report for FY24, and it looks right on track. He informed the Board that the district had to borrow \$1 million for the short term to address cash flow and have payroll covered (this was due to the tax collection schedule -- it is common for Boards to need this. ACSD hasn't for a few years due to availability of ESSER money, but will likely resume the need to burrow at certain times of the year).

d. Negotiations

Steve Orzech reported that the Negotiations Committee has met with the teacher's union reps and will be exchanging proposals this Friday Dec 1st. They are also meeting with the support staff reps soon.

e. Policy

Suzanne Buck reported that the Policy Committee has several new policies ready for Board review and approval. These will hopefully be on the next agenda. The Committee has been spending considerable time on the new AOE Wellness policy.

f. Patricia A. Hannaford Career Center

Steve Orzech and Tricia Allen reported that the Open House went well, and that the tuition numbers that ACSD is awaiting for its budget have still not been released.

g. Addison Central SEPAC Update

Joanna Doria reported that the SEPAC successfully hosted a literacy event with Heather Gebo.

h. Parks and Recreation Update No update to report.

i. Middlebury Community Television Update No update to report.

I. Public Comment - Any Topic

No additional public comment.

J. Executive Session: Superintendent Search - Personnel 1 VSA 313 (a) (3) Entered Executive Session at 9:23 p.m.

Exited Executive Session and re-entered Open Session at 9:59 p.m.

Motion to move into Executive Session to discuss personnel matters, as allowed under 1 VSA Section 313 (a) 3.

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

K. Action: Approval of Superintendent Appointment

Barb Wilson read a statement in support of Dr. Wendy Baker's qualifications:

Dr. Baker is a multigenerational Vermonter with thirty years of demonstrated success supporting students, teachers, schools, and leaders to achieve at high levels. Dr. Baker spent the first twenty years of her career serving Vermont public education, including her work as a tutor within the Chittenden County Correctional Center, a Nationally Board-Certified Middle School Humanities teacher, a School Improvement Specialist within the Vermont Department of Education, a Middle School Principal, and a Superintendent of Schools in the Orange East Supervisory Union.

As a higher education administrator with Southern New Hampshire University, Dr. Baker led the development of non-traditional programming for support staff, teachers, and leaders across New England. She also managed strategic partnerships that brought transformative, place-based academic programs to students, teachers, and leaders across the country and in many countries throughout the world. Her team's work was nominated for an EdTech Award in

2020 in recognition of its outstanding contribution to transforming education through technology to enrich the lives of learners everywhere.

Dr. Baker served as the Vice President for Institutional Advancement at Clinton Community College, which focused her attention toward community partnerships, philanthropy, and grant acquisitions. Currently, she collaborates with community organizations as a philanthropic developer and independent advisor for state, federal, and foundation grant opportunities. Dr. Baker's passion is deeply rooted in social justice and equity. Alongside her full-time roles, she has sought to gain perspective across cultural contexts as a consultant with more than fifty diverse organizations across the United States, in Liverpool, England, and in Johannesburg, South Africa. Since 2013, she has developed and taught graduate coursework and advised doctoral research in equitable teaching and leadership practices, socially just public policy, and positive organizational development.

In her free time, you'll find Dr. Baker on the basketball court officiating boys and girls varsity games on both sides of Lake Champlain, playing the imaginary game of the day with her granddaughter, or digging deep into the shelves of the secondhand bookshop she owns with her husband Rich in Plattsburgh, NY. She looks forward to getting to know the priorities, people, and communities of ACSD more deeply in the coming months.

Barb Wilson then shared a statement of appreciation from Dr. Baker:

"I'm humbled by the Board's selection as ACSD's next Superintendent of Schools. The communities of this district are known widely for their dedication to the education of children and youth. I'm delighted to have the opportunity to join the District's talented team."

Mary Heather Noble expressed gratitude to Barb Wilson for her hard work in finalizing the hiring process, and to the rest of the Board for working together on this hire. She is excited for ACSD's future.

Tricia Allen agreed, and expressed appreciation to the community for stakeholder feedback -the Board relied on the feedback from its volunteers.

Motion to appoint Dr. Wendy Baker to the ACSD superintendent position, pending final contract execution and approval by the Agency of Education, effective July 1, 2024. Move: Ellen Whelan-Wuest Second: Suzanne Buck Status: Passed

L. Adjournment

Meeting adjourned at 10:10 p.m.

Respectfully
Submitted, Mary

Heather Noble
Motion to adjourn.

Move: Suzanne Buck Second: Jamie McCallum Status: Passed

***Public Comment Guidelines:**

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

DRAFT

11/17/2023

Dear ACSD School Board,

We are writing on behalf of our son, Elias Urang (age 9, Mary Hogan student). Elias is seeking permission from the School Board to fly the Black Lives Matter flag on the Mary Hogan flagpole for the remainder of the school year.

Elias would like to request to be added to the agenda for the December School Board meeting so that he can share his thoughts about the Black Lives Matter flag with you and ask the School Board to vote on this matter.

If you have any questions or need any further information, please feel free to contact us (contact info listed below).

Thank you,
Alison & Sarah Urang

Alison: 802-578-9308

Au97214@gmail.com

Sarah: 802-349-8866

urangSarah@gmail.com

Addison Central School District

Policy: Government Flagpole

File Code: F27

Warned: October 1, 2021

Adopted: October 11, 2021

Policy

It is the policy of the Addison Central School District that flagpole(s) located outside the primary entrance of any ACSD school are designated as government flagpoles. As such, the flags flown on these poles are limited to the flags of the United States of America and the State of Vermont. With a supermajority vote, the School Board may choose to fly an additional flag, for a limited time, that represents a symbol supporting our educational values and mission. Such a decision will reflect the expression of the Board.

MEMORANDUM

To: Addison Central School District School Board
From: Bruce. MacIntire, ACSD Director of Facilities
Date: December 11, 2023
Subject: Mary Hogan ESSER Project Contractor Prequalification

Purpose: The purpose of this memo is to prequalify General Contractors to be eligible to bid on the upcoming Mary Hogan Elementary School ESSER capital improvement HVAC Upgrade to begin in the summer of 2024. We are recommending the following general contractors be approved as prequalified contractors to bid on the upcoming building project.

The first required step in bidding on any construction work that might exceed \$500,000.00 is to prequalify any contractors interested in bidding on the project. Vermont bid law [16 V.S.A. § 559\(b\)\(2\)](#) requires that for any construction contract that exceeds that amount, contractors must be prequalified by the board prior to being approved to bid on the project. The school board must establish a list of prequalification criteria.

Following board approval of the contractor prequalification criteria on October 23, 2023, we posted an advertisement to solicit general contractors for the building project.

Formal invitations were sent to thirteen (13) firms who received a copy of the Request for Qualifications (RFQ). The following two firms responded to the RFQ.

Firm	Qualifications Received	Meets Prequalification Criteria
Breadloaf Construction	October 30, 2023	Yes
Farrington Construction	October 30, 2023	Yes

Following the review of each firm's qualification proposals, we have established that all of the firms who submitted their qualifications meet the board-approved prequalification criteria as qualified bidders. The final bids are anticipated to be reviewed and awarded at the January 22, 2024, Board meeting.

Recommended Motion:

I move to prequalify Farrington Construction and BreadLoaf Construction to be approved as qualified bidders to submit a fee proposal for the upcoming Mary Hogan Elementary School ESSER capital improvement HVAC upgrade project.



Middlebury Union High School

CAITLIN S. STEELE
Principal

BEN WEIR
Assistant Principal

SEAN M. FARRELL
Activities Director

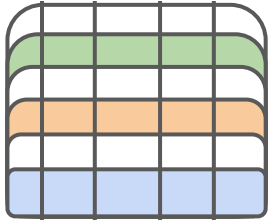
TO: INTERIM SUPERINTENDENT TIM WILLIAMS
FROM: MUHS PRINCIPAL CAITLIN STEELE
RE: STATE-WIDE 9-12 SCHOOL CHOICE
DATE: DECEMBER 1, 2023

Annually, the State of Vermont require school districts to indicate its capacity for participating in high school choice. ACSD has historically decided 15 students would be reasonable. We currently have 15 students attending MUHS under this program; 3 seniors, 8 junior, 2 sophomores, and 2 freshmen.

Therefore, I recommend that the Board again allow up to 15 students to attend MUHS under the Choice provision which would likely result in 3 openings for next year.

Current School Choice by the Grade

Seniors	3
Juniors	8
Sophomores	2
Freshman	2



ACSD FY25 Budget

Clarification & Student Services 2.0



Clarification: Budget vs. Actual

- Budgeted expenses are our most-informed educated estimate of what costs we will incur over the course of the next fiscal year.
- Actual expenses reflect how those funds were spent over the course of the year.
- Throughout presentations on Budgeted Expenses, it is important to remember that these are a blueprint for the future, based on the past.
- An error was made in the previous presentation of the student services cost center that inflated the budget by a \$500,000 placeholder. That correction is detailed in this presentation.



Clarification: Contingency

- To account for unforeseeable circumstances school budgets contain layers of contingency.
- “Need” is very difficult to predict from year to year.
- Contingency, in its various forms, allows pliability and adaptive responsiveness to meet need where it arises.



Why would contingency funds be used?

- Emergency facilities scenarios
- Unexpected equipment failure
- Crisis response
- Student Service placements
- Difficulty in hiring
- Unanticipated spikes in student need



3P Development Cycle

PLAN

Budget Development process.
Combination of previous year and current year data predicts future year performance.

PATCH

The school year.
Implementation of budget plan.
Modified by unforeseen circumstances.
Requires adaptive response modeling.

PONDER (the DATA)

Learning. Systems building and maintenance. What is the long term solution?

PONDER. What comes next?



When we draw on contingency funds in the budget in any given year, we need to ask questions and analyze data to develop a plan for the future.

- Emergency facilities scenarios - Did the building get fixed adequately? For how long? Impact on next budget? Will it happen again somewhere else?
- Unexpected equipment failure - Did we meet the replacement need? Do we need to budget based around a useable life cycle of that asset?
- Crisis response - Were we prepared? Cost if not?
- Student Services placements - How many more years are we legally obligated to pay high costs? Other options?
- Difficulty in hiring - Why did we need to contract out a service? In house options? Recruitment strategy and associated costs?
- Unanticipated spikes in student need - Why did the need arise outside of the budgeting process? How can we forecast the solution moving forwards?

PONDER. What comes next?



- This is where DATA is analyzed and summarized.
- Conclusions from the data inform actions and decisions which will occur in the subsequent PLAN phase of the cycle.
- Good data systems and feedback mechanisms mitigate subjectivity and inaccuracy in the analysis phase.



MUHS &
MUMS

MH

Rural
Elem.

DW

Across all schools, the vast majority of reallocated DI budget is composed of CSAC and contracted service reserves. These allocations are already administered at the District level and do not correspond to building based personnel or services.

FY25
Estimate

\$743,000
\$203,218

\$491,544

FY24 Budget

\$241,277

\$600,901

FY23 Actual

\$302,449

\$204,953

\$47,718

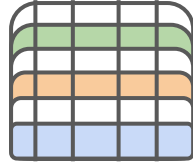
The District
wide non-
special ed costs
of special ed
services.
\$430,835 (FY23)
\$458,626 (FY25)

FY24 Budget Breakdown

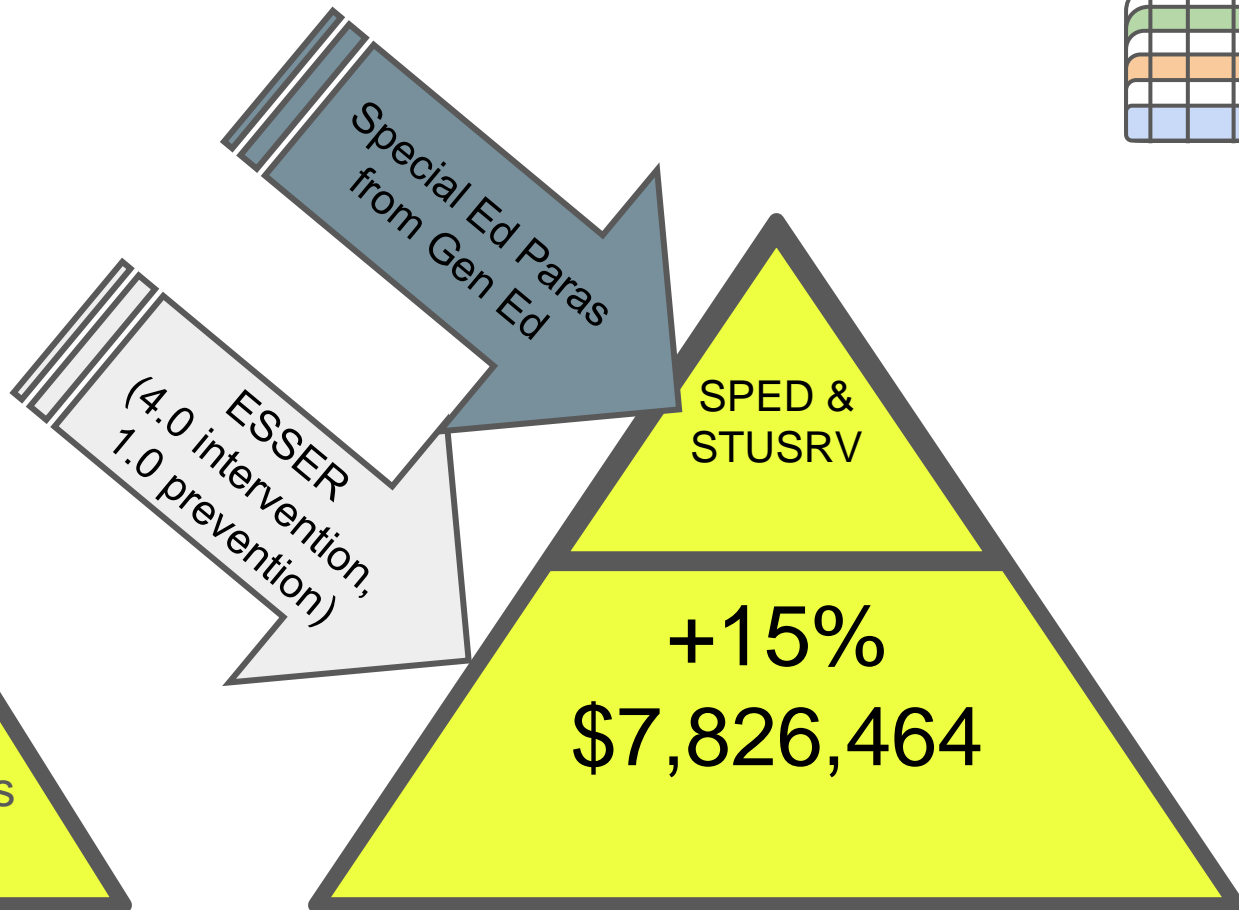
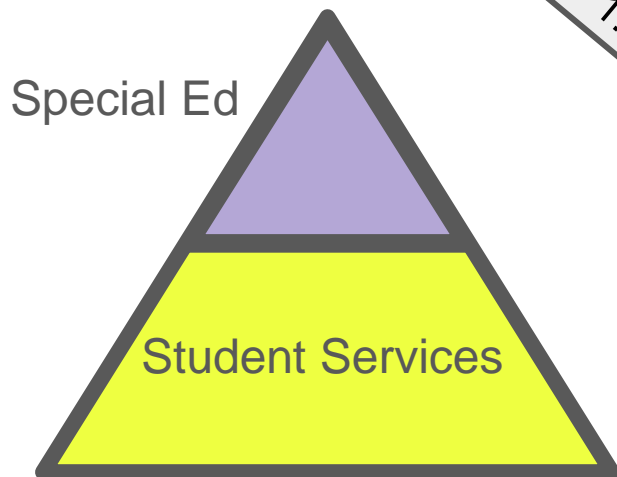
TOTAL:
\$6,817,077

Special Ed
\$5,625,631

**Student
Services
(in Gen Ed)**
\$ 1,191,446



FY25 Budget Projections

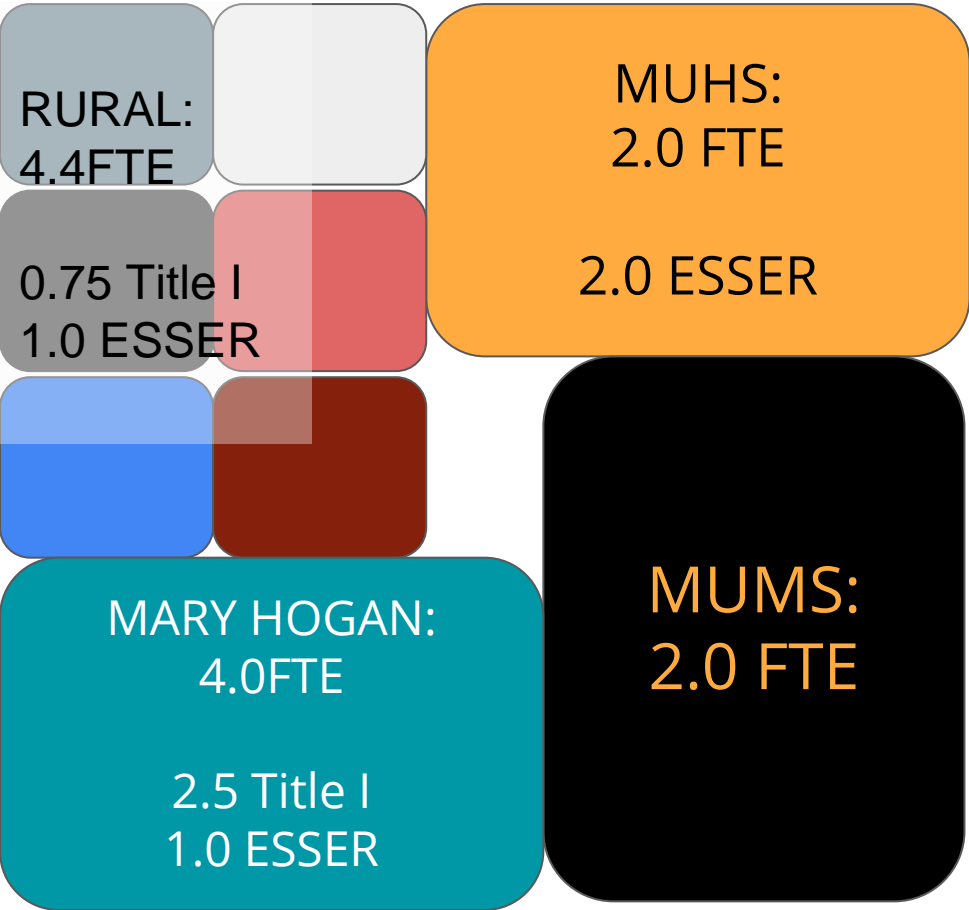




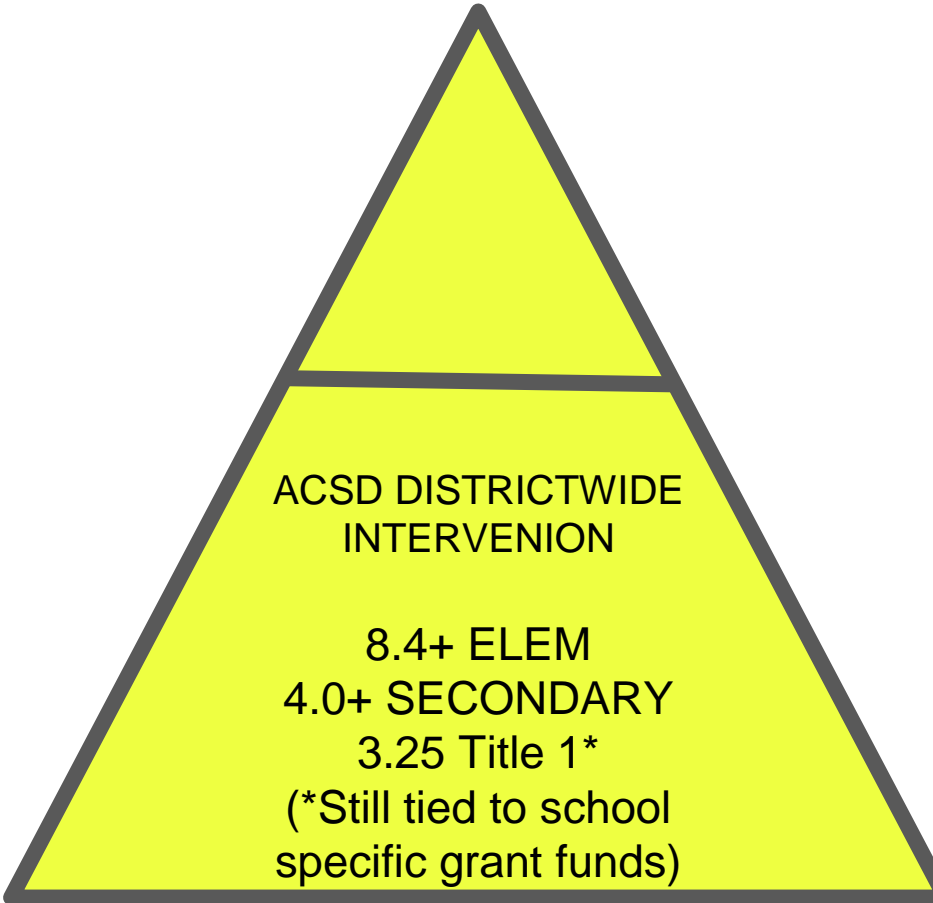
Intervention Profile

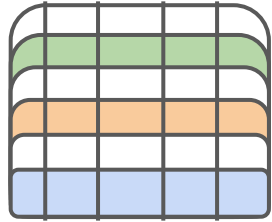


FY24



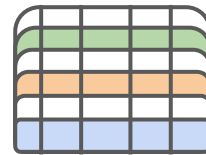
FY25





Logic Model for Budgeting Multi-Tier Student Support Personnel

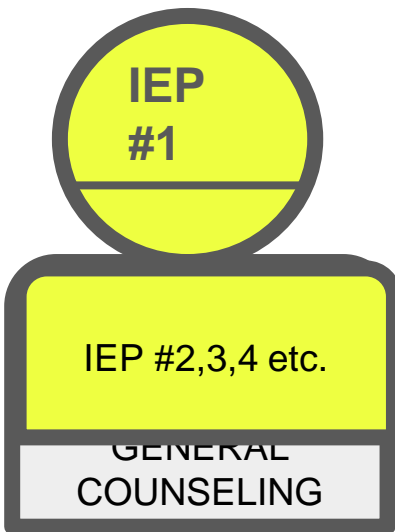
What is a MTSSP? (Multi-Tiered Student Support Personnel)



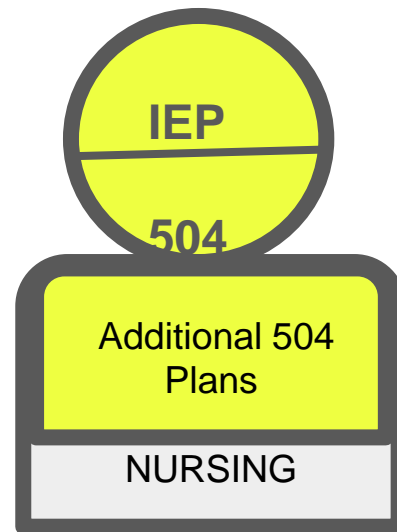
Many of the student support personnel (SSP) that work in our schools will provide services to students in more than one Educational Tier. Fluctuations in Need can either increase or decrease FTE per cost center for an individual employee.



PARAEDUCATOR

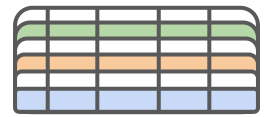


SCHOOL COUNSELOR



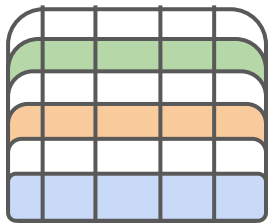
SCHOOL NURSE

How did we budget for these services?



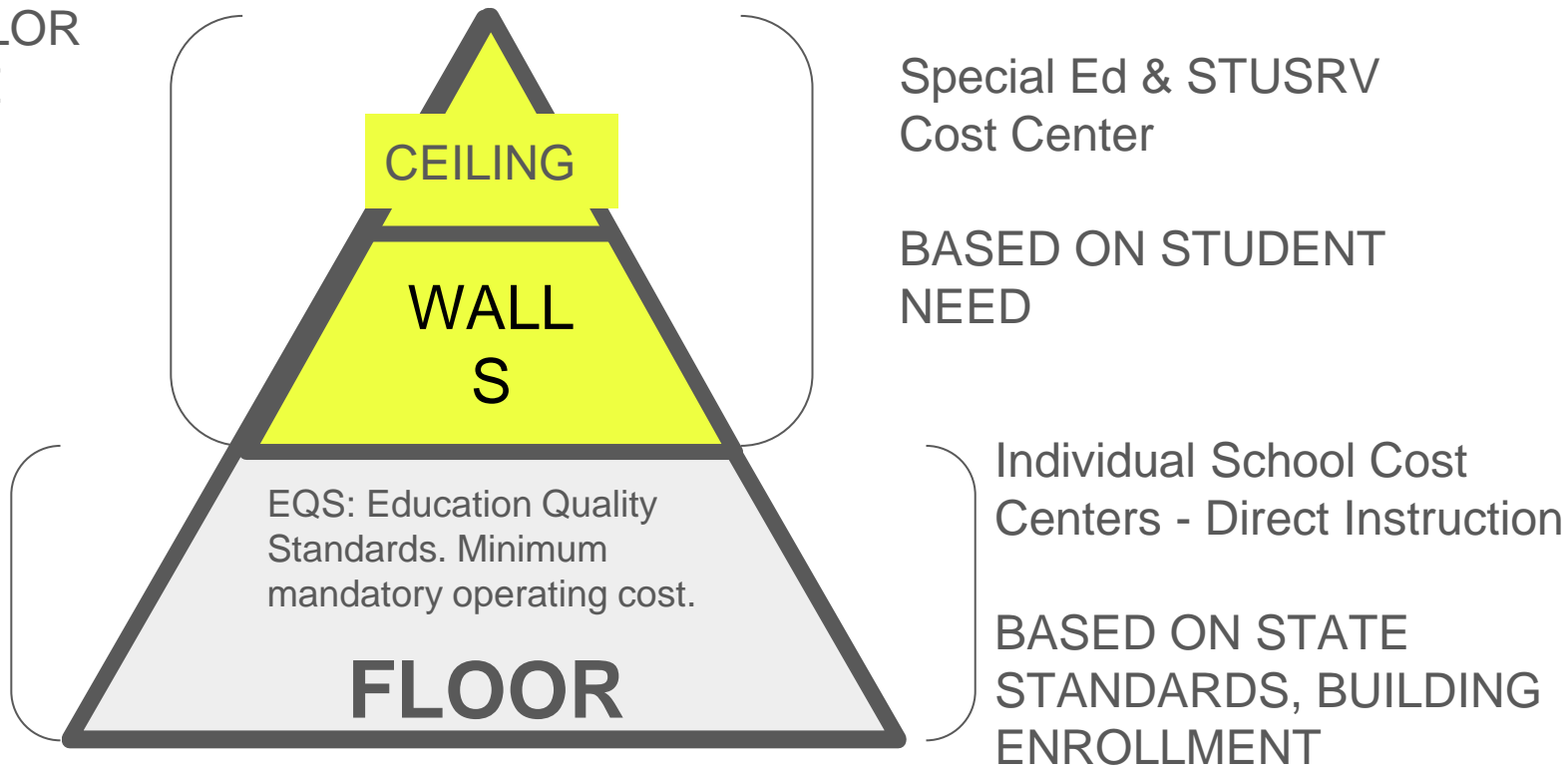
FY24 MODEL

	RURAL ELEM	MARY HOGAN	MUMS & MUHS
PARAEDUCATOR	GEN ED. 14.17 SP ED. 4.7 PREK 2 LIBRARY 0.5	GEN ED. 12.5 SP ED. 10 PREK 4 LIBRARY 1	GEN ED. 6 SP ED. 13 LIBRARY 2-3
COUNSELOR, etc.	2.6	2.0	6
NURSE	2	1	3 (+1 1:1)



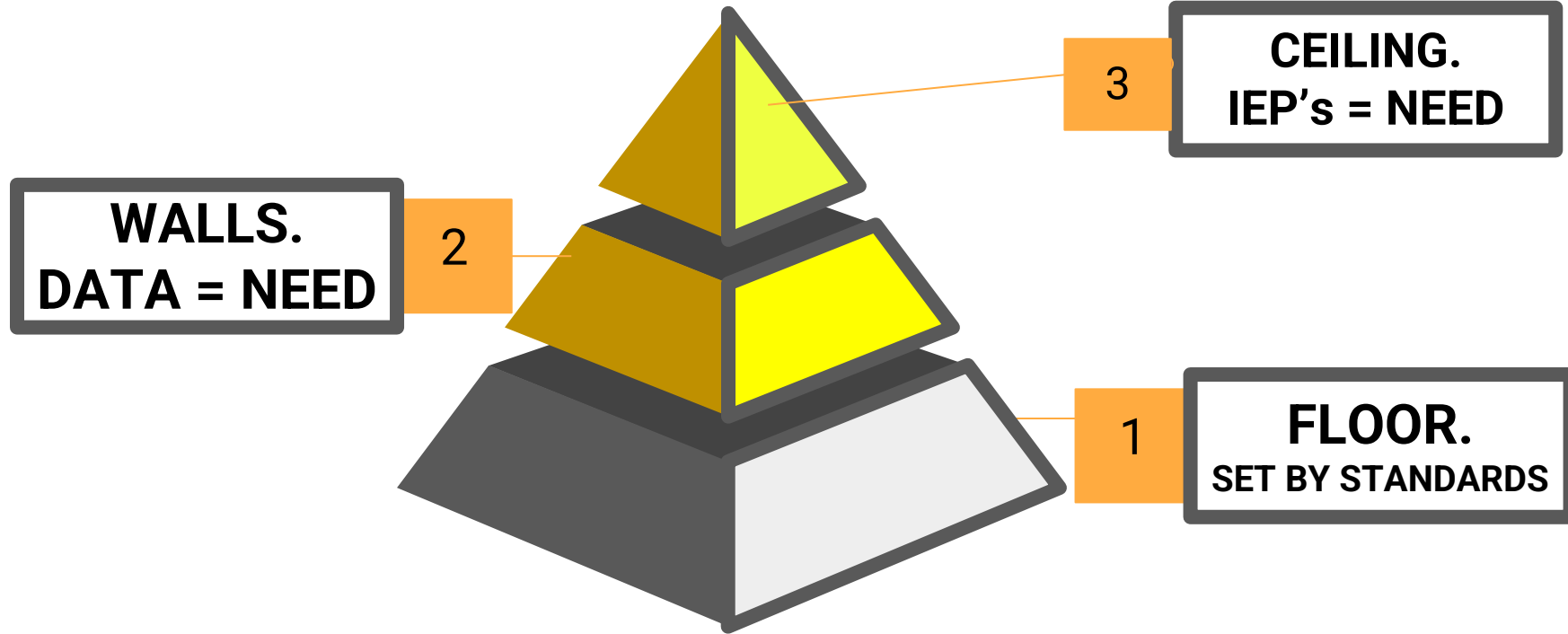
How will we budget for these services?

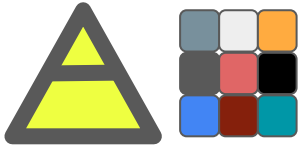
COUNSELOR
EXAMPLE





Tier II: The Quantification of Need



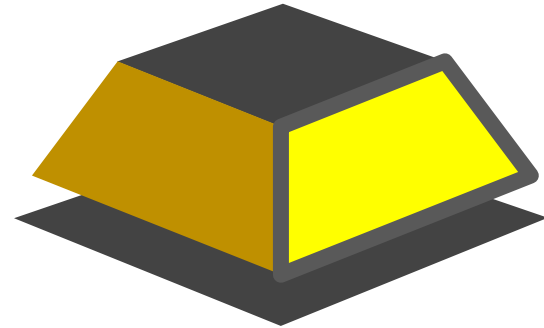


Tier II: The Quantification of Need

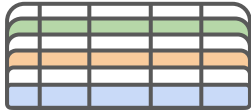
WALLS: DATA = NEED

The new STUSRV budget positions our resources to:

- design/define the Principal:STUSRV interface.
- be prepared for unified data driven systems.
- adapt to need as it arises
- forecast budgetary implications based on data analysis
- maintain the mandatory provision of Tier I services
- fix operational expenses relative to enrollment



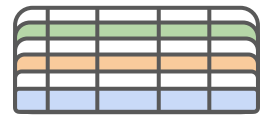
How will we budget for these services?



FY25 MODEL

	RURAL ELEM	MARY HOGAN	STUSRV
PARAEDUCATOR (enrollment with admin. adjustment factor)	GEN ED. 8.5 PREK 2 LIBRARY 0.5 (ADMIN 5.0)	GEN ED. 12.5 PREK 4 LIBRARY 1 (ADMIN 2.0)	SP ED. 15 TIER II 6
GUIDANCE/SSP [1/300 enrolled]	EQS: 1.3	EQS: 1.3	Supplemental: 9.4
NURSE [1/500 enrolled]	EQS: 0.7	EQS: 0.7	Supplemental: 1.6

How will we budget for these services?



FY25 MODEL	MUMS & MUHS	STUSRV
PARAEDUCATOR	GEN ED. 8 LIBRARY 2-3	SP ED. 13
GUIDANCE/SSP [1/300 enrolled]	EQS: 4	Supplemental: 7.5
NURSE [1/500 enrolled]	EQS: 1.6	Supplemental: 2.4

	FY23 ACTUAL	FY24 REVISED	% of Total GF	FY25 DRAFT	% of Total GF	DIFFERENCE	% DIFF
General Fund:							
Direct Instruction	\$ 2,708,962	\$ 2,708,962	33%	\$ 2,708,962	55%	\$ -	-
STUSRV & SPED	\$ 4,129,732	\$ 5,625,631	13%	\$ 7,826,464	17%	\$ 2,200,833	39%
Universal PreK	\$ 155,343	\$ 480,330	1%	\$ 500,000	1%	\$ 19,573	4%
PHCC	\$ 1,218,261	\$ 1,392,489	3%	\$ 1,503,888	3%	\$ 111,399	8%
Transportation	\$ 1,359,709	\$ 1,303,269	3%	\$ 1,361,916	3%	\$ 58,647	5%
Facilities and Maintenance	\$ 3,733,797	\$ 4,247,280	10%	\$ 4,307,252	9%	\$ 59,972	1%
Technology and IT	\$ 1,190,060	\$ 1,386,936	3%	\$ 1,418,472	3%	\$ 31,536	2%
Board & CO	\$ 2,039,071	\$ 2,391,208	6%	\$ 2,600,009	6%	\$ 208,801	9%
PD & C	\$ 682,128	\$ 703,776	2%	\$ 977,596	2%	\$ 273,820	39%
Debt Service	\$ 166,856	\$ 172,073	0.4%	\$ 172,073	0.4%	\$ -	0%
GenFund Subtotals	\$ 37,420,809	\$ 42,293,933		\$ 46,154,401		\$ 4,452,846	10.5%

FY23 Actual
Difference

FY24 Budgeted

FY25 Proposed

\$5,115,688	\$ 6,817,076	\$ 7,826,464	\$1,009,388	15%
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This is how the numbers would look if the migrating lines were in the FY24 budget.

The 24% difference between 15% and 39% represents the migration of student services into the cost center.

The 15% increase represents the new costs from ESSER and para additions.

Previous Presentations (FROZEN)

[Budget Drivers FY25](#)

[ACSD FY25 Budget Development](#)

[FY25 Budget Development #2](#)

12/7/23 Draft



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



ADDISON CENTRAL SCHOOL DISTRICT

2024-2029 STRATEGIC PLAN

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EXECUTIVE SUMMARY



Context and Data:

The Addison Central School District (ACSD) offers this 5-year Strategic Plan, which was deliberately rooted in equity and designed to prioritize the success of every student PreK-12 in the ACSD. Informed by a district-wide equity audit and a community-based examination of equity issues, 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.

The pages below detail the ACSD Board's foundational work including their newly drafted mission, vision, and strategic goals; the design, roles, and reports of the ACSD Advisory Committee and the Action Team; Strategies and Targets for each Strategic Goal; the Action Team's recommended Action Steps; a Glossary; Appendix; and Endnotes with additional context for this work. For additional information about the Strategic Plan process and our Equity Work visit: www.acsdvt.org/district-link/strategic-plan and www.acsdvt.org/district-link/equity-work

Strategic Plan Process Overview

The Strategic Plan was informed from the 2021-2022 work of an Advisory Committee to identify equity issues and opportunities within ACSD, as well as the 2023 Action Team to translate the Board's strategic goals into suggested actions. Both groups were comprised of

diverse community stakeholders and were instrumental in compiling additional input and data gathered to date. Throughout the process, there have been ongoing opportunities for students, families, staff, and community members (stakeholders) to stay up to date and shape the direction of the Strategic Plan. Following the work of the Advisory Committee and Action Team, the ACSD Board created an Ad Hoc committee in October 2023 to clarify the Board's goals, develop targets and enhance the strategies for each goal, and clarify the structure and content of the strategic plan. have been ongoing opportunities for students, families, staff, and community members (stakeholders) to stay up to date and shape the direction of the Strategic Plan. Following the work of the Advisory Committee and Action Team, the ACSD Board created an Ad Hoc committee in October 2023 to clarify the Board's goals, develop targets and enhance the strategies associated with each goal, and clarify the structure and content of the strategic plan.

Roles and Responsibilities in the Strategic Plan

This Strategic Plan is the result of two intentionally designed community groups, the ACSD Advisory Committee and Action Team. The composition 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 (both groups are described in greater detail on pages 4-6). Once finalized by the ACSD Board, the Strategic Plan will be handed off to the ACSD Implementation Team to enact the plan. The Advisory Committee, Action Team, ACSD Board and Implementation team each played, or will play, a distinct roll in the Strategic Plan process:

- The Advisory Committee was convened in 2021-2022. Their role was to help define equity in the planning process, advise the board on community engagement, review existing data and suggest additional data, and work to develop priorities for the Board's goals. Their work concluded in recommendations that were presented to the Board in the fall of 2022 before the Board drafted their three goals.
- After the Board set their goals in 2022, the Action Team convened to review the work of the Advisory Committee and draft strategies and action steps to meet the Board's three goals.
- The ACSD Board set the vision for the strategic plan. They drafted and approved the goals and targets, modified and adopted the Action Teams strategies and included its recommended Action Steps. The Board's role is not to prescribe how the Strategic Plan is implemented, but they will receive regular updates from the Implementation Team about the district's efforts to meet the Strategic Plan targets and goals.
- The Implementation Team is a group comprised of ACSD school and administrative leaders who have the experience, training and subject matter expertise to prioritize, adjust, and enhance the Action Steps recommended by the Action Team and report back to the Board.

Strategic Plan Goals & Focus on Equity

This Strategic Plan was developed with the understanding that persistent gaps and disparities exist in our schools. Research shows that the twin goals of access and belonging are foundational

to a students' ultimate success. A sense of belonging is a protective factor which leads to positive, successful experiences in school. Meanwhile, 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.

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, student MUHS
Addison Copeland, student MUHS
Abigail Sunderland, student MUHS
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 member/elected leader
Justin Campbell, Principal MUHS
Nicole Carter, Director Equity and Student Services



Advisory Committee Co-chairs
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



Action Team Co-chairs
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.

GOALS, STRATEGIES & TARGETS

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.



TARGETS

- All students, staff, and families say that they are safe, welcome, and included at their schools, with demonstrated improvement over time.
- Evidenced-based measurement tool shows improvement in valuable family engagement.
- Barriers to valuable family engagement have been identified and reduced.
- Improvement in identifying and addressing Social Emotional Learning and mental health needs that are impacting student and staff success in schools.
- Reduction in the number of incidents of identity based harassment.

STRATEGIES

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

Strategy 2: Elevate the importance of, and prioritize improvement of students' mental health.

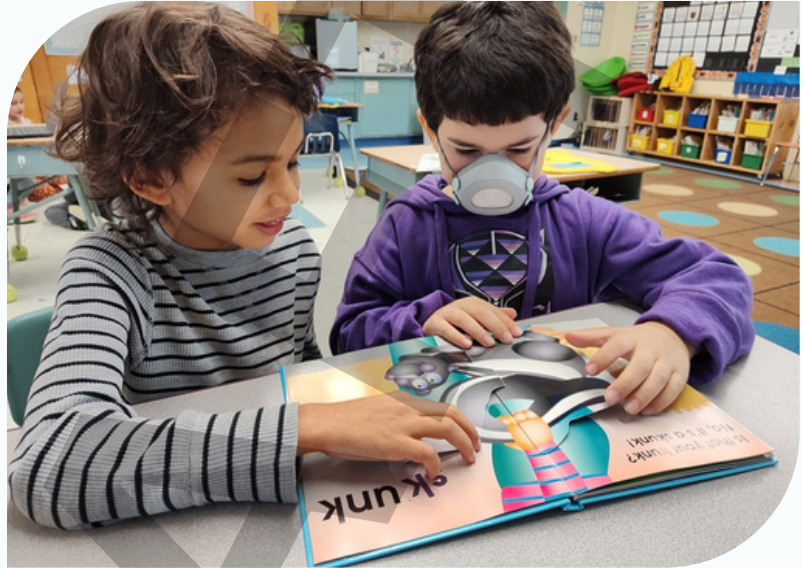
Strategy 3: Put students and families who traditionally and historically experience marginalization first when engaging in decision making and planning.

Strategy 4: Develop policies and procedures to prevent and address identity based harassment.

GOALS, STRATEGIES TARGETS:

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.



TARGETS

- Comprehensive data sources are used to identify and understand the academic, social emotional and mental health needs of all students.
- The full range of student needs are equitably addressed across the district. There is demonstrated alignment between what students need and experience at school.
- Major resource allocation decisions are analyzed to ensure that impacts of those decisions are equitably shared and positively support historically marginalized student populations.
- All ACSD facilities will be safe, well maintained and equipped to support evidence-based, inclusive educational practices.
- ACSD will attract and retain a strong and diverse workforce to ensure consistent student access to high quality instruction.

STRATEGIES

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

Strategy 2: Collect, analyze, and report on the full range of student needs and resource allocation data.

Strategy 3: Hire, onboard, coach, and mentor staff with diverse identities to achieve strong retention. or Recruit , onboard, coach, and mentor staff with diverse identities to achieve strong retention.

Strategy 4: Prioritize facility and infrastructure planning to ensure equitable resource allocation and successful student outcomes.

GOALS, STRATEGIES & TARGETS

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.



TARGETS

- 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 students will be decreased by 50% for each grade-cohort for math and literacy between 2024- 2029 (baseline 2023).
- 4-year cohort HS graduation rates will increase to at least 90%. The gap in graduation rate between historically marginalized students (including students with recognized disabilities) and the general population will be reduced by 50%.
- Decrease in chronic absenteeism and dropout rate, reduction in the gap in both between historically marginalized students and the general population will be reduced by 50%.
- All graduating students are prepared for their transition to adulthood beyond high school, whether pursuing a post-secondary school activity, post-secondary education, vocational training, integrated employment, continuing adult education, independent living, and/or community participation.

STRATEGIES

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 historically marginalized identities.

STRATEGIES (cont)

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.

Strategy 3: Provide multiple pathways for K-12 students that are equally dynamic and celebrated to assure student success.

Strategy 4: Prioritize coherent and transparent professional development that aligns with district goals and targets, supports staff growth, and values diverse identities across our district.

Strategy 5: Continual evaluation for improved and consistent delivery of the district's coordinated curriculum to ensure student success.

Strategy 6: Prioritize early identification of developmental delays/disabilities or students at risk of development delays/disabilities to ensure early intervention that address student needs.

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.

Diversity, Equity, and Inclusion (DEI): A more detailed summary of the ways aspects of diversity and equity work together. Diversity is the difference between people, things, and experiences. Inclusion is the practice of valuing unique experiences and contributions people have to offer. Equity refers to a practice where people receive resources they need to participate in society.

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.

Historically Marginalized Students - those students who have been historically underserved by educational institutions for any one, or more than one, characteristic including ethnic and racial minorities, English Learners, students with Free and Reduced Lunch, students with disabilities, and students who are migrant, foster, or homeless. (As defined in the ESSA Vermont State Plan, Approved by USED)

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.

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.

GLOSSARY

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.

DRAFT

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,

END NOTES

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.

APPENDIX 1:

Recommended Action Steps for Goal 1

The Action Steps below were recommended by the ACSD Action Team as part of their work to develop strategies and compile stakeholder feedback into actionable steps. The Board is intentionally including the recommended Action Steps as part of the final Strategic Plan with gratitude to the community members who came to the table to deliberate and recommend them. Their inclusion is intended as a recognition of community stakeholder input and as a starting point for the Implementation Team as they put the Strategic Plan into action.

Recommended Action Steps for Goal 1, Strategy 1:

1. Expand learning opportunities outside of school by prioritizing DEI (Diversity, Equity, and Inclusion) education for all school community members in partnership with DEI 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.

Recommended Action Steps for Goal 1, Strategy 2:

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 ACSD 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.

APPENDIX 1:

Recommended Action Steps for Goal 1 (Cont)

The Action Steps below were recommended by the ACSD Action Team as part of their work to develop strategies and compile stakeholder feedback into actionable steps. The Board is intentionally including the recommended Action Steps as part of the final Strategic Plan with gratitude to the community members who came to the table to deliberate and recommend them. Their inclusion is intended as a recognition of community stakeholder input and as a starting point for the Implementation Team as they put the Strategic Plan into action.

Recommended Action Steps for Goal 1, Strategy 3:

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 rubric 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.

APPENDIX 1:

Recommended Action steps for Goal 2

The Action Steps below were recommended by the ACSD Action Team as part of their work to develop strategies and compile stakeholder feedback into actionable steps. The Board is intentionally including the recommended Action Steps as part of the final Strategic Plan with gratitude to the community members who came to the table to deliberate and recommend them. Their inclusion is intended as a recognition of community stakeholder input and as a starting point for the Implementation Team as they put the Strategic Plan into action.

Recommended Action Steps for Goal 2, Strategy 1

1. Fiscal Management Systems

- Create an equity-informed budget preK-12 by using weights and other metrics to factor in small schools and equity needs of students by researching other districts' approaches.
- Identify and remedy inequitable approaches to accessing resources within schools.
- If students are not able to access the services they need in their elementary school, consider a criteria-informed, equity-informed school placement at another school within the district.
- Optimize resource access and allocation to move the district towards a more unified and "one community" structure and culture.
- Create an equity-based rubric for assessing the district's programs and systems.

2. Equitable Staffing

- Develop a strategic staffing model among the schools. Look at recruitment and retention strategies for staff, especially during challenging times.
- 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.
- Look at positions (ex: mental health) that need to be paid on a different scale than teachers to more effectively recruit and retain.
- Diversify educator and staff workforce. Specifically, hire BIPOC teachers and administrators and understand the importance of all youth/families seeing BIPOC educators/leaders.
- 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.
- Be transparent about the logic, funding sources, and school-level and district-level decision making process behind staffing levels in each school. Use equity rubric in these decisions.
- Wrap equity into staff supervision and evaluation systems.

APPENDIX 1:

Recommended Action Steps for Goal 2 (cont)

The Action Steps below were recommended by the ACSD Action Team as part of their work to develop strategies and compile stakeholder feedback into actionable steps. The Board is intentionally including the recommended Action Steps as part of the final Strategic Plan with gratitude to the community members who came to the table to deliberate and recommend them. Their inclusion is intended as a recognition of community stakeholder input and as a starting point for the Implementation Team as they put the Strategic Plan into action.

Recommended Action Steps for Goal 2, Strategy 2 (Cont)

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: School Buildings, Staffing, Marginalized identities, Poverty, Special Education, PreK, 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.

APPENDIX 1:

Recommended Action Steps for Goal 3

Recommended Action Steps for Goal 3, Strategy 1

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.

Recommended Action Steps for Goal 3, Strategy 2

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.

Recommended Action Steps for Goal 3, Strategy 3

1. Establish consistent grading practices, allowing for effective analysis of fairness and equity in assessment.
2. Continue to value and enhance celebrating student success beyond traditionally celebrated high achievements in sports, grades, and college placement.
3. 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.
4. Make flexible pathways, including early college, more accessible to students during the transition to the start of high school.
5. Better utilize and introduce the Hannaford Career Center to families and students before high school.

APPENDIX 2

Research & Reports

2022 Hanover Research Reports (each report is hyperlinked below or can be found at www.acsdvt.org/district-link/equity-work)

- [EXECUTIVE SUMMARY: DIVERSITY, EQUITY AND INCLUSION DIAGNOSTIC, July 2022](#)
- [OPEN-ENDED RESPONSE ANALYSIS, August 2022](#)
- [STRATEGIC PRIORITIES DATA SUMMARY, 2022](#)

The **ACSD [Advisory Committee's Recommendations Report](#)** is hyperlinked here or can be found at www.acsdvt.org/district-link/strategic-plan under the Advisory Committee section.

The **ACSD Action Team [Final Recommendations and Report to the ACSD Board](#)** is hyperlinked here or can be found at www.acsdvt.org/district-link/strategic-plan under the Action Team section.

DRAFT

A22 – Notice of Non-Discrimination

Warned:

Adopted:



Policy

The board will not unlawfully discriminate in its programs and activities against any person or group on any basis prohibited by federal or state law and will provide equal access to designated youth groups.^[1]

The district shall make reasonable accommodations to the known qualifying physical or emotional disabilities of an applicant or employee, unless the district can demonstrate that the accommodation would impose an undue hardship on the operation of its program or activity.^[2]

Applicants for employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Addison Central School District (District) are hereby notified that this district does not discriminate on the basis of race, color, religion (creed), ancestry, national origin, place of birth, sex, sexual orientation, gender identity, disability, age, political affiliation or marital status in admission or access to, or treatment or employment in, its programs and activities.

A person has been designated by the District to coordinate the district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, and Section 504 of the Rehabilitation Act of 1973, and other non-discrimination laws or regulations. The designated coordinator is identified in the procedure accompanying this policy along with information on how that person may be contacted.

Any person having inquiries concerning the District's compliance with the regulations implementing Title VI, Title VII, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact the non-discrimination coordinator described above.

Administrative Responsibilities

The superintendent or designee shall develop procedures to accompany this policy. This procedure shall designate a coordinator and information on how to contact the coordinator.

^[1] Federal regulations implementing Title VI (race, color, national origin), Title VII (race, color, religion, sex and national origin), Title IX (sex), Section 504 (disability), the *Age Discrimination Act*, and the *Boy Scouts Act* contain requirements for recipients of federal funds to issue notices of non-discrimination. These regulations require that recipients notify students, parents and others that they do not discriminate on the basis of race, color, national origin, sex, disability and age, and, if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups.

^[2] See 34 C.F.R. § 104.12(a-c) for requirements related to reasonable accommodations and factors to be considered when determining when a requested accommodation would create an undue hardship. The inclusion of this provision in this model policy is based on a finding by the federal Office of Civil Rights that a Vermont school district's policy on non-discrimination was not in compliance with Section 504 of the Rehabilitation Act of 1973 because it did not include these provisions.

<i>VSBA Updated:</i>	<i>September 12, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>9 V.S.A. §4502 (Public accommodations)</i>
	<i>21 V.S.A. §§495 et seq. (Employment practices)</i>
	<i>21 V.S.A. §1726 (Unfair labor practices)</i>
	<i>20 U.S.C. §§1400 et seq. (IDEA)</i>
	<i>20 U.S.C. §§1681 et seq. (Title IX, Education Amendments of 1972))</i>
	<i>29 U.S.C. §206(d) (Equal Pay Act of 1963)</i>
	<i>29 U.S.C. §§621 et seq. (Age Discrimination in Employment Act)</i>
	<i>29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)</i>
	<i>42 U.S.C. §§2000d et seq. (Title VI of the Civil Rights Act of 1964)</i>
	<i>42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)</i>
	<i>42 U.S.C. §§12101 et seq. (Americans with Disabilities Act of 1990)</i>
<i>Cross Reference:</i>	

A23 – Community Engagement and Vision

Warned:

Adopted:



The Addison Central School District and the schools within the district are an integral part of the community. Community support is necessary for the schools' operation and achievement of excellence. The Addison Central School District recognizes that community support is based on a mutual exchange, a dynamic process in which the District contributes to the community's success and, in turn, benefits from the community's resources.

In order to maintain productive relationships with the community, the board will have a clearly articulated vision for the school district. The board will adopt a strategic plan to implement the vision which moves the district forward in its goals for student achievement. The board will closely monitor progress toward the vision and refine it as necessary.

Establishing the Vision

The board will seek community input in its consideration of the vision in a variety of settings and contexts to ensure participation that is representative of the community itself. The vision will be informed by data and research-based best practice provided by the superintendent.

Implementation

The board will strive to keep the vision at the forefront of all decision making. The board will assure that there are resources devoted to implement the strategic plan, and will receive monitoring reports on a timely basis to ensure effective implementation of the strategic plan. If necessary, the board annually will revisit the vision and strategic plan and make adjustments.

<i>VSBA Version:</i>	<i>March 3, 2022</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Cross Reference:</i>	
<i>Legal Reference:</i>	