

AGENDA



Addison Central School District

ACSD Board

Board Meeting

Monday, January 8, 2024, 6:30 pm - 9:30 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.

Link to join Webinar

<https://us06web.zoom.us/j/84098095480>

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|--|-------------------------------|--------|
| A. Call to Order Upon Reaching A Quorum | Barb Wilson | 5 min |
| 1. Introductions - Board Members, Administrators and Staff | | |
| 2. Public Comment on Agenda Items | | 10 min |
| B. Recommendation to Approve Minutes of 12/11/2023 | | 5 min |
| C. Approve ACSD Bills | James Malcolm | 5 min |
| D. Report of the Student Representatives | Eddie Fallis
Sophia Lawton | 5 min |
| E. PAHCC Budget presentation | | 20 min |
| F. Report of the Superintendent | Tim Williams | |
| 1. Action: Faculty/Staff Appointments/Resignations | | 5 min |
| a. Appoint Ashleigh Capek-Disorda as a Paraprofessional, 1.0 FTE, Step 1 | | |
| b. Appoint Scott MacDougal as a Paraprofessional, 1.0 FTE, Step 1 | | |
| c. Appoint Jane Phinney as a Paraprofessional, .50 FTE, Non-Union no step placement as less than 20 hrs/week | | |
| d. Appoint Emily Pottinger as a Paraprofessional, 1.0 FTE, Step 1 | | |
| e. Approve the transfer of Gail Williams from Payroll Coordinator to Administrative Assistant, 1.0 FTE, Non-Union position no step placement | | |
| 2. Action: Set FY25 Tuition Rates | Matthew Corrente | 5 min |

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| 3. Tier I Curriculum Overview | Courtney Krahn | 25 min |
| 4. State Representative Peter Conlon - Act 127 Overview | | 10 min |
| 5. Presentation: Budget Development #4: Property Tax Rates & CLA | Matthew Corrente | 30 min |
| G. Report of the Chair | Barb Wilson | 10 min |
| 1. Budget Outreach | | |
| 2. Update on Dr. Baker's monthly visits to ACSD | | |
| H. Report of the Board | | |
| 1. Action: Approve Policy A22- Notice of Non-discrimination | Suzanne Buck | 5 min |
| 2. Action: Approve Policy A23- Community Engagement and Vision | Suzanne Buck | 5 min |
| I. Public Comment - Any Topic | | 10 min |
| J. Superintendent Transition Framework | Barb Wilson | 20 min |
| 1. Executive Session: Personnel 1 VSA 313 (a) (3) | | |
| 2. Action: Approve Superintendent Transition Framework | | |
| K. Adjournment | | |

Total Meeting Time: 2h 55m

***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, December 11, 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 Whelan-Wuest; James Malcolm; Jamie McCallum; Jason Chance; Joanna Doria; Lindsey Hescocock; Mary Heather Noble; Matthew Corrente; Nicole Carter; Sophia Lawton; Steve Orzech; Suzanne Buck; Tricia Allen

Remote Attendance

Ellie Romp

Not In Attendance

Heather Crowley; 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

ACSD Staff present: Nicole Carter, Assistant Superintendent and Director of Equity and

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

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

Engagement; Jen Kravitz, Principal of Mary Hogan School; Bruce Macintyre, Director of Facilities (remote)

Eddie Fallis and Sophia Lawton, student representatives to the Board, were also present.

2. Public Comment on Agenda Items

Kaisa Ramsen, a Mary Hogan School student, spoke in support of Elias's request to fly the Black Lives Matter flag at Mary Hogan School. She thinks it is an important thing to do to support students of color.

Maëlle Ramsen, a Mary Hogan School student, also made a statement of support for Elias's request to fly the BLM flag at school. It is an important show of support to black students and teachers that they are welcome at our school.

B. Recommendation to Approve Minutes of 10/23 and 11/27

Ellen Whelan-Wuest made a motion to approve the minutes from the October 23, 2023 Board meeting (note: they had not been approved because the Board meeting immediately following it was a special meeting for the superintendent interview process). Jason Chance seconded the motion. There was no discussion. Barb Wilson called the vote and the motion unanimously passed.

Jason Chance made a motion to approve the minutes from the November 27, 2023 meeting. James Malcolm seconded. James Malcolm noted a spelling error in the minutes. Barb Wilson called the vote to approve the minutes with corrections and it was unanimously passed.

C. Approve ACSD Bills

James Malcolm reported a summary of the ACSD bills, which were read by himself and Jason Chance on December 11, 2023.

General Fund: \$1,317,609.35 (Note: ~\$143K of this is for transportation; \$490K for health & dental)

Payroll: \$1,743.51

Payroll: \$902,701.15

McGilton Fund: \$3,793.31

Motion to approve payment of the ACSD Bills as presented.

Move: James Malcolm Second: Jamie McCallum Status: Passed

D. Report of the Student Representatives

Eddie Fallis reported that the MUHS Student Council is working with Third Act Vermont to register eligible students to vote. Student Council has also noticed a

lack of student participation at events recently, and is working with admin and other student groups to provide incentives for students to come out for events.

Sophia Lawton reported that the PAHCC half-day programs are scheduled to bring 10th graders to visit the Career Center to let them know about options before they plan their schedules for the next academic year. MUHS 10th graders will be visiting PAHCC on December 19th; Mt. Abe 10th graders will be visiting PAHCC on December 13th.

E. Mary Hogan Black Lives Matter Flag Request

1. Action: Mary Hogan Black Lives Matter Flag Request

Barb Wilson invited Elias Urang to read his statement to support his request to fly the BLM flag at Mary Hogan School. In his statement, Elias thanked the Board for hearing him and explained his reasoning behind his request. He sometimes feels upset that he is one of the only students of color in his school. When he sees the BLM flag, he feels less alone and feels happy and supported. He wants other black students and teachers to feel this too. He also thinks it is a good reminder to all to treat everyone fairly. Black students are sometimes treated differently and thinks that all students should be treated with respect at school. It should be a safe place where everyone feels welcome and seen. He also shared a petition signed by over 100 Mary Hogan students.

After Elias read his statement, Jen Kravitz read a prepared statement in support of Elias's request. She said that he has been working on the proposal since the 3rd grade, and has been very thoughtful and respectful of the other students, staff and teachers in his efforts to gather support. He learned about the process, and has demonstrated the inquiry, reflection, and action components of the IB Primary Years Program. He is living into ACSD's core beliefs of belonging, connection and respect, and she urges the Board to approve his request.

Joanna Doria made a motion to approve Elias Urang's request. Lindsey Hescok seconded. Barb Wilson open it up for Board discussion.

Brian Bauer thanked Elias for his toughness in reading his statement before the Board. He then read from prepared remarks directed toward the adults in the room. He stating that our role as a school board is to promote respect toward out goals of equity and inclusion. He believes that flying a flag that focuses on a particular group is divisive and contrary to our goals of equity and inclusion. You may disagree, that's fine. He would like the focus to stay on inclusion, and thanked Elias again.

Jason Chance commended Elias's leadership on the issue, and offered his agreement that the BLM flag should be flown at Mary Hogan School.

Jamie McCallum thanked Elias for his request, and also thank Jen Kravitz for supporting her student. He thinks BLM is a symbol of broad inclusion and justice. He noted that 6 or 7 months ago someone from MUHS had made a request during public comment period, and the Board didn't take action then. He thinks that it should have. He commends the students for raising the issue again and supports the request.

James Malcolm acknowledged the difficulty of the issue -- the last time the Board contemplated this request it did not yet have a policy in place. There was much concern then about what the Board could be required to do if someone requested to fly a different symbol that was not consistent with the Board's values. Once the policy was established, we could come together as a board. Other requests could still come in. He referenced the challenging issues currently facing higher education institutions right now with the Israeli-Palestinian conflict.

Tricia Allen thanked Elias for his request. She was very impressed with his leadership.

ACSD has a flag policy and this request appears to be consistent with the policy and the ACSD's educational values. She supports flying the BLM flag and thanked all the students again.

Eddie Fallis noted that the Board has heard a lot recently about acts of racism in the schools. TO not support this request would go against all of the Board's recent work on addressing that and other equity issues over this past year. Not supporting it would also be inconsistent with the Strategic Plan. Approving this request will allow the Board to walk the walk. He encouraged members to follow through with the request.

Suzanne Buck expressed appreciation for all the comments that have been shared. She agreed with James Malcolm's points, and also noted that one of the issues was that many people the community also believe that the government flagpole should only be used to fly the U.S. and Vermont state flags. She still has some questions, and provided an anecdote about talking with a parent who had requested the same thing at her place of work. She wonders: does the BLM flag represent all students? She posed the question to Elias, who provided an answer about what the flag means to students of color, and how other students might feel it is a safe space and compelled to make a similar request to honor their identity.

Lindsey Hescok thanked and commended Elias for his courage, and expressed her pride in his actions. She did not know he was such a leader. She respects the way he went about this. "You brought people together."

Ellen Whelan-Wuest noted that Black Lives Matter is a true statement. It is very easy for white people to hear "most" or "more" at the end of the sentence, but that is not, in fact what is being said. Black Live Matter needs to be said out loud because we have not culturally politically or historically upheld that truth. She expressed her support for the request and challenged members with doubts to ask themselves why we might hear and exclusion of our own value when a group asserts its humanity.

Tricia Allen noted the support of Mary Hogan Students to address Suzanne Buck's question about whether the BLM flag represents all students -- this is evidenced by the petition Elias provided with his request. It includes over 100 4th- and 5th-graders.

Steve Orzech agreed with Ellen Whelan-Wuest's statement about BLM simply being a true statement, and that the Board should support the request. He thanked Elias for

Mary Heather Noble thanked Elias for his courage in reading his statement in front of the Board to support his proposal. She noted the number of Board members who share the same thoughts, and underscored Ellen's point about BLM being a true statement. She recalled the challenges from the last time the Board contemplated a such a request and noted that it was also a student who taught the adults in the room about the importance of this action.

Steve Orzech made a motion to amend Joanna Doria's original motion to state that the motion is to approve the request to approve flying the BLM flag at Mary Hogan School for the remainder of the school year, as specified in Elias's request. Jason Chance seconded. Barb Wilson called the vote. 12 Ayes and 1 Nay. The motion to modify the original motion passed.

The Board then voted on Joanna Doria's amended motion. 12 Ayes and 1 Nay. The motion passed with a supermajority Board approval.

Nicole Carter took the opportunity to commend both Elias and his parents for supporting him in the process.

Motion to approve Elias Urang's request to fly the Black Lives Matter flag at Mary Hogan School for the remainder of the 2023-24 school year.

Move: Joanna Doria Second: Lindsey Hescok Status: Passed

F. Report of the Superintendent

1. Action: Approve Faculty/Staff Appointments/Resignations

Nicole Carter provided some general figures for additional staffing: ACSD is currently seeking to fill 7 paraprofessional positions and 1 BIPOC Facilitator to staff a BIPOC affinity space at MUMS (existing positions). They are also adding a special educator (new position).

Steve Orzech asked Nicole to provide a summary of the administrative coverage in light of two ACSD principals taking temporary administrative leave. Bjarki Sears and Mike Dudek are providing principal coverage at Cornwall School while Heather Raabe is on leave. Tracy Harrington and Susan English (retired ACSD administrator) are providing coverage for Matthew Brankman while he is out for the next few weeks.

Motion to appoint Maurice Bissonette as a Behavior Interventionist ,1.0 FTE, Non-Union and Cheri Lackard as a Paraprofessional ,1.0 FTE, Step 1.

Move: Joanna Doria Second: Jamie McCallum Status: Passed

- 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

Bruce McClellan provided an update to the Board: after the Board approved the contractor qualifications for the ESSER-funded HVAC improvements at Mary Hogan School, the Facilities Department submitted requests for bids to 13 companies and received 2 responses that meet the qualifications. They are recommending Board approval of these 2 companies as prequalified contractors to continue the bidding process for the work.

James Malcolm asked when the work needed to be done. Bruce McClellan confirmed that the funding needs to be spent prior to the beginning of the 2024-25 academic year.

Motion 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.

Move: James Malcolm Second: Suzanne Buck Status: Passed

3. Action: Motion to set the MUHS school choice capacity for FY25 at 15 students total, as recommended in the meeting materials.

Board discussion:

Jamie McCallum wondered if there was any strategy regarding the number of students accepted for each grade under school choice. Nicole Carter, James Malcolm and others responded that the disparity between grades was a result of the varied grades in the applicants each year, as well as District practice of accepting requests of siblings who attend MUHS under school choice.

Sophia Lawton wondered why the District didn't allow for school choice in middle school, while formative friendships are being made. Nicole Carter explained that the State school choice program is only for high school but that they are contemplating allowing it in middle schools for this very reason.

Suzanne Buck reminded the Board that there is no funding that follows these students -- they are not the same as tuitioned students. This is why the District has decided to cap it at 15 students. ACSD does not send as many students to other districts, so there is not financial reciprocity. Nicole Carter clarified this point, noting that school choice students with special education needs do, in fact provide funding for special education services from their sending district.

There was some general discussion about whether school choice students are counted toward the District's official weighted average enrollment (no -- they are counted with their sending district).

Motion to set the MUHS school choice capacity for FY25 at 15 students total, as recommended in the meeting materials.

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

4. Presentation: Student Services Budget 2.0 and Property Yield and Tax Rate Projections

Matt Corrente led the Board through the Student Services Budget 2.0 presentation from the meeting materials. He reminded the Board that the budget is constructed through the "3P Development Cycle":

PLAN-- Information taken from prior year to map out anticipated needs;

PATCH-- Observations from actions taken in the current fiscal year to address unanticipated needs (e.g., facility emergencies, staffing shortages, spikes in student needs, etc.); PONDER-- Learn from what has happened and use figures and observations from current and prior years to anticipate what might happen next year and determine how to fund the anticipated need.

Matt went through a number of slides to illustrate how the student services budget is constructed, using a pyramid to illustrate the overall student services needs for ACSD. It is constructed based upon the student services required by the state for general education (the "floor" in the illustration), the demonstrated

need for tier 2 services based on student performance/screening data (the "walls" in the illustration), and the documented special education services needed for ACSD students on IEPs (the "Ceiling" in the illustration). Altogether this creates a \$6,817,077 total Student Services Department budget, which includes \$1,191,446 of Student Services staffing and expenses in general education (Tier 1 and 2), and \$5,625,631 of Student Services staffing and expenses in Special Education (Tier 3).

Of note:

- Most of the expenses that are being migrated to the new Student Services Budget are already being administered at the District level, meaning they do NOT already reside in individual school cost centers.
- There is a 15% increase in the FY25 Student Services budget just to absorb the ESSER-funded positions into the locally funded budget.
- When you look at the total increase in the Student Services budget, it looks like a 39% increase -- but keep in mind this is just because these expenses are being migrated from one cost center to this one (and also includes the 15% increase from the retained ESSER positions).
- Some Student Services staff positions are funded with Title I money, which is school location-dependent. In order to improve flexibility in deploying these resources, Central Office may need to reassign those positions to a different funding source and use the Title 1 funding for a different eligible expense.
- It is also important to recognize that some Student Services positions perform a variety of tasks in Tier 1, 2 and 3. So some of their positions are charged to different funding sources.

Matt ended with proposed student services staffing at Mary Hogan, the combined rural elementary schools, MUMS, and MUHS.

Board questions:

Joanna Doria asked if the spending in FY24 so far is consistent with what was expected. Matt and Nicole said that it appears to be, with the exception of vacancies that haven't been able to be filled.

Joanna also asked if the vacancies mentioned earlier are already budgeted for. Nicole Carter confirmed this, with the exception of a new Special Educator position that will be dedicated to the alternative middle school program shared with other Addison County Districts.

Mary Heather Noble asked if there was enough other Title I-eligible expenses to free-up the existing Title 1-funded student services positions for work at other ACSD schools. Matt and Nicole confirmed that this is possible. She also asked about the basis for the 1/300 counselor/student ratio and 1/500 school

nurse/student ratio presented for the student services needs in general education. Nicole responded that this is based on "Education Quality Standards" or EQS, which is the minimum state-required student service staffing for general education. Mary Heather then expressed concern about the distribution of 1.3 counselor FTE and 0.7 school nurse FTE over the District's 6 rural schools. How does this meet the need?

James Malcolm agreed with the concern -- these are radical changes coming up. This is just a fragment of all the pressures that we're under. There are the changes in special education funding, student weighting, negotiations, healthcare expenses, etc. Both expressed concern about the public's understanding of the circumstances. Barb Wilson acknowledged this concern and suggesting some focused effort on communication and community engagement around the FY24 budget before Town Meeting Day. She mentioned Jason Chance's suggestion about having a recorded presentation with MCTV to help provide information, followed up with Community Q&A sessions.

Joanna Doria asked additional questions to clarify how the "walls" and "ceiling" are calculated -- is it based on actual student need, or is it just the FY24 budget minus the EQS? Matt confirmed this, so it is an estimate of need. But in FY25, staff can use Educlimber and other screening tools to get a more accurate look of Tier 2 service needs and use those figures to build FY26. This is a transition to a new system that should allow the District to look at and work on the equity/achievement gap, etc. Joanna asked if there was room in the FY25 budget to look at current student achievement data to determine whether the calculated need really reflects true student needs for Tier 2 services. Ellen Whelan-Wuest clarified: what is the delta between what is the calculated and what we wish we had?

Nicole Carter clarified that this is just the reorganization part of the budget, and that in a few weeks, the team will meet again to determine what the need is based on figures from Dr. Williams, Courtney Krahn, and building principals -- that information may move the student services budget figures up or down, depending on that conversations.

Matt Corrente also reminded the Board that the District is up against a hard 10% budget increase limit, or risks being penalized by the state. There was some discussion about the severity of impact to tax rates if the ACSD exceeds this increase. Steve Orzech spoke up to underscore the urgency of the situation. There is no fat to trim in this budget -- we may not even be able to keep the ESSER funded positions without breaching that limit.

Ellen Whelan-Wuest emphasized the need to communicate all of this to the community. We need to know what the need is in the District, and be able to convey to the community that the financial cliff is what is forcing District to adopt a punishing budget -- that this is actually fiscally responsible. Moving forward it will be important for the Board to fully understand the District's needs based on the Strategic Plan goals, and whether the financial reality can get us there. What happens if the cliff is extended? What is the distance that we can't go before we need to seek additional resources?

Mary Heather agreed with the importance of knowing the predicament, but cautioned that this will continue to be a concern moving forward. The financial cliff is not a new problem and the Board cannot keep asking taxpayers for more resources without demonstrating its wiliness and ability to be efficient with what it has. This will require taking a hard look at whether the District's configuration will meet student needs over the long run.

Joanna Doria said that is it important to have the reallocation conversation in this FY25 budget cycle, and take a hard look at Central Office and Technology Department budgets -how do these Department budgets compare with other like-sized districts in the state? She asked Matt if he agreed that there is no fat to trim.

Matt responded that with the contingencies built in, he thinks it is possible for the Board to put forward a budget that keeps spending within the 10% increase -- but because 85% of the budget is spent on personnel, the way to make significant impacts to the budget is through trimming personnel expenses.

Suzanne Buck mentioned the difficulty they had on the former Bridport School Board with these challenges. It is so hard to walk the line of meeting student need, staying within the spending threshold, and approving a budget that constituents can afford to pay. She reminded the Board of financial difficulties of many taxpayers, and that the income relief is a double-edge sword for some folks.

Ellen Whelan-Wuest suggested a joint meeting between some members of the Finance Committee and Communications & Engagement Committee to prepare information and messaging for the community. There was agreement on this and continued discussion about the challenging circumstances facing the Boards of School Districts across the state. Matt made a final recommendation for Board members to be ambassadors of the budget, and keep the focus on the students and the Board's vision for its students.

G. Report of the Chair

1. Community Introduction Plan for Dr. Baker

Barb Wilson provided a brief summary of the Introduction Plan that she, Dr. Wendy Baker, and Emily Blistein have been working on to introduce Dr. Baker to the ACSD Community. They have decided to do three school visit days (visiting 3 schools for each day), and will schedule one-on-one meetings with important community partners (e.g., Kuram Hussein, who is working with ACSD on equity work, CSAC, etc.). They are also thinking about organizing a few larger community meet and greet events for early 2024.

The first visit will be this coming Friday, December 15th -- this is what worked for Dr. Baker's schedule. She will visit Shoreham, Cornwall, MUMS, and will finish the day at the Bridport School Spaghetti Dinner. Barb said she would email the schedule to Board members and invited members to reach out if they wanted to participate.

2. Board Training/Professional Development Discussion

Barb Wilson announced that she had reached out to Elaine Pinkney at VSAC to inquire about additional Board training for 2024. The cost of 2 days of training last year was \$2,763, including prep time. Barb mentioned her idea of having a mediated team-building or trustbuilding session to address some of the tensions that have recently arisen. She also welcomed other thoughts and ideas.

Mary Heather Noble expressed support for the idea, and mentioned that scheduling a training in the spring is consistent with the Board's work plan as well. To save time, Barb requested that Board members email her with thoughts and ideas, and we will revisit.

Barb also mentioned an emerging issue with the lease agreement for the skate park -ACSD has an agreement with the Skate Park organization, but the agreement should instead be with the Middlebury Parks & Rec Department, since they are the leasee. Matt Corrente said that the Town's attorney is working with ACSD's attorney to make corrections - the Board will need to take action on this in the future.

Steve Orzech asked if this also applied to the arrangement for the Bike Pump Track. Matt said it does, and that this is also being investigated. Part of the issue is that the lease between the Town and ACSD for the Middlebury Rec Park fields is outdated and needs renewal. This is being addressed now.

H. Report of the Board

1. Strategic Plan Discussion:

a. Action: Approve Strategic Plan

Barb Wilson thanked Emily Blistein for her work to revise the Draft Strategic Plan to incorporate edits from the last Board meeting, and to move the Action Team's suggested Action Steps to an appendix.

She also noted the language that still needed to be resolved under Strategy 3 of Goal 2 -Access on page 9 of the document.

Mary Heather Noble made a motion to approve and adopt the Strategic Plan presented in the meeting materials. Ellen Whelan-Wuest seconded.

The Board focused its discussion on the language of Goal 2, Strategy 3 on page 9. Jason Chance expressed his satisfaction with either choice. Steve Orzech expressed his preference for using the word "hire" in the strategy to show the Board's expectation that the District will hire a diverse staff. Suzanne Buck expressed a preference for "recruit." Joanna Doria suggested that "hire" implies recruitment, and believes "hire" is a more meaningful choice. Jamie McCallum wondered why both words aren't used. Ellie Romp agreed -- that makes the most sense.

Jamie McCallum made a motion to amend Mary Heather's original motion to approve the Strategic Plan to revise the language of Goal 2, Strategy 3 as follows:
"Recruit, hire,

onboard, and mentor staff with diverse identities to achieve strong retention." Steve Orzech seconded.

Tricia Allen and James Malcolm expressed their support for the change. Lindsey Hescock noted that this language could empower the hiring process.

Just as Barb Wilson began to call the vote, Brian Bauer made a motion that no action be taken by the Board on the Strategic Plan until it has been reviewed by the new Superintendent and her thoughts and suggestions have been acted upon by this Board. He justified his motion with a statement about strategic planning being an integral part of a Superintendent's responsibilities. This involves collaboration with the Board, the staff, and community to develop a comprehensive plan to reach goals within a designated time period. He suggested prioritizing team cohesion over speed.

There was some discussion about the procedural process -- whether the vote should have been called on the original motion first. It was determined to be a motion to revise the original motion. Jamie McCallum seconded Brian Bauer's motion to enable Board discussion.

Barb Wilson clarified that Dr. Baker will be consulted during the initial implementation of the Strategic Plan. In January, Barb will work out a schedule with her based on what the budget will allow.

Suzanne Buck noted that any Superintendent entering a new district is expected to take on projects that are already in process, including strategic planning, negotiations, etc. She would not want to wait to approve the plan until Dr. Baker starts -- ACSD constituents are expecting the Board to do its work. She also reminded the Board that any per diem arrangements with Dr. Baker to include her in the implementation team's work will need to come before the Board for approval.

Joanna Doria noted that she had the exact same concerns as Brian did when the draft Strategic Plan was first released by the Action Team, but since the revisions completed by the Ad Hoc Strategic Plan Committee, she does not feel as concerned. She thinks Dr. Baker has likely read the Strategic Plan and is expecting to participate in the initial implementation, even if before her official start date.

Tricia Allen agreed, and noted that delaying approval of the Plan does not necessarily benefit the District. Dr. Baker would have to put in a lot of time to get up to speed to provide the kind of feedback that Brian is requesting -- this kind of delay is not okay.

Ellen Whelan-Wuest said that the Board is in a great position to adopt the Strategic Plan to set the vision and goals, but that Dr. Baker has to be integral in designing how the plan will be implemented. She will strongly advocate for this when the Board has this conversation. It makes sense for a Superintendent to inherit the vision of Board, but designing how that works gets done should be their primary first job.

Mary Heather Noble expressed the importance of moving forward. This process has taken 2 years, and approving the Strategic Plan is the responsibility of the Board. She also pointed out that ACSD's talented staff have contributed much to this planning process, and that requiring initial implementation efforts to wait until the new leader is fully in place does not respect their contributions to the work. She advocated for approving the plan so the implementation team can get started, in consultation with Dr. Baker.

Barb Willson called the vote on Brian Bauer's motion to delay the vote. 1 Aye and 12 Nays. The motion did not pass.

Barb Wilson then called the vote on Mary Heather's motion, as amended by Jamie McCallum's motion with revised language for Strategy 3 of Goal 2 -- Access. 12 Ayes and 1 Nay. The revised Strategic Plan is adopted and approved by the Board.

[Revised] Motion to adopt and approve the Strategic Plan provided in the meeting materials, with language for Strategy 3 under Goal 2 -- Access on page 9 of the document revised to: "Recruit, hire, onboard, and mentor staff with diverse identities to achieve strong retention."

Move: Mary Heather Noble Second: Ellen Whelan-Wuest Status: Passed

2. Committee Updates

a. Communications & Engagement

Mary Heather Noble reported that the Committee had not met since the last meeting, but would be meeting on Thursday December 14th to discuss community engagement around the strategic plan and budget.

b. Facilities

Jason Chance reported that the Facilities Committee will be meeting in January.

c. Finance

James Malcolm noted that the Finance Committee's work has been covered already with budget discussions.

d. Negotiations

Steve Orzech reported that the Negotiations Committee has received proposals from both the teacher and support staff associations.

e. Policy

Suzanne Buck brought forward Policy A22 and A23 in the meeting materials. Both are recommended policies by VSBA, and are presented for the Board's first read. In the interest of time, she requested Board members send her concerns/comments on the draft policies via email. If revisions are not required, they will be put on the agenda for action in January.

i. A22: Notice of Non-Discrimination

ii. A23: Community Engagement and Vision

f. Patricia A. Hannaford Career Center

Steve Orzech and Tricia Allen reported that the PAHCC Board is still working on its budget and does not yet have tuition figures for ACSD.

g. Addison Central SEPAC

Joanna Doria reported that the SEPAC Advisory council met on Thursday December 7th. It was well attended. They hope to host 2 additional events -- one in March, another in May.

h. Parks and Recreation

Lindsey Hescok said that there is nothing to report for Middlebury Parks and Rec.

i. Middlebury Community Television

Barb Wilson noted that there is no news from the MCTV Board.

I. Public Comment - Any Topic

Mary Slosar of Weybridge made two comments:

1. Re: the BLM flag request -- She was troubled to walk in and hear that some do not understand what BLM is all about. She wonders how ACSD can help educate the community about why the flag is being flown.
2. Re: the Student Services Budget -- She noted the reference to Special Education needs as the "ceiling" in Matt Corrente's budget presentation, but wants the Board to understand that the needs defined in student IEPs are often not a true reflection of what that student needs, but rather what the District is willing/can afford to provide. She wants the Board to critically examine the student need articulated in this part of the budget.

J. Adjournment

Meeting adjourned at 9:07 p.m.

Respectfully submitted,

Mary Heather Noble,
Board Clerk

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.



Patricia A. Hannaford Career Center

FY25 Proposed Budget



Nicole MacTavish, Ed.D.
Superintendent

PAHCC CTE is ...

- Addison Repertory Theater (ART)
- Architecture and Engineering
- Automotive Technology
- Computer Aided Design (CAD)
- Construction Technology
- Culinary Arts
- Design and Illustration
- Diesel Power Technology
- Human Services
- Intro to Agricultural Science*
- Intro to STEM*
- Industrial Design and Fabrication
- Mechanical Science*
- Medical Professions
- Natural Resources Management
- Small Business and Entrepreneurship
- Small Engines
- Sustainable Agriculture
- Technical Communications
- Tractor and Equipment Operations
- Visual Communications*
- Welding and Electricity

Career technical education is *necessary*



By 2040, VT will
need **10,000**
additional
workers per year

1.6%
unemployment
in Addison
County means
every graduate
needs to be
employable

Federal funding
for VT CTE
centers has
decreased every
year since 2000,
as much as 32%



Career technical education is *effective*

93%

of CTE students
graduate high
school compared
to the national HS
average of 80%

91%

of high school
students with 2-3
CTE credits enroll
in college

94%

of CTE grads in VT
enter post-
secondary
education, the
workforce, or public
service *immediately*
after graduation

Career technical education *is our future*

 The New York Times

Vermont May Be the Face of a Long-Term U.S. Labor Shortage

The root of the staffing challenge is simple: Vermont's population is rapidly aging. More than a fifth of Vermonters are 65 or older, and more...

1 month ago



VT has the **2nd highest** median age in the US, intensifying the existing shortage of entry-level licensed medical staff

30%
of active farms in VT are managed by farmers over retirement age, and farming is growing at a rate of 5%

Vermont has the **highest** % of high-tech exports of any state in the country and every tech job adds 1.6 more jobs



Source:

Dail.vermont.gov, 2023

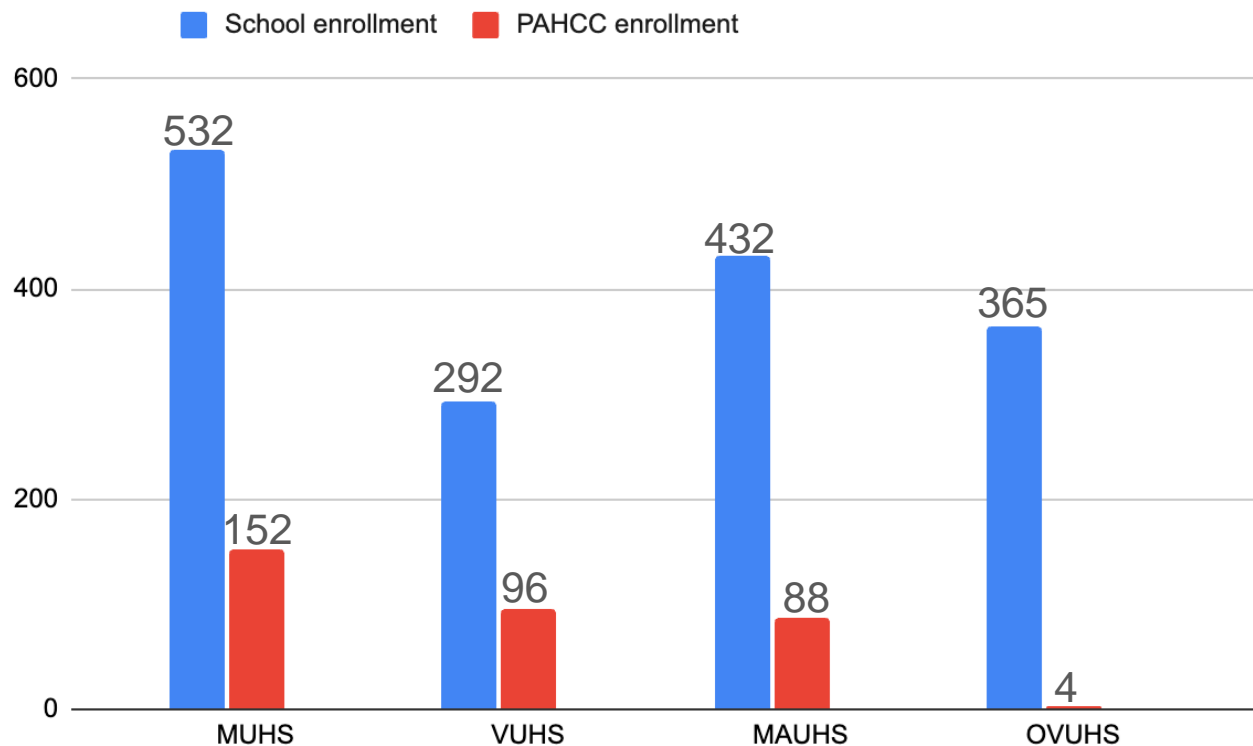
American Farmland Trust [via Learn.uvm.edu], 2021

American Electronics Association [via Rutland Herald], 2023

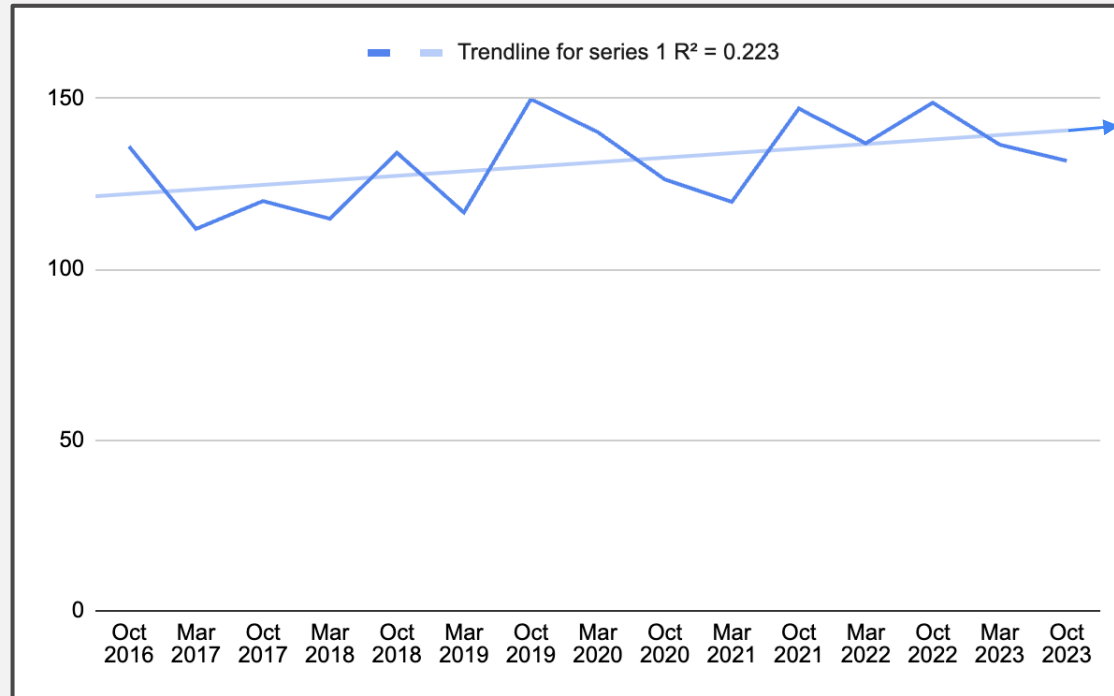
Every student deserves a CTE opportunity

School	Total enrollment (headcount)	Sending to PAHCC (headcount)	Percent
MUHS	532	152	29%
VUHS	292	96	33%
MAUHS	432	88	20%
OVUHS	365	4	1%
Total	1621	340	

Every student
deserves a
CTE opportunity



Good news: Enrollment is trending upward



Additional funding sources

\$100k grant in
partnership with
Collins
Aerospace for
high-tech
manufacturing

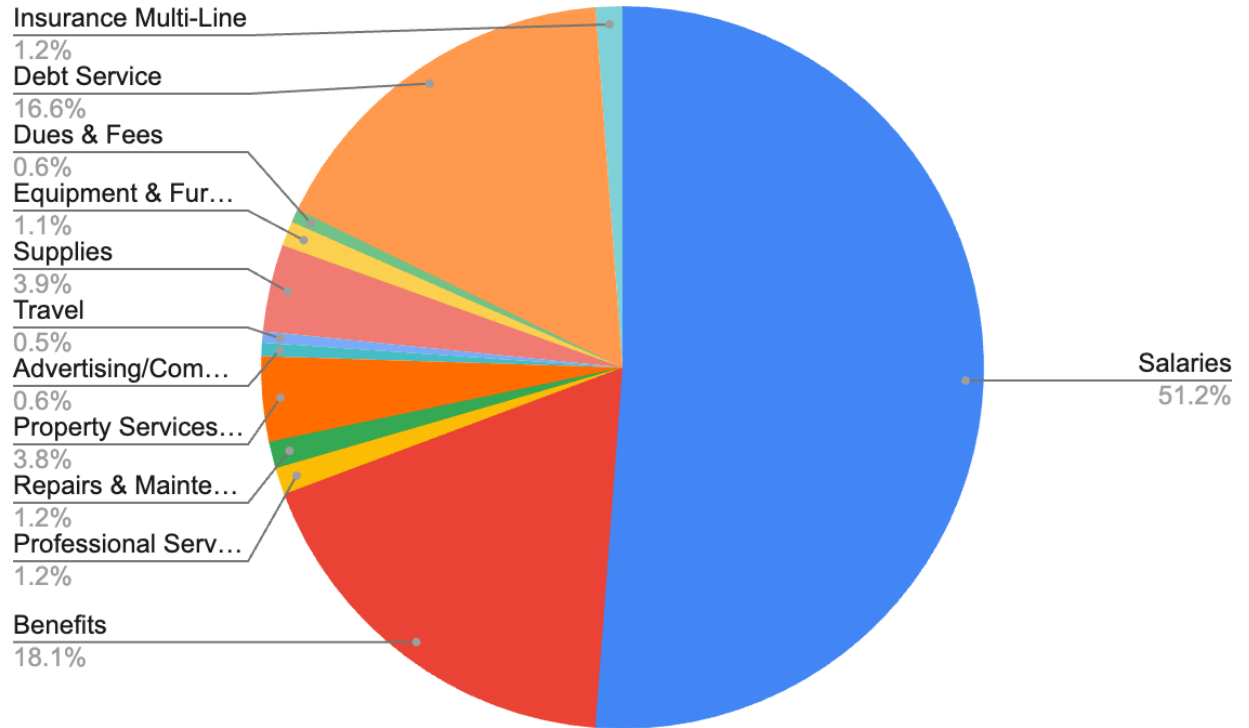


\$550k grant
from Senator
Leahy for
advanced high-
tech
manufacturing

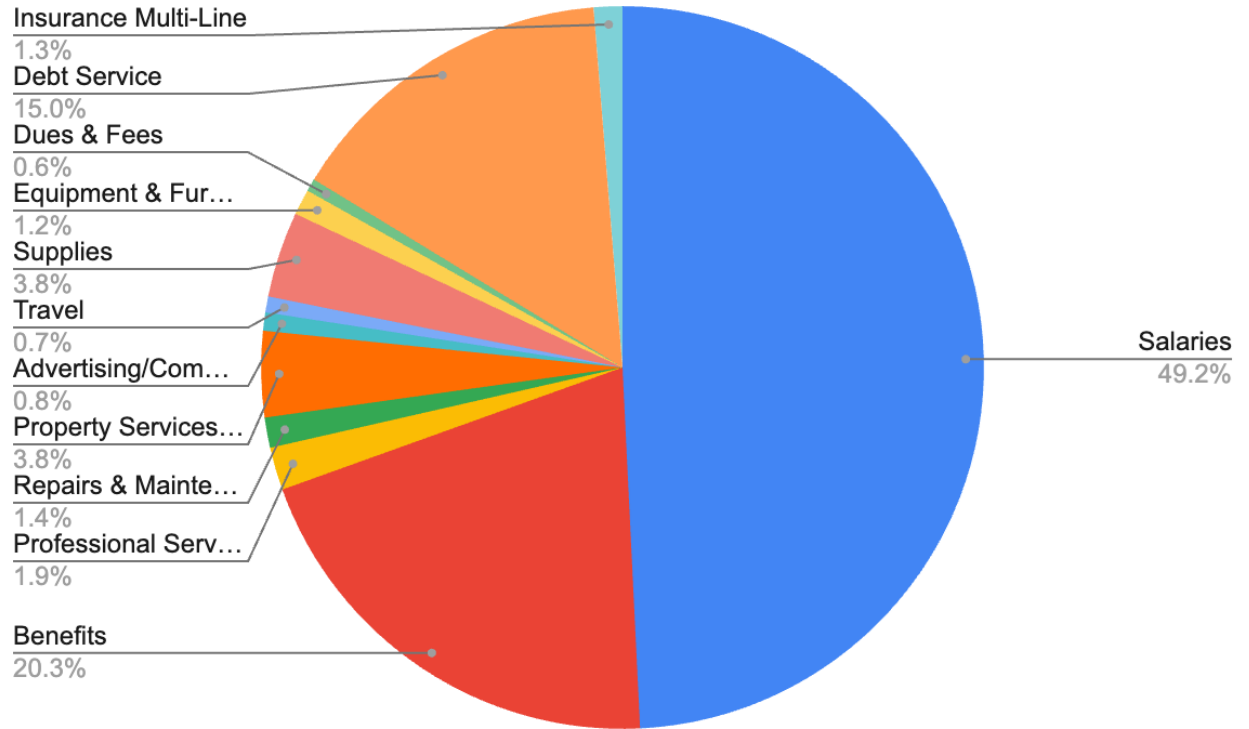


\$120k grant
from Perkins for
curriculum
coord. and
construction
tech (.5 FTE)

FY24 Total budget



FY25 Total budget

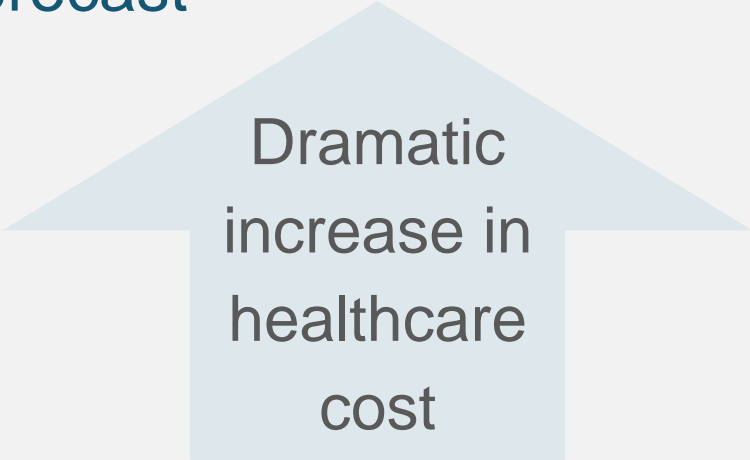


Very Preliminary Tuition Forecast

Local assessment (estimated tuition/FTE)	\$19,894
Tuition from state (87% of base)	\$11,365
Total technical center tuition	\$31,259
Total FTE tech center tuition FY25	\$31,259
Total FTE tech center tuition FY24	\$26,909
FTE tuition change FY24 → FY25	\$4,350

FY25 *Very* Preliminary Budget Forecast

- Premiums increased 16%
- Additional staff opted in
— and —
- VSBIT premiums increased 9%
- Funding cliff due to use of fund balance to offset FY24 budget



Dramatic
increase in
healthcare
cost

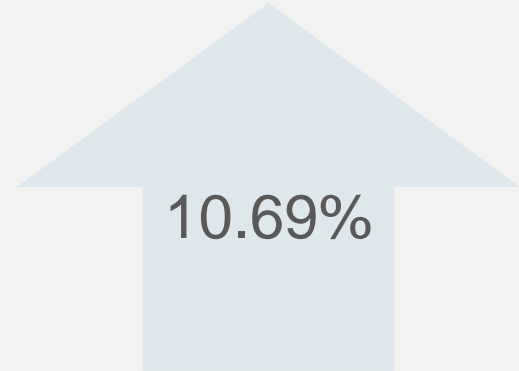
FY25 Preliminary Proposed General Fund Budget

December 11, 2024

Budget FY24: \$4,829,146

Proposed FY25: \$5,345,539

Change: \$516,393



In summary ... CTE is expensive, and worth it

- Healthcare and benefits have increased dramatically
- Our teachers are well-paid compared to their peers, due to cost of living in Addison County
- Enrollment is trending upward, as is the cost to deliver
- CTE works for VT and we can't count on federal funding



Questions?

49 Charles Avenue Middlebury, VT 05753 P. 802-382-1274 F. 802-388-0024 Business Office 802-382-1273 Student Services 802-382-1287

TO: ACSD Board

FROM: Matthew Corrente, Director of Finance and Operations

RE: FY25 Announced Tuition

DATE: 12/10/2023

Per 16 V.S.A. §826 (a), ACSD must submit tuition rates for the upcoming school year by January 16 in order for the rate to be valid. If a new rate is not submitted by January 16, the current tuition will remain in effect through FY24.

Typically, to calculate a recommendation for **announced** tuition, we use the FY23 **allowable** tuition and increase it by the Consumer Price Index (CPI). The NEEP CPI is at +2.7% relative to last year and what we will use to anticipate FY25's **allowable** rates. Using this formula, I recommend the Board set the following tuition amounts for FY25:

\$16,972 for elementary tuition and

\$22,394 for secondary tuition.

These are the figures that will be used in the FY25 budget.

If at the end of FY25 our **allowable** tuition is calculated to be lower than our **announced** tuition by greater than 3%, we must reimburse any sending districts for the difference. If our **announced** tuition is lower than our **allowable** tuition we are able to bill sending districts for the difference up to 10%. This year, we will be able to bill sending districts for a net gain of \$479. That this is a relatively small number indicates our tuition was properly calibrated last year.

Suggested motion: Set the FY25 ACSD tuition rate at \$16,972 for elementary (K-5) and \$22,394 for secondary (6-12).

49 Charles Avenue Middlebury, VT 05753 P. 802-382-1274 F. 802-388-0024 Business Office 802-382-1273 Student Services 802-382-1287

TO: ACSD Board, ACSEC Board

FROM: Matthew Corrente, Director of Finance and Operations

RE: FY25 Announced Tuition: Addison Consortium Program

DATE: 1/2/2024

The Addison County Special Education Collaborative (ACSEC) has decided to set a tuition rate for FY25 in order to properly account for the admission of students into the program from out of district. As the lead LEA on the program, ACSD will be submitting this rate to the VT AoE on behalf of the collaborative. Per 16 V.S.A. §826 (a), ACSD must submit tuition rates for the upcoming school year by January 16 in order for the rates to be valid.

The calculation of the FY25 tuition rate was made by dividing the total allowable projected costs by the enrollment supported by those expenses.

Total Estimated Program Costs: \$867,366

Total Program Enrollment: 20 FTE

Tuition Rate Per FTE: \$43,638

While the primary approval of the collaborative tuition rate rests with their Board of Directors, the Administration recommends that the ACSD Board provide secondary approval to authorize the announcement of the rate to the State AoE.

Suggested motion to ACSEC Board: Set the FY25 ACP tuition at a rate of \$43,638 per student.

Suggested motion to ACSD Board: Approve the submission of the FY25 ACP tuition rate to the VT Agency of Education on behalf of the Addison County Special Education Collaborative.

NEEDS-BASED PROFESSIONAL DEVELOPMENT

SY 2023-2024 PD TOPICS

- Responsive Classroom (K-5)
- Building-based equity work (6-12)
- Elementary math & literacy initiatives
- Adolescent literacy needs assessment & literacy initiatives

*Pre-service, early release and in-service days



ACT 173 & EQS

- Coordinated curriculum
- Needs-based professional development
- Local assessment system

OTHER GUIDANCE

- Strategic Plan
- Continuous Improvement Plan
- NEASC/IB self-study

COORDINATED CURRICULUM



- **PYP (PK-5):** Program of Inquiry
- **MYP (6-10):** Subject Group Overviews
- **11th&12th Grade:** Flexible Pathways



STRUCTURE & CONTENTS OF A UNIT

- Backwards design
- Conceptual understanding
- Inquiry-based
- Formative & summative assessment
- Content (standards)
- Universal Design for Learning
- Approaches to learning (skills & SEL)

COLLABORATIVE STRUCTURES

- **Grade level meetings** (Elementary)
- **Department meetings** (MUMS)
- **Collaboration time** (MUHS)

*During and after school



COMP. LOCAL ASSESSMENT SYSTEM

- VTCAP
- Screener data
- Formal & informal observations
- Teacher & Administrator Feedback



ACSD'S UNIVERSAL (TIER 1) CURRICULUM



State and Local Drivers

Act 173

Education Quality
Standards (EQS)

ACSD Strategic Plan

Continuous Improvement
Plan

NEASC/IB Self-Study



Coordinated Curriculum

- aligned with standards
- coordinated across all grades & schools
- informed by ongoing review of new research
- integrated with technology



Comprehensive Local Assessment System

- assesses State standards
- uses a balance of assessment types
- uses proficiency-based learning
- enables decisions to be made about student progression & graduation
- provides data that informs decisions regarding instruction, PD, resources, and curriculum



Needs-Based PD and Collaborative Structures

- responds to data
- occurs through effective structures during school day
- is reflective and ongoing
- involves teachers and administrators
- aligns with the Continuous Improvement Plan



COORDINATED CURRICULUM

A coordinated curriculum is a “common language that connects expectations and practices across all schools in a district,” wherein “students are exposed to the same standards, content, concepts, and skills across a grade level, regardless of classroom or context” (VT AOE, Act 173 Technical Guidance).

A “GUARANTEED AND
VIABLE CURRICULUM IS
THE
#1 SCHOOL-LEVEL
FACTOR IMPACTING
STUDENT ACHIEVEMENT”
(MARZANO).

THEN

NOW

NEXT

Vertical & Horizontal Alignment

- Grade-level alignment in pockets; little to no alignment across schools; students entered MUMS with 7 different curricular experiences

- All grade-level classes and subjects share common units across all schools (PK-10)

- Prioritize collaborative structures to refine and align units (horizontally & vertically)

Units of Inquiry

- Units, when existent, were largely based on topics, and were common only in pockets within schools; there was no documented district-wide curriculum

- Units are based on backwards-design and conceptual understanding; shared across grade levels and schools

- Continue to align best practices in literacy and math to units of inquiry; curriculum is never finished, we're always in a reflection cycle

In our PYP (PK-5), there are 6 common units for each grade level. Below is a unit sample from our 1st grade curriculum overview, which highlights the key components of each unit. Units are designed collaboratively by ACSD teachers. [The ACSD's full "Program of Inquiry"](#) can be found on the ACSD website.

Grade	Who We Are	Where We Are In Place & Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
	An inquiry into the nature of self; beliefs and values; personal, physical, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities ; what it means to be human.	An inquiry into orientation in place and time ; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment .	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution .
1	Central Idea: Individuals cooperate to build respectful communities. Key Concepts: Responsibility, Function, Form Related Concepts: Citizenship, Rights, Leadership, Cooperation, Systems	Central Idea: Patterns build an understanding of time. Key Concepts: Form, Causation, Function Related Concepts: Seasons, Patterns, Systems, Cause and Effect Lines of Inquiry:	Central Idea: People communicate to make connections and share ideas. Key Concepts: Causation, Change, Perspective Related Concepts: Identity, Artifacts, Communication, Perception, Diversity	Central Idea: Living things adapt in order to survive. Key Concepts: Form, Function, Connection Related Concepts: Adaptation, Habitat, Growth, Migration, Geography Lines of Inquiry:	Central Idea: Products are created and exchanged to meet the wants and needs. Key Concepts: Form, Function, Connection Related Concepts: Interdependence, Impact, Production, Innovation Lines of Inquiry:	Central Idea: Understanding oneself and others helps create peace. Key Concepts: Perspective, Responsibility, Causation Related Concepts: Equality, Peace and Conflict, Diversity,

In our MYP (6-10), there are common units for each subject area and grade level (4-6 units per year, per subject). Below is a unit sample from our 6th grade curriculum overview, which highlights the key components of each unit. Units are designed collaboratively by ACSD teachers.

Unit Title	Unit Summary <i>Tells you what each unit is about.</i>	Statement of Inquiry (SOI) <i>The big understanding that students develop by the end of the unit.</i>	Approaches to Learning (ATLs) <i>Key skills teachers explicitly teach in the unit, such as note taking, collaboration, research, and brainstorming.</i>	Summative Assessments <i>Opportunities for students to demonstrate their learning about the unit, such as an essay, project, presentation or test.</i>	Content <i>Core materials and resources that students will use and explore in the unit. (Other content may be included to enhance student learning.)</i>	Sample Inquiry Questions <i>Big questions that guide students' learning during the unit. Examples below can be used to spark good conversation with your child about their learning.</i>
Welcome to the Future	Through an exploration of science fiction texts, including a number of Ray Bradbury's famous stories, all 6th graders will examine the positives and negatives of advanced technology, including its unintended consequences. Also, students will experiment with a range of creative techniques to produce science fiction texts that engage the audience and challenge them to reexamine the role technology and innovation play in their own lives.	Through their work, creators can have an impact on their audience's understanding of the role of science and technological innovation.	<p>Communication: Read critically and for comprehension; Make inferences and draw conclusions</p> <p>Reflection: Focus on the process of creating by imitating the work of others</p> <p>Critical Thinking: Generate metaphors and analogies; Make unexpected or unusual connections between objects and/or ideas</p>	<p>#1 Text Evidence Flipbook Students will show their understanding of technology and how it is portrayed in Ray Bradbury's short stories by creating a short flip book including text evidence to support their arguments.</p> <p>#2 Theme Essay Students will write a short 2-3 paragraph essay that connects a theme they noticed in a Ray Bradbury story to another text.</p> <p>#3 Sci-fi artistic product Students will engage in a creative project that connects to a scifi concept we have discussed in class.</p>	<p>Short stories by Ray Bradbury: "The Veldt," "All Summer in a Day," "A Sound of Thunder," "Marionettes, Inc.," "The Black Ferris"</p> <p>"Are Phones Making Us Zombies?" - Mackenzie Carro, Scholastic Scope Magazine</p> <p><i>Wall-E</i> - Jim Stanton, dir, Pixar film</p>	<p>What kinds of technologies and scientific innovations are having an impact on mankind?</p> <p>Is technology more of a harm or more of a help? To what extent is it positive and negative?</p>

Deepening our coordinated curriculum: The 5th Grade Team has developed a slideshow of key vocabulary words and definitions for each of their six units. These slides are from the *Who We Are* unit.

Matter

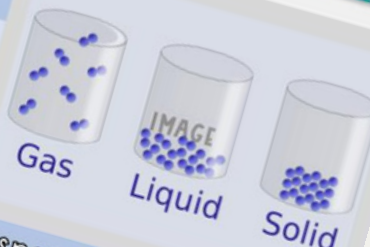
Definition
Anything that has mass and takes up space.

Sentence Example
Matter includes solids, liquids, and gases.

Question
Give an example of a solid, a liquid, and a gas.

Your Response

National Geographic: Matter



Gas Liquid Solid

Self

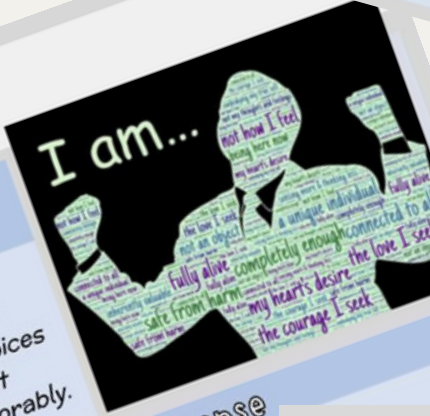
Definition
Who a person is, including the qualities such as personality and ability that make one person different from another.

Sentence Example
To be your best self, you should make good choices and represent yourself honorably.

Question
What is a quality that you like about yourself? What quality are you working to improve about yourself?

Your Response

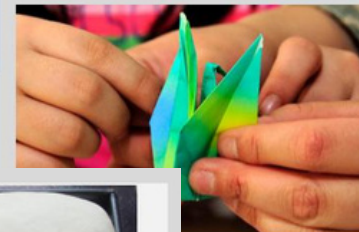
I am...



Physical change

Definition
A change in the form or the appearance of matter that does not change it into a different kind of

Sentence Example
Folding paper is an example of a physical change, you are changing the ...



Chemical change

Definition
A change in one kind of matter that results in a formation of one or more chemically different kinds of matter.

Sentence Example
A chemical change takes place when bread dough is cooked: it changes color, hardens, and becomes bread.



Question
Give an example of a chemical change. How is it different in each form? What causes the change to happen?

Your Response



COMPREHENSIVE LOCAL ASSESSMENT SYSTEM

“A local comprehensive assessment system includes multiple measures across all content areas, for various purposes, and data that should be used to inform instructional and programmatic decisions. These measures include screening, benchmark, diagnostic, formative, progress monitoring, and summative assessments as well as state assessments” (VT AOE, Act 173 Technical Guidance).

Formative

Screeners/Benchmark

Summative

Diagnostic

Performance tasks

Progress monitoring

THEN

NOW

NEXT

Formative & Summative Assessments

<ul style="list-style-type: none"> Unit assessments and rubrics were not aligned across elementary or secondary schools 9-12 assessment practices were outdated and did not meet state requirements for proficiency-based learning and assessment 	<ul style="list-style-type: none"> PYP (PK-5): common rubrics for writing; common rubrics & assessments for math MYP (6-10): common assessments, assessment criteria and rubrics 11th & 12th grades: all assessment criteria build on 9th and 10th model PK-12: approaches to learning (transferable skills) are used in all classrooms 	<ul style="list-style-type: none"> PYP (PK-5): Continue to develop, revise and use local common rubrics and assessments 6-12: Deepen understanding of proficiency-based practices PK-12: Utilize data more uniformly to shift first instruction Continue to evaluate our summative assessments for variety, level of engagement, and real world application
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Screener/Benchmark Assessments

<ul style="list-style-type: none"> Math & ELA screeners existed at elementary level, and minimally at secondary; inconsistencies in use and implementation 	<ul style="list-style-type: none"> All schools follow a common assessment schedule for math, ELA and SEL screeners 	<ul style="list-style-type: none"> Use Educlimber to implement consistent review and response to data
---	---	--

Diagnostic & Progress Monitoring

<ul style="list-style-type: none"> Inconsistent use of diagnostic tools and practices across schools 	<ul style="list-style-type: none"> More consistent diagnostic tools in place for literacy Ongoing research & PD Exploring diagnostic math tools 	<ul style="list-style-type: none"> Continue to build uniform structures and processes based on research and resources
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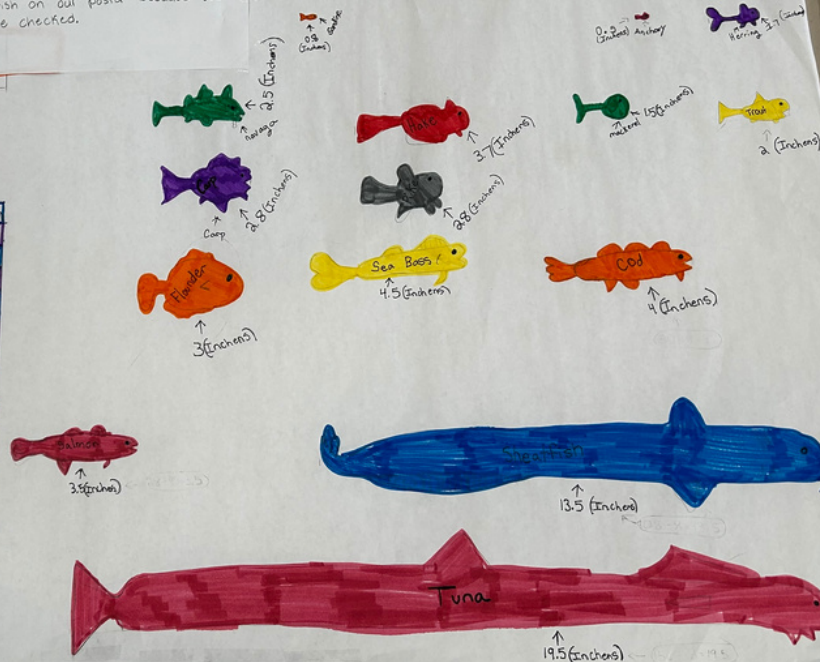
THE FISHY IMAGE

Ava,
Sophia
Welch

We could have an error when we were calculating because we did not double check. We also could have an error when we were measuring to draw the fish on our poster. We feel accurate about making sure we did not forget a fish on our poster because we triple checked.

Solution = $\div 8 =$

Fish	Average Length
Trout	$16 \div 8 = 2$
Carp	$23 \div 8 = 2.8$
Salmon	$28 \div 8 = 3.5$
Pike	$19 \div 8 = 2.3$
Mackerel	$12 \div 8 = 1.5$
Hake	$30 \div 8 = 3.7$
Herring	$14 \div 8 = 1.7$
Sheatfish	$108 \div 8 = 13.5$
Sea Bass	$36 \div 8 = 4.5$
Tuna	$156 \div 8 = 19.5$
Navaga	$20 \div 8 = 2.5$
Anchovy	$4 \div 8 = .5$
Cod	$32 \div 8 = 4$
Sardine	$7 \div 8 = .8$
Flounder	$24 \div 8 = 3$



Our poster makes sense because we used the numbers from the data sheet, and not the picture in the packet. We did not use the picture in the packet because the Anchovy appears to be bigger than the Tuna but in reality the Tuna is much bigger.

Assessment example:

MUMS 8th graders use their understanding of scale on a collaborative assessment. Given the measurements of various fish, the challenge is to draw each fish accurately to scale in such a way that all fish fit on the poster.

This excerpt from a recent MUMS Family Newsletter highlights an example of how teachers are bringing real-world relevance to the curriculum. Each week, our coordinators use the newsletter to feature something noteworthy that's currently unfolding in classrooms.

From our MYP Coordinators



Mrs. Morrissey and Mrs. Diedrich are enhancing their current math unit by taking the concepts outside of their classrooms and applying them to real life! There was a Zoom interview with state personnel, and students received a video message sent to them by a professional women's soccer player who played in Israel! All of this work is a way to apply math to the global issue of the "wage gap" between various populations.

Their assessment will be to take on the role of a career counselor and to research the wage gap for their client in various states. They will prepare a proposal as to the best salary for that profession for a given discriminated against marginalized populations, and which state pays that highest salary.


Thanks for bringing math to life!

Pam Quinn and Eileen Sears, MYP Coordinators



NEEDS BASED PROFESSIONAL DEVELOPMENT

School Districts “shall develop and implement a system of appropriate needs-based professional learning for all professional staff, including administrators and other staff involved in student instruction” (VT AOE, Act 173 Technical Guidance).



Leadership ensures sufficient infrastructure for adult learning

Learning opportunities are selected based on student data

Professional learning responds to current research

A mentoring program is offered to all new teachers

THEN

NOW

NEXT

Systems & Structures for Professional Learning and Collaboration

<ul style="list-style-type: none"> At the elementary level, grade level teachers did not have structures for collaborating across schools At the secondary level, MUMS and MUHS did not collaborate as 6-10 departments At MUHS, departments did not have time to collaborate within the school day Agendas were often logistical in nature (rather than curricular) 	<ul style="list-style-type: none"> Grade level teams with teacher leaders now exist, PK-5 MUMS & MUHS have created structures for teachers to collaborate within and across buildings Departments work closely with coordinators to build agendas, design curriculum, analyze & respond to student data, calibrate assessment practices, etc. Annual PD calendar is built collaboratively with feedback from stakeholders; coordinators create and implement PD opportunities throughout the year Elementary & secondary pedagogical leadership teams and district problem solving teams meet monthly 	<ul style="list-style-type: none"> Increase and formalize coaching into a more robust system Seek creative solutions for elementary grade level teams to collaborate more frequently Reflect on, refresh and revise secondary collaboration structures and practices at each school Integrate use of EduClimber into collaborative teacher and administrator teams at all levels
--	--	--

Mentoring

<ul style="list-style-type: none"> Mentors reported out twice a year on mentor/mentee business 	<ul style="list-style-type: none"> Mentor Coordinators hold monthly sessions for mentees/mentors Newly enhanced mentoring model is optional 	<ul style="list-style-type: none"> Work through a current Rowland Fellowship & Steering Committee aims to further improve our current model
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Kernel Sentences

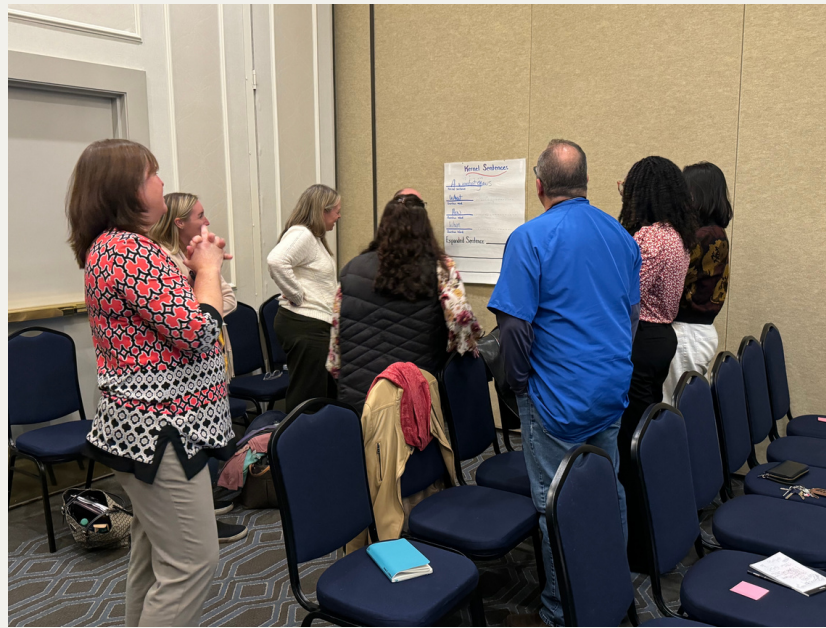
He finds food
(Kernel Sentence)

When? At night
(Question Word)

Where? In the forest
(Question Word)

How? by digging
(Question Word)

Expanded Sentence: At night, the wombat finds food in the forest by digging.



Precision - language specific to Context makes kids/sound smart

Math - Symbols, tier 3 words ~

words can have different meanings in different contexts/subjects

Cross the brain - vocab, images

helps grow your brain

etymology ~ helps remember words

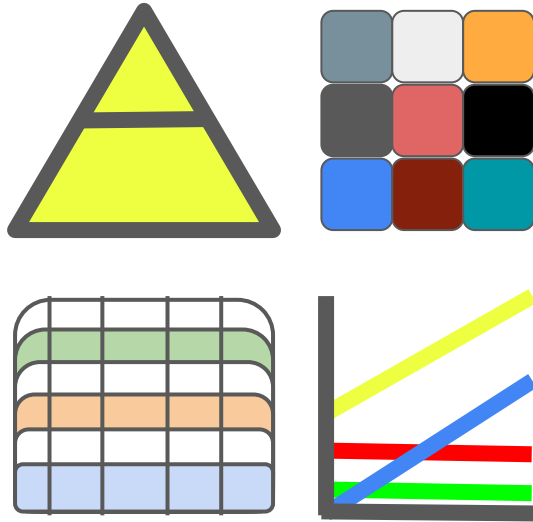
Subject-specific literacy

I know words



Works Cited

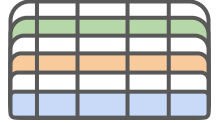
- Vermont Agency of Education. "Coordinated Curriculum in School Districts, Act 173 Technical Guidance." Vermont.education.gov, VT AOE, 14 Oct. 2020, education.vermont.gov/sites/aoe/files/documents/edu-coordinated-curriculum-in-school-district-systems-act-173-technical-guidance_0.pdf. Accessed 23 Dec. 2023.
- Vermont State Board of Education. Manual of Rules and Practices: Series 2000 Education Quality Standards. Vermont Agency of Education, 16 Dec. 2006, education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2000.pdf. Accessed 2 Jan. 2024.



ACSD FY25 Budget

Tax Rates and CLA's

Overview

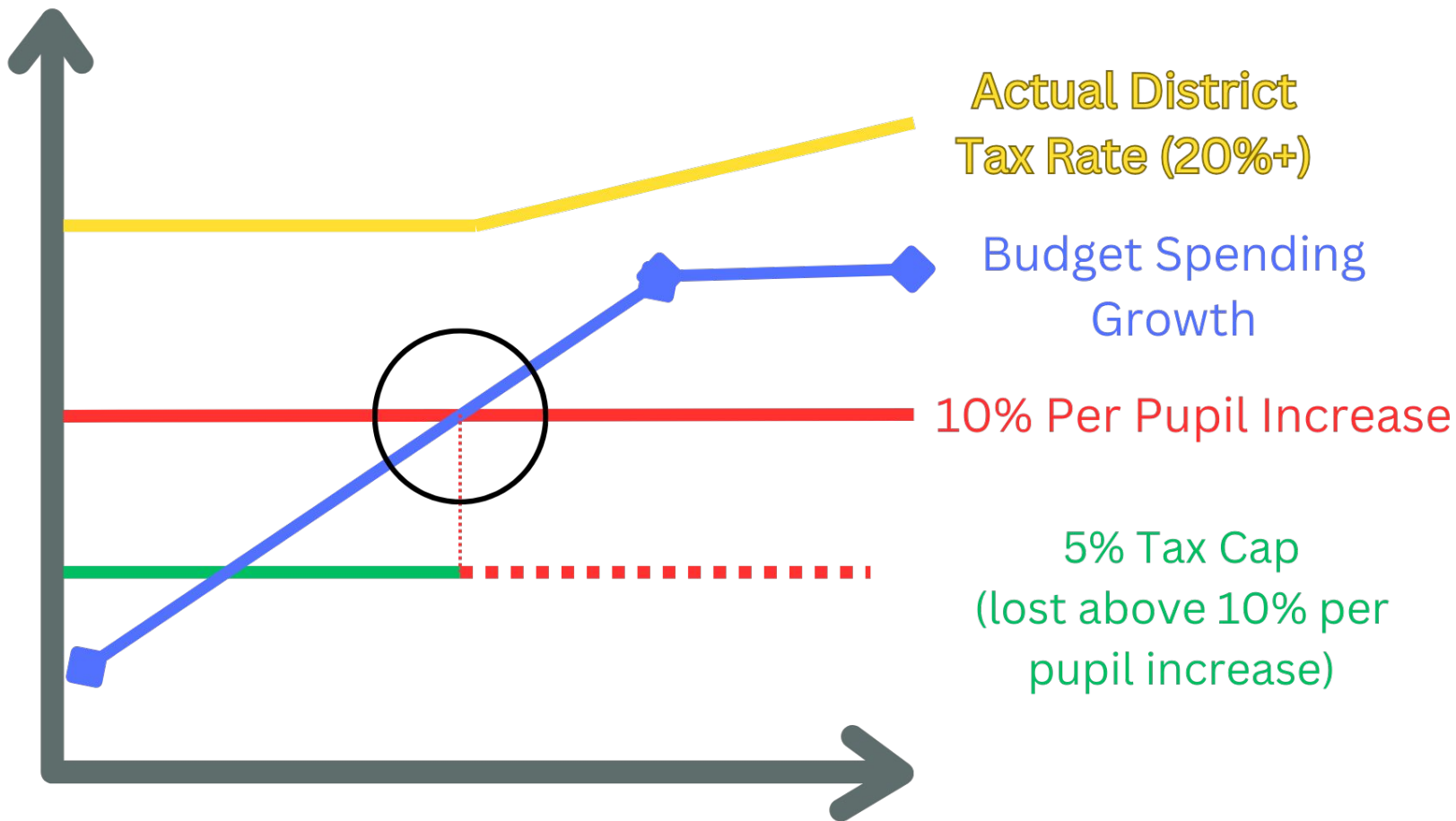


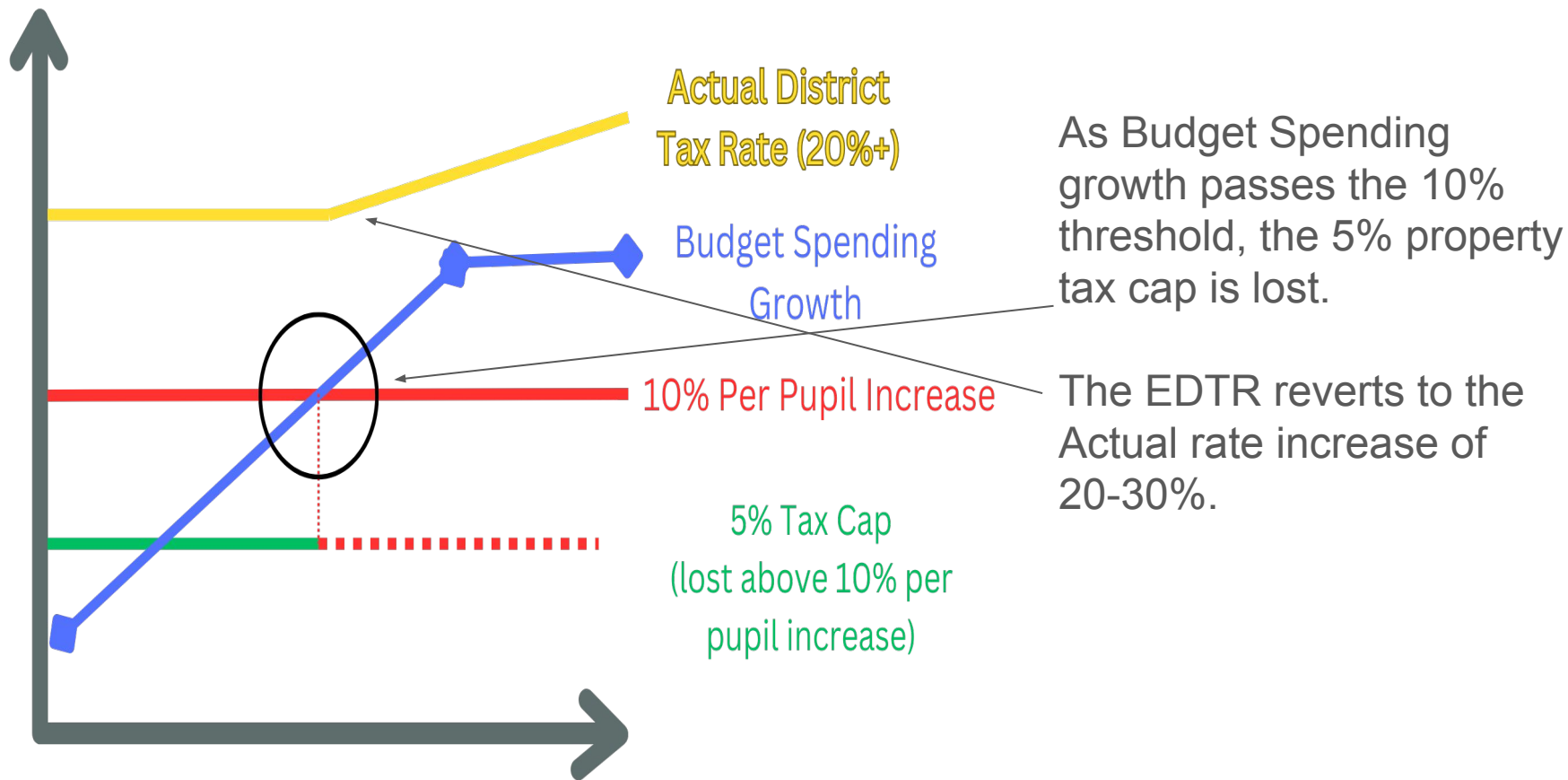
- Act 127 Effects
 - District weights
 - Year to Year Comparison
 - Tax Cap
- Equalized District Tax Rate Calculation (EDTR)
 - Year to Year Comparison
- Common Levels of Appraisal (CLA)
 - Town tax rate projection

Criterion	Weight	ACSD Count	ACSD Weight
PreK	0.46	162.63	(87.82)
Elementary	1.0	712.58	712.58
Middle	1.36	358.23	487.19
High School	1.39	472.67	657.01
FPL	1.03	371.26	382.40
ELL	2.49	21.15	52.66
Sparsity	0.07	1706.11	119.43
		ACSD TOTAL	2486.12

	FY24	FY25	% Change
Enrollment	1626	1599	-1.5%
LTWADM	2525*	2486.12	-1.7%
ED\$/Enrolled	\$22,754	\$25,064	10.1%
ED\$/Weighted	\$14,652	\$16,120	10.0%

Declining enrollment/weight combined with increased spending create dual pressures on the District Tax Rate.





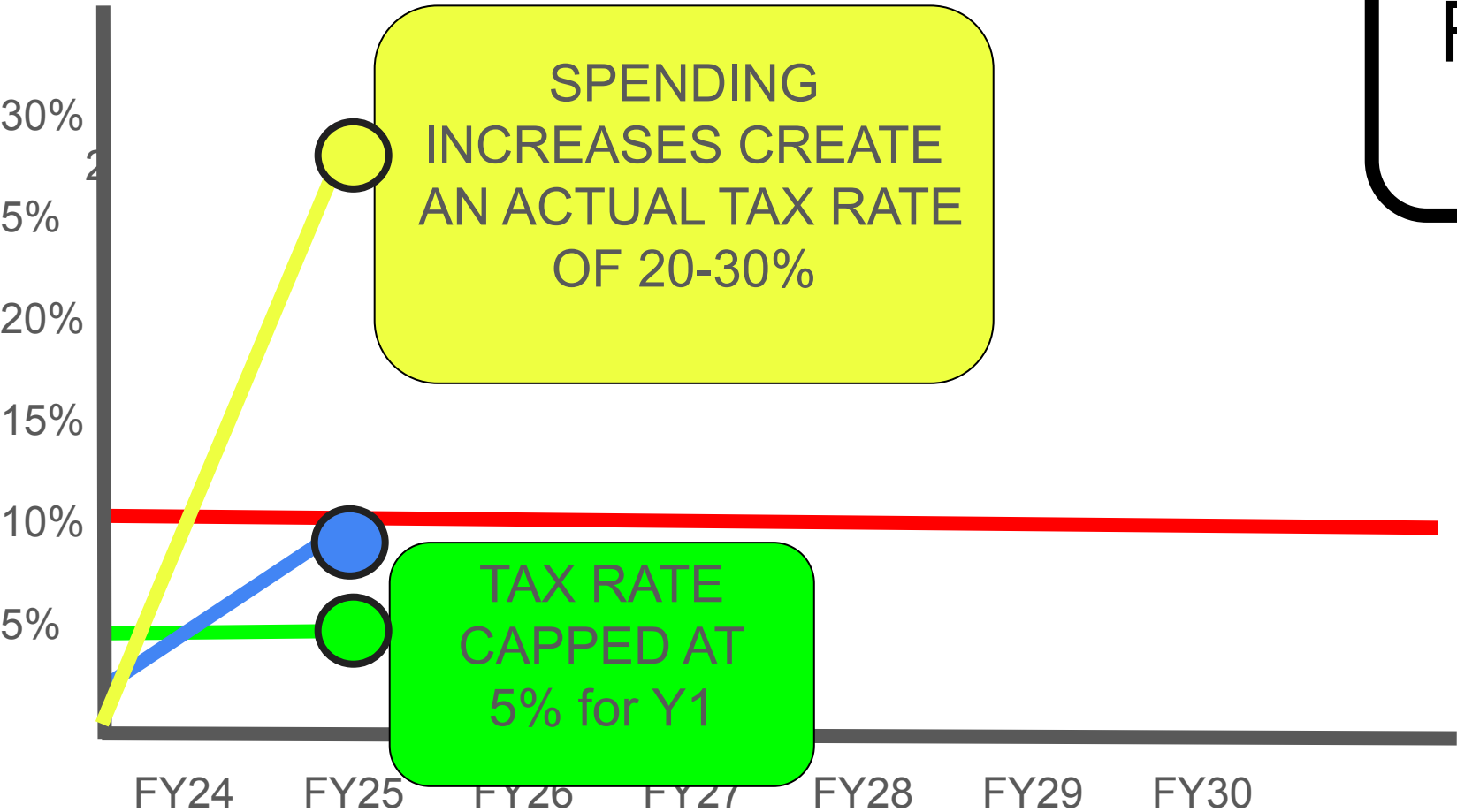
Equalized District Tax Rate Calculation

\$16,120	Per Pupil Ed. Spending divided by	
\$9,452	Tax Commissioner's Yield equals	
<hr/>		
\$1.71	FY25 Equalized District Tax Rate (if cap is lost)	
\$1.40	FY24 EDTR (22% increase)	
10.0%	Per Pupil Spending Increase	
5.0%	Capped EDTR	\$1.47

	FY24	FY25	% Change
ED\$/LTWADM	\$14,652	\$16,120	+10.0%
EDTR (capped)	\$1.40	\$1.47	+5%
Uncapped EDTR	\$1.40	\$1.71	+22%
\$300k Home Tax Bill With CAP	\$4,200	\$4,410	+\$210
\$300k Home Tax Bill NO CAP	\$4,200	\$5,130	+\$930

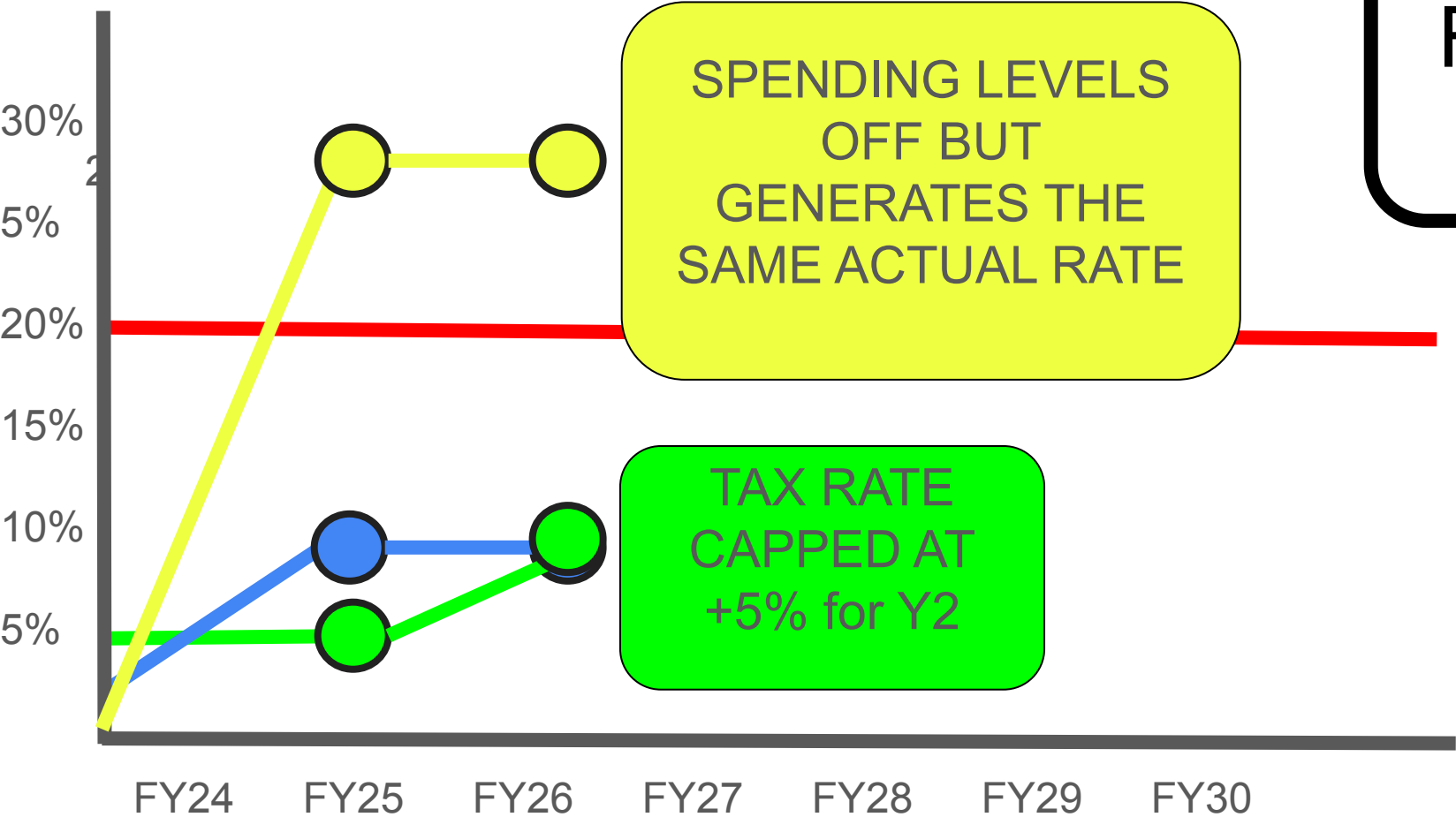
Tapering effect of the Tax Cap.

FY25



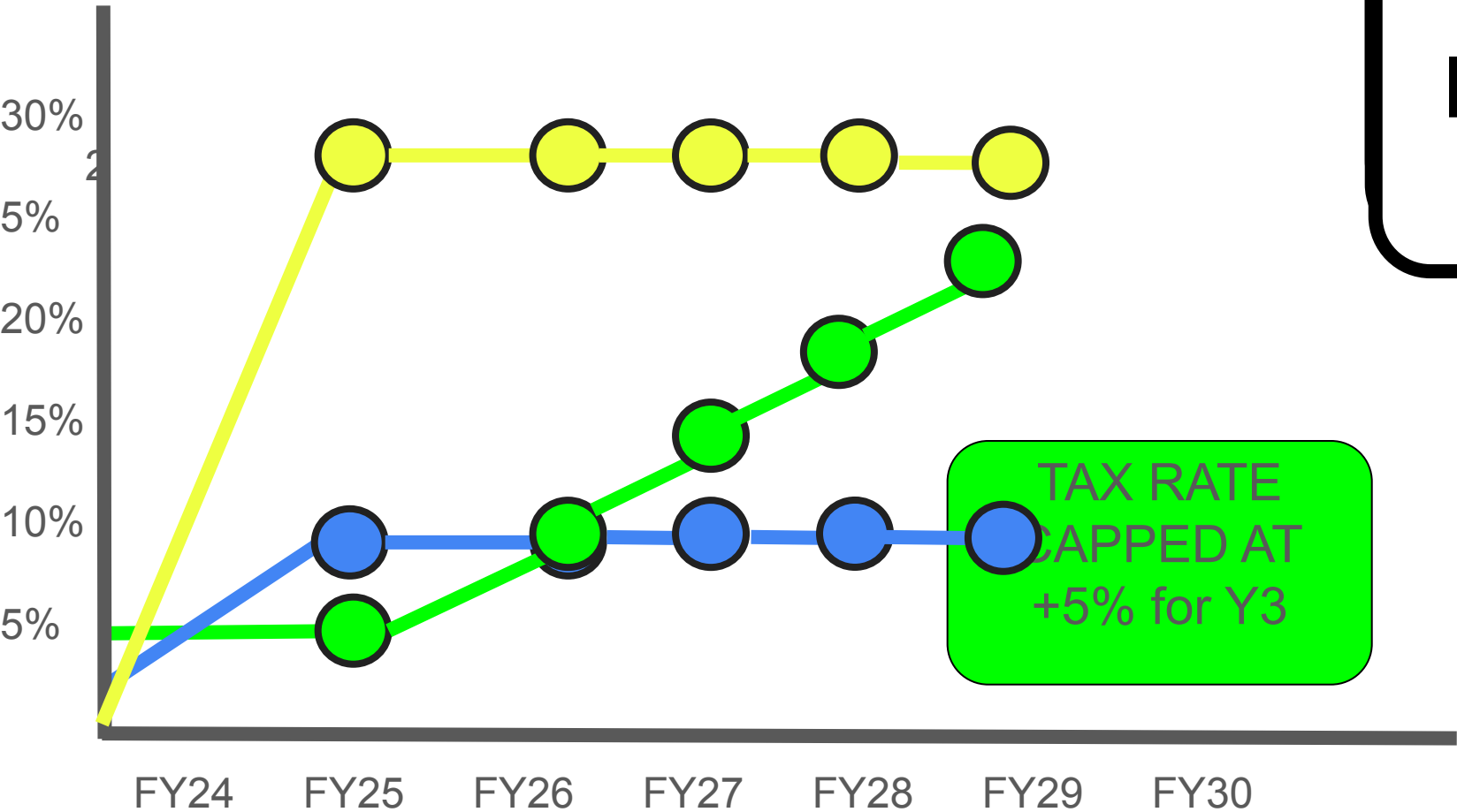
Tapering effect of the Tax Cap.

FY26

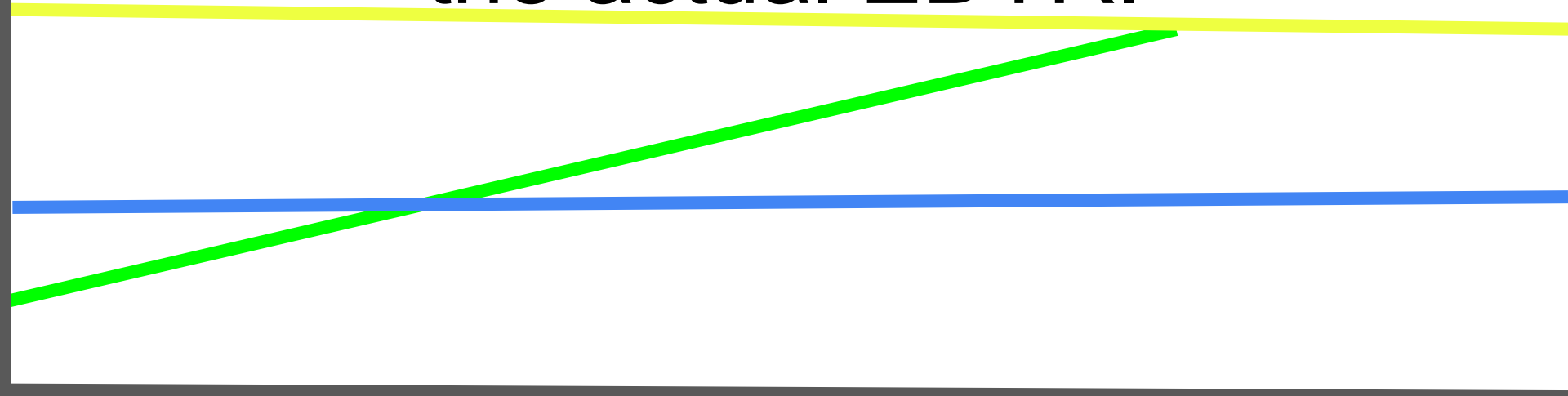


Tapering effect of the Tax Cap.

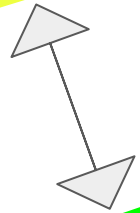
FY29



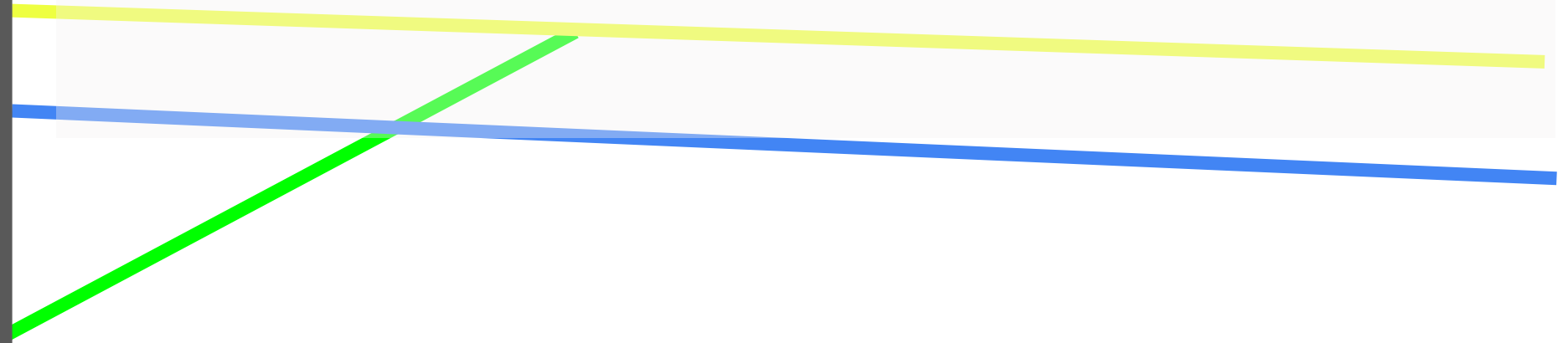
As long as spending is level, the capped rate will increase, by annual increments of 5%, towards the actual EDTR.

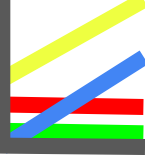


If spending increases, so will the actual tax rate needed to support that spending. This raises the yellow line and subsequent fiscal cliff.



Trimming spending decreases the EDTR needed to support the budget and can therefore curb annual property tax rate increases.

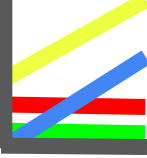




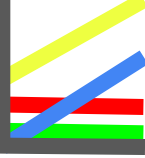
What is a CLA?

Common Level of Appraisal

What is a CLA?



- Conversion factor used to turn Equalized District Tax Rate (EDTR) into Town Tax Rate.
- Measures relative fluctuations in each town's property values.
- Results of annual Equalization Study from VTax.
- Ensures that each town pays their fair share of taxes.

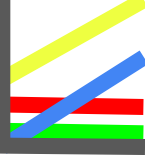


ASSESSED VALUE MARKET VALUE

Common Level of Appraisal

ASSESSED VALUE MARKET VALUE

Common Level of Appraisal



$\frac{1}{1}$

Assessed = Market. CLA = 1.0

$\frac{2}{1}$

Assessed greater than Market. CLA > 1.0

$\frac{2}{1}$

Assessed less than Market. CLA < 1.0

- Will trigger statutory town reappraisal.
- Represents demand for local real estate and property appreciation.

TOWN	FY24 CLA	FY23 CLA	Change
Bridport	70.67	79.29	-8.62 (11%)
Cornwall	70.60	85.67	-15.07 (18%)
Middlebury	76.95	83.97	-7.02 (8%)
Ripton	73.29	79.45	-6.16 (8%)
Salisbury	68.33	75.97	-7.64 (10%)
Shoreham	76.09	82.9	-6.81 (8%)
Weybridge	77.07	84.75	-7.68 (9%)

TOWN	FY24 CLA	FY25 Town Tax Rate Proj. (\$1.47)	FY24 Town Tax Rate (\$1.40)	Change
Bridport	70.67	2.08	1.78	+\$0.30 (17%)
Cornwall	70.60	2.08	1.64	+\$0.44 (27%)
Middlebury	76.95	1.91	1.68	+\$0.23 (14%)
Ripton	73.29	2.01	1.77	+\$0.24 (13%)
Salisbury	68.33	2.15	1.85	+\$0.30 (16%)
Shoreham	76.09	1.93	1.70	+\$0.23 (14%)
Weybridge	77.07	1.91	1.66	+\$0.25 (15%)

Dr. Baker's Monthly District Visits

- December 15th: Visited Shoreham, Cornwall and MUMS. Attended Bridport spaghetti dinner. Met with Nicole Carter and Khuram Hussain (Middlebury College VP of Equity and Inclusion)
- (Proposed) January 23rd: Visit Ripton, Salisbury and MUHS. Meet with District Leadership Member (TBD) and Community Member/Leader (TBD)
- (Proposed) February 13th: Visit Weybridge, Mary Hogan and Bridport. Meet with District Leadership Member (TBD) and Community Member/Leader (TBD)
- (Proposed) March 12th: TBD
- (Proposed) April 2nd: TBD

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>	



Proposed Superintendent Transition Framework

Barbara Wilson

ACSD Board Chair

January 8, 2024

Why?

Take advantage of the next 6 months to enable Dr. Baker to:

- Meet and work with administration team and staff focusing on:
 - Forward planning including the strategic plan implementation
 - August Administration/staff retreat planning
- Meet one on one with each board member, attend board training and possibly be involved in other board work
- Transition the day-to-day superintendent operational responsibilities prior to July 1st

This plan will enable Dr. Baker to be involved in the forward thinking and strategic work that the administrative team will be engaged in for the next FY and beyond and will result in less rework after July 1st.

How?

January – April: Forward Planning/Strategic Work under the direction & leadership of Dr. Williams

- Compensation based on a reduced daily rate and a not to exceed total number of X days

May – June: Get involved in operational work/decision making and begin assuming responsibilities under the direction & leadership of Dr. Williams

- Compensation based on a somewhat higher reduced daily rate and a not to exceed total number of X days