

AGENDA



**Addison Central School District
ACSD Board
Board Meeting
Monday, June 10, 2024, 6:30 pm - 8:30 pm
208 Charles Avenue, Middlebury VT & Virtual Connection**

ACSD District Vision and Mission

OUR VISION

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

OUR MISSION

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

Please click the link below to join the webinar: <https://us06web.zoom.us/j/86791942440?>

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|---|-------------------------------------|
| A. Call to Order Upon Reaching A Quorum | 5 min |
| 1. Introductions - Board Members, Administrators and Staff | |
| 2. Motion to Adopt Agenda | |
| B. Public Comment on Agenda Items | 10 min |
| C. Recommendation to Approve Minutes of 5-28-2024, Board Meeting and 6-1-2-24 Board Retreat. | 5 min |
| D. Report of the Student Representatives | Eddie Fallis 5 min
Sophia Lawton |
| E. Report of the Superintendent | Wendy Baker 15 min |
| 1. Personnel Items | |
| a. Appoint Hilary Collier, Academic Interventionist, 1.0 FTE, effective 7/1/2024 | |
| b. Accept Resignation of Matthew Alford, Paraprofessional, 1.0 FTE, effective 6/30/2024 | |
| c. Accept Resignation of Ashleigh Capek-Disorda, Paraprofessional, 1.0 FTE, effective 5/15/2024 | |
| d. Accept Resignation of Marc Dudsak, Math Teacher, 1.0 FTE, effective 6/30/2024 | |
| e. Accept Resignation of Madeline Fuller, Paraprofessional, 1.0 FTE, effective 6/30/2024 | |
| F. Report of the Chair | Barb Wilson 30 min |
| 1. Next Year's Meeting Schedule (August 2024-June 2025) | |
| 2. Committee Meeting Agendas and Warnings | |

- 3. Summary S.55 Legislations Impact to Open Meeting Law
- 4. Retreat Follow-up Items
 - a. AOE Rules Prioritization and Selection
 - b. Superintendent Goal Setting & Evaluation Process Discussion
- G. Report of Board 15 min
 - 1. Policy Discussion
 - a. C9 - Local Wellness Policy
 - b. A20 - Board Meetings, Agenda Preparation & Distribution
- H. Public Comment - Any Topic 10 min
- I. Adjournment

Total Meeting Time: 1h 35m

***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
Tuesday, May 28, 2024, 6:30 pm - 8:30 pm
208 Charles Avenue, Middlebury VT & Virtual Connection**

ACSD District Vision and Mission

OUR VISION

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OUR MISSION

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

In-Person Attendance

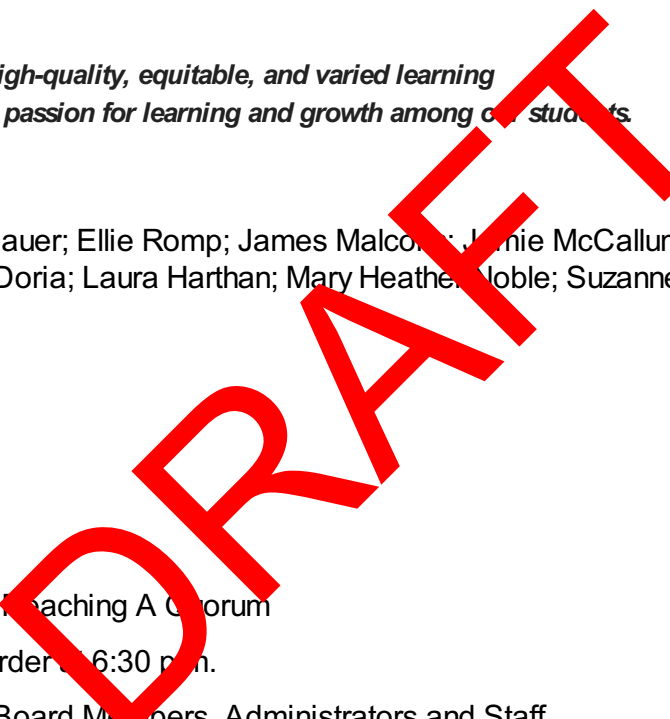
Barbara Wilson; Brian Bauer; Ellie Romp; James Malcolm; Jennie McCallum; Jason Chance; Joanna Doria; Laura Harthan; Mary Heather Noble; Suzanne Buck; Tricia Allen

Remote Attendance

Steve Orzech

Not In Attendance

Ellen Whelan-Wuest



A. Call to Order Upon Reaching A Quorum

Barb Wilson

Meeting called to order at 6:30 pm.

1. Introductions - Board Members, Administrators and Staff

ACSD Personnel present:

- Tim Williams, Interim Superintendent
- Matt Corrente, Director of Finance & Operations
- Nicole Carter, Assistant Superintendent and Director of Equity & Student Services
- Courtney Krahn, Director of Teaching & Learning
- Jen Kravitz, Principal of Mary Hogan School

Khuram Hussain, Middlebury College VP of Equity & Inclusion joined later to provide anti-bias training.

2. Motion to Adopt Agenda

Barb Wilson 5 min

Motion to adopt agenda.

Move: Suzanne Buck Second: Ellie Romp Status: Passed

B. Public Comment on Agenda Items Barb Wilson 10 min

No public comment.

C. Recommendation to Approve Minutes of 5/13/2024 5 min

Motion to approve the minutes of May 13, 2024.

Move: Joanna Doria Second: Jamie McCallum Status: Passed

D. Approve ACSD Bills Jamie McCallum 5 min

James Malcom presented a summary of the ACSD bills, which were read on May 20, 2024:

General Fund: \$899,455.16

McGilton Fund: \$15,635.00

Payroll: \$1,016,509.73

Payroll: \$724,467.58

Motion to approve payment of the ACSD Bills as presented.

Move: James Malcolm Second: Jason Chance Status: Passed

E. Report of the Student Representative Eddie Fallis 5 min
Sophia Lawton

Student reps were not present to report.

F. Report of the Superintendent Tim Williams

1. Education: Including the Board in Anti-bias Leadership Work with Khuram Hussain 45 min

Dr. Tim Williams introduced Dr. Khuram Hussain, VP of Equity & Inclusion at Middlebury College. Dr. Hussain has been providing anti-bias training for ACSD staff during this academic year, and is here tonight to provide an introduction to anti-bias training for the Board.

Dr. Hussain guided Board members through some training, with an emphasis on the concept of Belonging, and how high-level policy planning can influence whether the Board and District is fostering a culture of Belonging in practice.

Board members each discussed and shared their ideas around what it means to Belong -- some of the ideas shared included feeling welcome and wanted in a community, feeling physically and emotionally safe, being able to express oneself without fear of judgment or repercussion.

Board members then discussed barriers to the culture of belonging in the Board and District. Some ideas shared included: the rigidity of public/government processes, tradition & maintaining status quo, cultural differences (values, language, customs, experiences, etc.), socioeconomic differences, history/trauma, and others. There was some discussion about layers of shame that can exist for people around these differences, especially as they relate to experiences with the education setting.

Board members finally discussed and shared ideas about what it possible to address some of these barriers to fostering a culture of belonging. Ideas included: Making Board members more accessible by phone, having more community forums or listening tours centered around topics or issues, providing multiple pathways of engagements to meet people where they are (e.g., informal formats to foster active listening & conversation). Additional ideas included

being more curious about our stakeholders (e.g., surveying) and inviting people to bring their solutions in addition to their concerns to the Board. Finally, creating & upholding policies that foster the practice of inclusion. There was some focused discussion around how public comment and other public engagement could be changed, as well as how the concept of Belonging might be measured.

Dr. Hussain left the group with a few points to consider:

- Practicing a deep and stubborn inquiry about the lives we have not lived;
- Considering how public meetings are opened and closed, to give opportunity for reflection; and
- Asking stakeholders: "If you woke up to a different ACSD tomorrow, what would it look like?"

Board members thanked Dr. Hussain for his work, and Barb Wilson said she would be in touch about additional follow-up anti-bias education.

2. McGilton Fund Board Memo

Matthew Corrente 5 min

Matt Corrente provided a summary of the McGilton Fund and the efforts that the Finance Department is making to realign the annual distributions to coincide with the full school year.

He explained that the 4.5% formula grant amount distribution is \$41,137.77. The plan is to request this distribution to be combined with the remaining balance of \$16,927.71 from the prior year's distribution for a total of \$58,065.48. This total would be used to fund Mary Hogan programming for FY24 and FY25 -- which includes Keewaydin, Everybody Wins!, Shakespeare at Town Hall Theater, All School Diversity Readings, and Artists in Residence.

The memo requests transfer of \$41,137.77 from the McGilton Investment Fund to the National Bank of Middlebury McGilton Checking Account for this purpose.

Board Questions:

James Malcolm asked about how the finance department would know how much endowment distribution to expect for budgeting. Matt Corrente explained how the amounts are estimated and reiterated how the timing is being realigned to coincide with a full budget year.

Jamie McCallum asked if the McGilton Fund will run out -- it is a large endowment, so it won't. Suzanne Buck asked if Jan Kravitz will still come to the Board for approval of specific proposals. The process will be the same, just the timing will be different.

Motion to approve transfer of \$41,137.77 distribution from the McGilton Investment Fund to the National Bank of Middlebury McGilton Checking Account to support Mary Hogan School programming in FY24 and FY25.

Move: Mary Heather Noble Second: Laura Harthan Status: Passed

3. Personnel Items

5 min

Tim Williams presented the list of ACSD personnel appointments and resignations, which include the recently selected principals for Bridport, Cornwall, and Shoreham Elementary Schools.

Board discussion:

Tricia Allen asked Dr. Williams how ACSD is faring for the upcoming academic year. Dr. Williams replied that most positions will be filled, but that the Speech and Language positions may remain vacant and that the District will need to get creative with providing those services. There was also some discussion about school-based counselors, and the potential for continued vacancies in those positions.

Mary Heather Noble asked when the best time for the Board to receive a summary of Exit Interviews during an Executive Session. Dr. Williams noted that this is the contract season, so the best time to present that information will likely be late July or early August since the Board typically take a recess during July.

Motion to approve the ACSD appointments and resignations as presented.

Move: Mary Heather Noble Second: Jamie McCallum Status: Passed

- a. Appoint Emory Clark, Social Worker, 1.0 FTE, Step 5, effective 7/1/2024
- b. Appoint Nadya Bech-Conger, Principal, 1.0 FTE, Non Union, Effective 7/1/2024
- c. Appoint Erin Robinson, Health Teacher, 1.0 FTE, Step 4, effective 7/1/2024
- d. Appoint Jennifer Urban, Principal, 1.0 FTE, Non Union, effective 7/1/2024
- e. Appoint Tori-Ann Szczepaniak, School Nutrition Manager, 1.0 FTE, Non Union, effective 7/1/2024
- f. Appoint Jessica Volmer, School Counselor, 1.0 FTE, Step 16, effective 7/1/2024
- g. Appoint Scott Volmer, Individuals & Societies Teacher, 1.0 FTE, Step 16, effective 7/1/2024
- h. Appoint Lashawn Whitmore, Principal, 1.0 FTE, Non Union, effective 7/1/2024
- i. Accept Resignation of Jennifer Dickart, Language Acquisitions Teacher, 1.0 FTE, effective 6/30/2024
- j. Accept Resignation of Flo Bender, Paraprofessional 1.0 FTE, effective 6/30/2024
- k. Accept Resignation of Matthew Kilkelley, Classroom Teacher, 1.0 FTE, effective 6/30/2024
- l. Accept Resignation of Kayli Manning, Paraprofessional, 1.0 FTE, effective 5/15/2024
- m. Accept Resignation of Tracie Moore, Paraprofessional, 1.0 FTE, effective 6/30/2024
- n. Accept Resignation of Mary Taussig, School Counselor, 1.0 FTE, effective 6/30/2024
- o. Accept Resignation of Katie Willard, SLP, 1.0 FTE, effective 6/30/2024
- p. Accept Resignation of Madeline Wilson, SLP, 1.0 FTE, effective 6/30/2024

G. Report of the Chair

Barb Wilson 10 min

1. AOE Rules Prioritization and Selection Discussion

Barb Wilson revisited the topic of selecting which AOE board governance rules to incorporate into this year's work plan. She reminded Board members of the survey results, and noted that the Board can make a decision based on one of the following approaches:

- choosing a few rules that most Board members agree need attention (based on the self survey results); or
- choosing a few rules based on Board member votes.

Board members verbally expressed a preference to vote. Barb agreed to pull together another Google Form to get a final decision.

Mary Heather emphasized that the objective is to narrow the focus to a few rules to incorporate into the work plan by June, so that we can begin the school year on track. Suzanne Buck again emphasized the importance of focusing on only 1 or 2 rules to avoid taking on too much work.

2. Retreat Update

Barb Wilson provided some final details on the upcoming Board retreat. It will be held in Room 208 of the PAHCC building, from 9:30 a.m. to 3:00 p.m. Lunch will be provided. There will not be public comment as it is a board training, but the public is allowed to come. It will be warned on May 29th.

3. Work Plan Draft Update

Barb Wilson reiterated Mary Heather Noble's point about finishing up the draft work plan by end of June, with any specific projects coming out of the retreat built in.

H. Report of the Board

10 min

1. Negotiations

Steve Orzech

a. Action on ACEA Master Agreement

Steve Orzech provided a summary of the negotiations, and confirmed that the agreement had been ratified by ACEA members. It is ready for Board action.

Jason Chance asked when the Board would be able to see the agreement. Steve noted that he had provided the summary during Executive Session at the last meeting, and that the details hadn't changed. He will share the document with the Board, and will also be sharing with John Flowers, Addison Independent.

Ellie Romp noted the challenge of voting on something that she hasn't seen. There was some discussion about the negotiations process, how the Negotiations Committee has been designated to negotiate on behalf of the Board, and that the ratified contract is the result of that process. Jamie McCallum clarified that the Board is voting on the process and the result of the process.

Note: Laura Harthan abstained from voting.

Motion to accept the ratified master agreement between ACSD and ACEA and the agreed upon terms for the 2024 through 2027 academic years.

Move: Steve Orzech Second: Jamie McCallum Status: Passed

2. Communications & Engagement

Tricia Allen

Tricia Allen reported that the C&E Committee has met to discuss general efforts to improve engagement. The Committee is in agreement that 1) the current public comment structure for Board meetings is a barrier for some people to participate, and 2) the Board should return to the practice of visiting community schools (or find some other way to get out into member towns). The C&E Committee is requesting board discussion and consideration on these issues. Barb Wilson asked if the committee would like to have these issues on a future board meeting agenda. Tricia said the Executive Committee can decide whether it should be

discussed at the Retreat or at a future Board meeting.

Mary Heather Noble also mentioned that the C&E Committee has resurrected a Communications Plan and Procedure Document for responding to Public Concerns/Comments -- it would like to coordinate with the Policy Committee on this to present something for full Board review.

Barb Wilson also suggested that the C&E Committee plan for budget-related communications in earlier months.

3. Facilities

Jason Chance

Jason Chance reported that the Facilities Committee met on May 15th and is addressing a list of current facilities projects slated for the summer, including the HVAC renovation in the Mary Hogan School A wing. This work will begin on immediately after the last day of school in mid-June, and is scheduled to be complete by August 23rd.

Tricia Allen shared that she has heard from constituents that the middle school parking lot needs care and attention.

4. Finance

James Malcolm

James Malcolm reported that the Finance Committee met on May 6th to review the 3rd quarter report. Everything seems to be on track and they are projecting a \$1.5 Million surplus. He noted that there was some review of expenses related to grants & fellowships (which are funded outside of ACSD, but managed by ACSD) -- this came up when some costs related to sabbaticals were reviewed. Finally, the Committee is setting parameters for the FY26 budget -- they are looking at a Zero budget increase. It will be difficult, but is necessary.

5. Policy

Jamie McCallum

Jamie McCallum reported that the Committee has two policies ready for Board review and approval: A20 and A9. They will then turn their attention to the public comment policy, and are happy to coordinate with the C&E Committee on the Communication Plan and Procedure document for responding to public comments/concerns.

6. SEPAC

Joanna Doria
Suzanne Buck

7. Middlebury Community Television

Barb Wilson

No update.

8. Parks & Recreation

Mary Heather Noble

No update.

9. Patricia A. Hannaford Career Center

Steve Orzech
Tricia Allen

Tricia Allen reported that the PAHCC Board is working on much of the same as the ACSD Board: contract negotiations, and finalizing the Superintendent Evaluation. Ellie Romp noted that the PAHCC graduation ceremony will be held on May 29th at 7:00 p.m. at MUHS.

I. Public Comment - Any Topic

Barb Wilson 10 min

No public comment.

J. Adjournment

Before the meeting adjourned, Suzanne Buck took the opportunity to publicly thank Dr. Williams for his work in shepherding ACSD through the past year. James Malcolm expressed appreciation for Dr. Williams's steadiness, pragmatism, and quiet leadership through this difficult year. Others agreed. Barb Wilson said that she really enjoyed working with Dr. Williams over the past year, and that she has learned a lot from him. All applauded and wished him the best.

Meeting adjourned at 8:42 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: Jamie McCallum Status: Passed

Total Meeting Time: 1h 55m

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DRAFT

MINUTES



**Addison Central School District
ACSD Board
Board Retreat
Saturday, June 1, 2024, 9:30 am - 3:00 pm
Room A-208
Patricia A. Hannaford Career Center
51 Charles Avenue
Middlebury, VT 05753**

ACSD District Vision and Mission

OUR VISION

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

OUR MISSION

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

In Attendance

Barbara Wilson; Brian Bauer; Ellen Whelan-Wuest; Elliott Kopp; James Malcolm; Jamie McCallum; Jason Chance; Joanna Doria; Laura Harthan; Mary Heather Noble; Steve Orzech; Suzanne Buck; Patricia Allen

A. A. Call to Order Upon Reaching a Quorum

Meeting started at 9:30 a.m.

Motion to relax use of Roberts Rules for the duration of the Board Retreat.

Move: Jason Chance Second: Joanna Doria Status: Passed

1. Introductions

ACSD Staff present:

Wendy Baker, Superintendent

Nicole Carter, Assistant Superintendent and Director of Equity & Student Services

Courtney Krahn, Director of Teaching & Learning

Matt Corrente, Director of Finance & Operations

Emily Blistein, Director of Communications & Engagement

B. Retreat Topics

1. Our Work Together with New Superintendent and Central Office Leadership Team

Dr. Baker opened the discussion with a review of the general roles & responsibilities of the Board (governance) and the Office of the Superintendent (operations). She provided a structural description of her approach to decision-making, which includes 4 pillars:

1. Financial Responsibility

2. Organizational Integrity
3. Human Centric Design
4. Excellence

She also provided an Equity Framework for Operational Decision-making, which includes the concept Organizational Justice (i.e., how fair the organization is in its operations) -- consisting of:

- Distributive Justice (Fairness in the distribution of organizational resources)
- Procedural Justice (Fairness in the organization's procedures)
- Interpersonal Justice (Fair & respectful treatment within the organization)
- Informational Justice (Fair amount & timelines of shared information)

Dr. Baker also discussed the Human-Centered Design for the basis of an organizational culture, which places people at the center and promotes solutions that are built to suit human needs and are designed through empathy. This approach prioritizes the following:

- Being people-centered (how do people experience the organization)
- Addressing the right challenge
- Thinking of the Systems/Big-picture repercussions
- Attempting small and simple solutions for iterative change that is evaluated along the way

2. Equity Based Budgeting

Matt Corrente and Nicole Carter provided a presentation on their research into Equity-Based Budgeting, which included a literature review of Equity-based budgeting from other government agencies and other K-12 school systems.

Nicole provided a brief history of the approach to building budgets, with present day efforts incorporating multiple elements, including a historical data line approach, efficiency-based performance budgeting, efficiency-based program budgeting, and output-outcome-based budgeting that focuses on 1) outcomes, 2) how to achieve outcomes, and 3) reflection/evaluation to assess whether outcomes were achieved with the resource allocation that was used.

Equity-based budgeting takes the complex budget approach even further, by defining Equity, incorporating the definition into the desired outcomes, identifying budget mechanisms to achieve the desired equity outcomes, and then developing an equity-based budget to support that effort. All of this is done with public engagement and transparency (a public feedback loop before, during, and after decision-making). Nicole then walked the group through a number of specific examples, taken from municipal government and other public school systems.

Matt Corrente provided an overview of a process that ACSD could use to take steps toward equity-based budgeting, including:

- Determining the baseline conditions (mental health and SEL, at-risk students, physical health, and academic success)
- Completing the budget migration initiatives to put all student services into one cost center and align spending with documented student need.
- Building the culture of flexible sharing of resources based on collective student need across the district rather than building-based allocation of student service resources

Matt provided an overview of ACSD's funding sources for student services and how those

dollars are spent, as well as things within the ACSD Toolbox to move toward a more equity-based approach to budgeting, including:

- alternative methods of budget development, based on outcomes, programmatic goals, and data
- weighting distribution of resources based on student need (as is already done at the state level, but continuing to direct allocated funds toward intended uses)
- targeting new funding sources

Dr. Baker proposed having her team create a few mock FY25 budget varieties to illustrate how such an approach could work, using the numbers from the already-approved FY25 budget. This will help the Board and administration contemplate how current budget structure could be modified to deliver more equitable results.

3. Strategic Plan Implementation Team Feedback

Emily Blistein provided an overview of work that has already begun/is currently being done in support of the Board's 3 Strategic Plan Goals (<https://www.acsdvt.org/district-link/strategic-plan>) and associated targets (e.g., Where are our ACSD energies currently going?). The list was generated from a staff survey (~110 of 450 responses) and is not intended to be all-inclusive.

Board members reviewed the summaries of activities/efforts being done in support of each Goal and provided some feedback about additional efforts that could/should be elevated. Dr. Baker indicated that this is an initial step and that the team still has work to do around organizing and prioritizing the work. Her focus is on cultivating Belonging as a broad theme to support all of the Board's goals -- some of the discussion points/needs included:

- Building data-gathering and analysis capacity, and making sure that this work is not isolated to positions that are currently vacant;
- Continuing anti-bias training for all ACSD staff;
- Culture & community-building efforts that focus on adults (staff & caregivers) as well as students;
- Expanding equity-based budgeting/decision-making;
- Improving communication and evaluation of communication & engagement to 1) explain what is being done to support Board Goals, and 2) asking if the efforts are landing with staff, students, families and other stakeholders.

The presentation wrapped up with discussion about Governance-focused things the Board can do to support this work (e.g., Communication & Engagement, Equity-based policy review, and additional policy development in support of the District's definition of success).

Dr. Baker stated that the Board should count on the Administration to take the lead on the Operational elements of moving the Strategic Plan forward, including Equity-based budgeting & resource allocation, strengthening collaborative capacity with other ACSD community partners, developing and analyzing student performance measures, and supporting the Board in its communications.

4. Considerations for Next Steps in Board Governance work in support of Strategic Plan and

new AOE Rules Adoption

Barb Wilson provided updated results from a recent Board survey to rank/select the AOE Board Governance Rules to incorporate into the year's work plan. Based on the results, there is broad Board member support to focus on:

113.3.2 The Board ensures its annual budget aligns with its states priorities and provides an equitable distribution of resources to help meet the needs and goals of every student.

113.1.2 At least annually, the Board sets measurable goals and regularly reviews the progress toward these goals.

113.1.3 At least annually, the Board monitors student academic progress and wellness.

113.2.2 The Board annually reviews whether and/or how its action and contributions have impacted the school system's success in meeting goals.

Suzanne Buck noted that the VSBA will be developing rubrics for each of the goals -- she will share them with Board members as soon as they are available, and that will determine how many of the above rules get fully incorporated into this year's work plan.

5. 2024/2025 Board Training Topics and Scheduling

Barb Wilson solicited ideas from Board members for additional ongoing training for the year. Ideas shared included:

- Additional anti-bias training
- Training about Education Funding in Vermont
- Training/assistance on conducting a quality Superintendent Evaluation

6. 2024/2025 Work Plan

Other ideas to incorporate into future agendas/work plan:

- Procedure/ethics around visiting schools as Board members
- The need for an advisory group to help the Superintendent navigate emergency situations (e.g., the Executive Committee plus a few other knowledgeable/always available members)
- Connecting the School Board with member town activities and plans that may affect ACSD. Attending Select Board meetings?
- Partnering with the Rural Council of Economic Development
- Investigating how best to collect/analyze/present data to support equity-based decision-making when school populations are very small

C. Adjournment

Meeting adjourned at 3:03 p.m.

Motion to adjourn.

Move: Jason Chance Second: Barbara Wilson Status: Passed

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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

The following text was pulled from the VSBA Weekly Update emailed to us on June 4th

The Governor signed S.55 into law on May 30, 2024, enacting changes to Vermont's Open Meeting Law (outlined below). We want to bring two of the requirements to your attention because they have a July 1 deadline.

Section 7 of the bill amends 1 VSA Section 314 by adding the following language. "A municipality shall post on its website, if it maintains one: (1) an explanation of the procedures for submitting notice of an Open Meeting Law violation to the public body or the Attorney General; and (2) a copy of the text of this section." VSBA is providing this model language to assist school districts with meeting the website posting requirement.

VSBA Model Language for Website Posting Requirement

Procedures for submitting a notice of an open meeting law violation:

1. Provide the _____ school board with a written notice that alleges a specific violation and requests a specific cure of the violation.
2. Upon receiving the notice, the _____ school board has 10 calendar days to respond publicly by either:
 - a. acknowledging the violation and stating an intent to cure it within 14 calendar days; or
 - b. denying that any violation occurred and thus no cure is necessary.
3. If the _____ school board does not respond within 10 calendar days, it is considered a denial of the violation for purposes of enforcement.
4. If the _____ school board acknowledges the violation, they must correct it within 14 calendar days in an open meeting by:
 - a. Either ratifying, or declaring as void, any action taken at or resulting from:
 - i. A meeting that was not noticed in accordance with subsection 312(c) of the open meeting law; or
 - ii. A meeting that a person or the public was wrongfully excluded from attending; or
 - iii. An executive session or portion thereof not authorized under subdivisions 313(a)(1)-(10) of this title; and
 - b. adopting specific measures that actually prevent future violations.
5. After either acknowledging or denying a violation, or after the 14-day cure period has passed for acknowledged violations, the Attorney General or anyone affected by the violation can file a lawsuit in the Civil Division of the Superior Court. This lawsuit can seek injunctions or declaratory judgments. Such lawsuits must be filed within one year of the meeting where the violation occurred.

Please link here to read the full text of 16 V.S.A §314 Penalty and Enforcement.

The following text was pulled from the VSBA Weekly Update emailed to us on June 4th

Section 3 of the bill requires school boards to record their meetings (in audio or video form) and post a copy of the recording in a designated electronic location for a minimum of 30 days following the approval and posting of the official minutes for a meeting.

First, a little context. The COVID-era temporary alternative procedures for annual municipal meetings and electronic meetings of public bodies are set to expire on June 30. These temporary procedures allowed school boards to meet remotely without the need to designate and staff a physical location for public participation. If the legislature had done nothing this session, Vermont's Open Meeting Law would have returned to the pre-Covid requirements. Legislators wanted to take this opportunity to modernize Vermont's Open Meeting Law in an effort to make meetings of public bodies in Vermont more accessible and inclusive.

When the session started, the Senate was entertaining a bill that would have required all meetings of all public bodies to be held in a hybrid fashion. After a lot of testimony opposing that mandate, the Senate scaled back, and, ultimately, only public bodies of the State are subject to the hybrid meeting requirement. School boards are not subject to the hybrid meeting requirement. The House then tried to make the law easier to follow and created different categories of public bodies and subcommittees, which may cause confusion. We now have several categories of public bodies and all are subject to different meeting requirements. We hope that the following summary helps to clarify the requirements.

Section 2 - Adds three new definitions:

Advisory body: Public bodies without control over legislative, quasi-judicial, tax, or budgetary matters (e.g., school board subcommittees).

Hybrid meeting: Meetings with both a physical location and an electronic platform.

Undue hardship: Significant difficulty or expense in compliance due to factors like entity size, staffing, budget, and compliance costs.

Section 3 - Amends meeting requirements:

Advisory bodies: Can meet electronically without a physical location, must provide public access via an electronic platform, including telephone access. This means that school board subcommittees may meet electronically as long as the public can access the meeting.

State nonadvisory public bodies: Must hold hybrid meetings (school boards exempt because they are local nonadvisory public bodies, not State nonadvisory bodies).

The following text was pulled from the VSBA Weekly Update emailed to us on June 4th

Emergency meetings: All public body members can attend electronically without a physical location.

Local nonadvisory public bodies: School boards are local nonadvisory public bodies. Must record meetings (audio/video) and post recordings for 30 days unless proving undue hardship.

Public access requests: Residents, public body members, or the press can request physical or electronic access to regular meetings, to be granted unless impeded by emergency or undue hardship.

Section 5 - Annual training requirement for certain officers:

School board chairs: Must participate in Vermont's Open Meeting Law training. Note already required under 16 V.S.A. § 561.

Section 6 - Emergency or local incident meetings:

New definitions: "Local incident" includes various emergencies directly impeding meeting feasibility.

Meeting flexibility: Allows electronic meetings during local incidents or a state of emergency without a staffed, physical location, following a formal finding by the highest-ranking officer (school board chair).

Section 7 - Requires municipalities (including school boards) to post Open Meeting Law violation notice procedures on their websites by July 1, 2024. The VSBA is currently working on language that school boards can use to satisfy this requirement.

Section 10 - Working group:

Study and recommendations: A group, including the Vermont School Boards Association, will meet and report on improving public meeting participation and accessibility by November 1, 2025.

Effective Dates: Law effective July 1, 2024. Training requirements effective January 1, 2025.

Governor Signs S.204 (Literacy Bill)

Top AOE Rule Priorities - Board Retreat

Rule	First Choice	Second Choice	Third Choice	Fourth Choice	Fifth Choice	SUM (1 thru 3)	SUM (1 thru 5)	Disagree	Disagree + Unsure
113.3.2 The Board ensures its annual budget aligns with its stated priorities and provides an equitable distribution of resources to help meet the needs and goals of every student.	4	2	1	1	1	7	9	54%	69%
113.1.2 At least annually, the Board sets measurable goals and regularly reviews the progress toward those goals.		2	3	1	2	5	8	54%	85%
113.1.3 At least annually, the Board monitors student academic progress and wellness.	2		2		1	4	5	46%	54%
113.2.2 The Board annually reviews whether and/or how its actions and contributions have impacted the school system's success in meeting goals.	1	2	1	3		4	7	85%	92%

BOARD MEETINGS, AGENDA PREPARATION & DISTRIBUTION

Policy

All Board meetings will be held in compliance with Vermont's open meeting law, 1 V.S.A. §§ 310 et seq.

Regular Meeting Schedule

Regular meetings of the board will be held at ___(place)_____ on ___(day of month, as "the first Monday of every month") beginning at (time).¹ The meeting schedule will be published and made available by the superintendent to any person on request.

Special and emergency meetings will be called by the chair **in conjunction with the superintendent** ~~on his or her own initiative~~ or when requested by a majority of the board and shall be warned appropriately.² Only items on the agenda may be acted upon at these meetings.³

Conduct of Board Meetings

Meetings will be conducted in accordance with Robert's Rules of Order, Newly Revised.⁴ ~~One or more~~ Members of the board may attend and participate in a regular, special or emergency meeting by electronic or other means so long as the requirements of 1 V.S.A. §312(a)(2) are met.

Executive Sessions

Executive sessions of the board will be convened only for the purposes stated in 1 V.S.A. §313. The minutes of any meeting where an executive session takes place will reflect the specific statutory reason for convening the executive session. Board members will not make public the confidential issues discussed during an executive session.

Agenda Preparation

The Executive Committee, in consultation with the superintendent, The superintendent will prepare proposed agendas for all meetings of the board ~~after consultation with the board chair.~~ Items of business may be suggested by any board member, staff member, student, or citizen of the district. The inclusion of items on proposed agendas will be at the discretion of the executive committee ~~board chair and superintendent.~~ An item may only be added or removed from a meeting agenda as the first order of business at the meeting.⁵ Other adjustments to an agenda may be made at any time during the meeting.

The board will follow an annual agenda planning cycle that is directed through input to the executive committee from the board. The cycle will include reviewing, monitoring, and affirming interactions with stakeholder groups, approval of policies and activities to

¹ See 1 V.S.A. §312(c)(1). "The time and place of all regular meetings....shall be clearly designated by statute, charter, regulation, ordinance, bylaw, resolution or other determining authority of the public body..."

² See 1 V.S.A. See 1 V.S.A. §312(c)(2) & (3)

³ See Robert's Rules of Order §9. Although action on items not on the proposed agenda for regular meetings is allowed as "New Business," boards should avoid taking action on non-agenda items at regular meetings. If necessary, emergency meetings can be called to act on matters needing immediate action.

⁴ See 16 V.S.A. §554(b)

⁵ See 1 V.S.A. § 312(d)(3)(A)

improve board performance through education, and enriched input and deliberation. Within this planning process is also the orientation of new board members.

Agenda Distribution

The proposed agenda, together with supporting materials, will be distributed to board members by the superintendent three days prior to regular meetings and as soon as practicable before special and emergency meetings. At least 48 hours prior to a regular meeting and 24 hours prior to a special meeting, the superintendent shall ensure that the agenda is posted in the municipal clerk's office and [two other designated physical locations in the municipality].⁶ In addition, proposed meeting agendas will be made available to any interested person upon specific request.⁷

⁶ See 1 V.S.A. § 312(d)

⁷ This section of this model policy is not required. See 1 V.S.A. § 312(c) and (d) for notice and warning requirements for special and emergency meetings.

<i>VSBA Version:</i>	March 3, 2020
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>1 V.S.A. §§ 310 et seq. (Public meetings)</i>
	<i>16 V.S.A. § 554 (School board meetings)</i>
<i>Cross Reference:</i>	

C9 – Local Wellness Policy

Warned: June 8, 2017

Adopted: June 19, 2017

Warned: July 18, 2019

Adopted: July 29, 2019

Warned:

Adopted:



Purpose: It is the intent of the Addison Central School District (ACSD) to comply with the local policy requirements of all Vermont State and Federal regulations pertaining to school health and wellness.

The revisions, goals, procedures, and programs related to this policy have been and will be developed in consultation with parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public.

Policy Statement: It is the policy of ACSD to establish goals for the eight domains of the Whole School, Whole Community, and Whole Child model (WSCC). ACSD aims to support our students' physical and emotional health by increasing their resilience and capacity to be fully engaged in their learning in schools that support them to feel safe physically, socially, emotionally, and academically. The underlying purpose of WSCC is to establish greater alignment, integration, and collaboration between health and education across the school setting and to improve each child's cognitive, physical, social, and emotional development. These eight domains include health education, physical education & physical activity, nutrition environment & services, health services, counseling, psychological & social services, social & emotional climate, physical environment, and employee wellness. With the objective of promoting student health and reducing childhood obesity, the district will also establish nutrition guidelines for all foods available at school during the school day.

When appropriate, ACSD will pursue collaboration with community health and wellness providers recognizing that this community connection promotes a wellness continuum for ACSD students and families.

I. Goals for Health Education

A. The school district shall provide Comprehensive Health Education as state law requires (currently 16 V.S.A. § 131, 16 V.S.A. § 909, and 16 V.S.A. § 906) and as described in State Board Rule 2000 Education Quality Standards.

B. Health education and promotion programs shall be conducted by appropriately licensed staff members.

C. To the extent practicable, health education and promotion may be integrated into core curricula areas such as science, family and consumer science, and physical education courses, in addition to conventional health education courses.

II. Goals for Health Services

A. The district will, when appropriate and possible, facilitate access to health care services or referral to health care services within the school setting or in the community. [The district will follow the Standards of Practice: School Health Services Manual in establishing procedures for School Health Services.](#)

B. The district will, when appropriate, promote the prevention and control of communicable diseases and other health problems.

C. The district shall support sanitary conditions for a safe school facility and school environment following health department guidelines.

D. The district, as appropriate, will provide first responder care following the district emergency protocols for illness or injury of students, staff and/or visitors to the school.

E. The district shall aspire to engage in educational and counseling opportunities for promoting and maintaining individual, family, and community health.

F. The district aims to promote lifelong sexual health through incorporation into the district health education plan and health services. This includes comprehensive sexual health education, the provision of, or referrals to, age-appropriate sexual health services, and an effective STD/HIV and pregnancy prevention program, which includes access to condoms.

III. Counseling, Psychological, and Social Services

A. The district, within its multi-tiered system of services, aims to provide a variety of prevention and intervention services that support the mental, behavioral, and social-emotional health of students and promote success in the learning process. Referrals to outside agencies will be made as appropriate.

B. Intentional collaboration with our local designated agency allows the provision of social work services, crisis assessment, intensive therapy, and therapeutic educational services for students with significant mental health challenges. These services include but are not limited to school counselor services, educational support system interventions, 504, and special education.

IV. Social & Emotional Climate

The district shall establish a school climate and culture that promotes health, psychosocial growth, and development by providing a safe and supportive learning environment.

V. Physical Environment

The district promotes a healthy and safe physical school environment that promotes learning by ensuring the safety of students and staff. The physical school environment encompasses the school building and its contents, the land on which it is located, and the area surrounding it.

VI. Employee Wellness

The district promotes a comprehensive school employee wellness approach that includes opportunities for staff members to pursue a healthy lifestyle which may have many benefits including improved morale and positive role modeling for students.

VII. Family Engagement The district promotes families and school staff work together to support and improve the learning, development, and health of students. Family engagement with schools is a shared responsibility of both school staff and families. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement.

VIII. Community Engagement The district promotes community groups, organizations, and local businesses to create partnerships with schools, share resources, and volunteer to support student learning, development, and health-related activities.

IX. Nutrition Promotion and Education (The bold, italicized text follows the federal Children Nutrition Act policy).

A. ACSD shall provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, ACSD shall provide a nutrition component in its Comprehensive Health Education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Education Quality Standards.

B. Nutrition education and promotion programs shall be conducted by appropriately licensed staff members.

C. To the extent practicable, nutrition education and promotion shall be integrated into core curricula in areas such as science and family and consumer science courses.

D. ACSD will limit food and beverage marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.

X. Physical Education and Activity

A. The district shall provide physical education classes for all students as required by Education Quality Standards.

B. To the extent practicable, the district shall offer opportunities for students in grades K-5 to participate in at least 30 minutes of unstructured outdoor physical activity within each school day. To the extent practicable, the district shall offer opportunities for students in grades K-12 to participate in at least 30 minutes of

physical activity within or outside of the school day. Physical activity may include indoor and/or outdoor recess, and movement built into the curriculum, but does not replace physical education classes.

C. Recess may not be denied or withheld.

XI. Nutrition Services

A. ACSD shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.

B. ACSD strives to provide adequate space for eating and serving school meals.

C. ACSD shall support the provision of a clean and safe meal environment for students.

D. ACSD shall, as practicable, establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.

E. Meals shall not be used in schools as a reward or punishment. ACSD shall provide adequate notification and guidance to parents, teachers, and staff members to facilitate this goal.

F. ACSD shall provide nutrition training opportunities as appropriate for food service and other staff members, including contracted staff.

G. Schools participating in the National School Lunch and School Breakfast programs shall make free potable water available to children in the meal service areas.

XIII. Nutrition Guidelines

A. The National School Lunch and School Breakfast Programs will meet the requirements provided in 7 CFR 210 and 7 CFR 220 (National School Lunch Program and School Breakfast Guidelines.)

B. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards[i].

C. School district fundraisers that occur during the school day will meet the USDA Smart Snack nutrition standards [ii].

D. ACSD shall establish nutrition guidelines for all other foods provided, but not sold to students during the school day, including food that is part of a classroom celebration or provided by parents or community organizations free of charge. When feasible, food provided but not sold should be limited to foods that improve the diet and health of students, help mitigate childhood obesity, and model healthy choices.

E. ACSD will follow the [Standards of Practice: School Health Services Manual in establishing procedures for School Health Services](#) regarding students with life-threatening food allergies.

XIV. Other School-Based Activities

ACSD will implement other wellness-based school activities from time to time at the discretion of the superintendent or his or her designee. These activities will be in accordance with evidence-based strategies such as those provided in the Vermont School Wellness Policy Guidelines.

XV. Assessment

ACSD will conduct an assessment of the wellness policy every 3 years. This assessment will determine compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy.¹

XVI. Administrative Responsibilities

The superintendent or designee will:

1. Convene a local wellness team that includes parents, students, school food service program personnel, physical education, and health education teachers, school board members, school administration, members of the public, and school health professionals, which may include school nurses, school counselors, school-based clinicians, school social workers or behavioral health professionals.
2. Periodically monitor District programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
3. Provide a report at least annually to the board and the public on the District's compliance with laws and policies related to student wellness and the school nutrition environment. The report shall include information as to the content and implementation of this policy, and an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools following federal law.
4. Assist in ensuring compliance with the District's LWP including goals for all required components and that evidence-based strategies have been reviewed and considered in the development of those goals.
5. Be responsible for ensuring that the District complies with applicable state law and regulations governing the provision of and access to physical activity, physical education, and comprehensive health education as outlined in 16

V.S.A. § 136, 16 V.S.A. § 906, 16 V.S.A. § 941, and Education Quality Standard Rules (Series 2000).

6. Be responsible for ensuring that schools identify, near or at the beginning of serving lines, what foods constitute unit priced reimbursable meals.
7. Be responsible for ensuring that the District complies with any Administrative Review procedures of the State Educational Agency.
8. Develop a plan to respond to a parent's signed statement that the teaching of disease, its symptoms, development, and treatment, conflicts with the parents' religious convictions. In the case of a student exemption from such instruction, the exempted student shall not be penalized because of that exemption.

Legal Reference(s): 1 IX. Nutrition Promotion and Education through XV. Assessment is the VSBA Required C9 Policy on Nutrition and Wellness

- 16 V.S.A. §§ 131,909 & 906(b)(3)
- 16 V.S.A. § 136, 16 V.S.A. § 906, 16 V.S.A. § 941
- Education Quality Standard Rules (Series 2000).
- Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.
- Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.
- Healthy, Hunger-Free Kids Act of 2010, Section 204 of Public Law 111-296.
- Code of Federal Regulations, 7 CFR Part 210 and Part 220