

AGENDA



Addison Central School District

ACSD Board

Board Meeting

Monday, June 24, 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.

- | | |
|---|---------------------|
| A. Call to Order Upon Reaching A Quorum | Barb Wilson 5 min |
| 1. Introductions - Board Members, Administrators and Staff | |
| 2. Motion to Adopt Agenda | |
| B. Public Comment on Agenda Items | Barb Wilson 10 min |
| C. Recommendation to Approve Minutes of June 10th, 2024 | Barb Wilson 5 min |
| D. Approve ACSD Bills | James Malcolm 5 min |
| E. Report of the Superintendent | Wendy Baker 45 min |
| 1. Board Hiring Approval Protocol for July | |
| 2. Personnel Items | |
| a. Appoint Michaela Bicknell, Social Worker, 1.0 FTE, Step 5, effective 7/1/2024 | |
| b. Appoint Victoria Flynn, Special Educator, 1.0 FTE, Step 2, effective 7/1/2024 | |
| c. Appoint Jason Huntoon, Math Teacher, 1.0 FTE, Step 19, effective 7/1/2024 | |
| d. Appoint Josephine Sinopoli, Classroom Teacher, 1.0 FTE, Step 1, effective 7/1/2024 | |
| e. Appoint Samuel Lews, School Counselor, 1.0 FTE, Step 1, effective 7/1/2024 (1 year only) | |
| f. Appoint Adelaide Brooks, Classroom Teacher, 1.0 FTE, Step 1, effective 7/1/2024 | |
| g. Accept Resignation of Margaret Baker, UPK Coordinator, 1.0 FTE, effective 6/30/2024 | |
| h. Accept Resignation of Bridget Sullivan, Paraprofessional, 1.0 FTE, effective 6/30/2024 | |
| 3. ACSD Implications/Impacts - Yield Bill | Matthew Corrente |
| 4. Approval for Line of Credit | Matthew Corrente |

5. Policy D6 (Class Size) Implementation Report	Courtney Krahm	
F. Report of the Chair		15 min
1. Retreat Follow-up Items	Barb Wilson	
a. AOE Rules Prioritization and Selection	Barb Wilson Suzanne Buck	
b. Superintendent Goal Setting and Evaluation Process (5 minutes)	Barb Wilson	
c. Work Plan	Barb Wilson	
G. Report of the Board		30 min
1. Policy	Jamie McCallum	
a. Revised A20 - Board Meetings, Agenda Preparation & Distribution		
2. Negotiations	Steve Orzech	
3. Communications & Engagement	Tricia Allen	
a. Draft Procedure for Public Comment at Board Meetings		
4. Facilities	Jason Chance	
5. Finance	James Malcolm	
a. Bill Approval Protocol		
6. Addison Central SEPAC Update	Joanna Doria Suzanne Buck	
7. Middlebury Community Television Update	Barb Wilson	
8. Parks and Recreation Update	Mary Heather Noble	
9. Patricia A. Hannaford Career Center	Steve Orzech Tricia Allen	
H. Public Comment - Any Topic	Barb Wilson	10 min
I. Adjournment		

Total Meeting Time: 2h 5m

***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, June 10, 2024, 6:30 pm - 8:30 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

ACSD District Vision and Mission

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In Attendance

Barbara Wilson; Brian Bauer; Courtney Krahn; Eddie Fallis; Ellen Whelan-Wuest; James Malcolm; Jamie McCallum; Jason Chance; Shanna Doria; Mary Heather Noble; Matthew Corrente; Nicole Carter; Sophia Lawton; Steve Orzech; Suzanne Buck; Tricia Allen; Wendy Baker

Not In Attendance

Darcie Arensmeyer; Ellie Romp; Laura Harthorn

A. Call to Order Upon Reaching Quorum

5 min

Meeting called to order at 6:30 pm.

1. Introductions - Board Members, Administrators and Staff

ACSD Staff members 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

Student Reps Eddie Fallis and Sophia Lawton also present.

2. Motion to Adopt Agenda

Original motion: Suzanne Buck made a motion to adopt the agenda. Jason Chance seconded.

Barb Wilson made a motion to amend the agenda to include ACSD Bills. James Malcolm seconded. There was no discussion. Barb Wilson called the vote and the amendment unanimously passed.

Jamie McCallum made a motion to amend the agenda to add a discussion about Policy A-

21. Ellen Whelan-Wuest seconded. There was some initial confusion about the reason for this change, and concern about discussing a policy change that had not been warned, but Jamie McCallum clarified that he merely wanted to report on a discussion that the Policy Committee had had about their recent review of Policy A21. Barb Wilson called the vote and the amended unanimously passed.

The original motion to adopt the agenda (as amended) was also unanimously passed.

Motion to adopt the agenda as amended.

Move: Suzanne Buck Second: Jason Chance Status: Passed

B. Public Comment on Agenda Items 10 min

Mary Slosar of Weybridge took the opportunity to comment on the newly added agenda item Policy A21 regarding public participation in Board meetings. She hopes the Board will consider displaying or posting the agenda during the meeting so that community members know whether their comment is related to an agenda item.

C. Recommendation to Approve Minutes of 5-28-2024, Board Meeting and 6-1-2-24 Board Retreat. 5 min

After Board minutes were passed, James Malcolm reported on the ACSD Bills, which were read by himself and Jason Chance on June 3, 2024.

General Fund: \$832,434.68 (Note: ~\$532K of this is health and dental)
Payroll: \$988,551.78

James Malcom made a motion to approve payment of the ACSD Bills as presented. Jason Chance seconded. There was no further discussion, and the motion was unanimously passed.

Motion to approve the minutes of the May 28, 2024 Board meeting and the June 1, 2024 Board Retreat.

Move: Joanna Doria Second: Jamie McCallum Status: Passed

D. Report of the Student Representatives Eddie Fallis Sophia Lawton 5 min

Student Rep Sophia Lawton reported recent events and activities at MUHS:

Boys Lacrosse and Boys Baseball both have reached the State Semifinals and have games this week. Track & Field placed 6th overall in the State. MUHS had the final assembly parade and awards ceremony. PAHCC also hosted its graduation for program "finishers." MUHS Peer Leaders welcomed 8th graders last week for Move-Up Day, and there was also an IB Diploma & DP Certificate celebration to honor those students.

Student Rep Eddie Fallis also noted that last week was Senior week, which included lots of MUHS traditions like the Senior Raft Race and BBQ at Lake Dunmore. Graduation was on Saturday--Eddie thanked Board members who attended. He mentioned that principal Caitlin Steele is currently seeking a new student rep to replace him as this is his last meeting. He thanked Board members for the opportunity.

James Malcom thanked Eddie for his service and also noted the important symbolism of the final assembly parade: that education is the most important thing in our community, making State Rte. 7 stop to accommodate the annual bridge ceremony. He noted the importance of passing and celebrating future graduating classes as part of the process.

Mary Heather Noble thanked Eddie for his service and also thanked Dr. Baker for her thoughtful remarks during the graduation ceremony. Steve Orzech noted the significant change in the number of Board members who attended graduation this year, compared to years past, and thanked everyone who came. Dr. Baker noted that ACSD staff also responded to Board member support at the event. Suzanne Buck offered additional thanks to Eddie Fallis for his service.

E. Report of the Superintendent

Wendy Baker 15 min

Dr. Wendy Baker provided some feedback from her first official week as the ACSD Superintendent. She has spent lots of time in ACSD schools and with preparations for the graduation ceremony. She then provided some additional information on two elements of her first weekly summary:

1. Hiring/Vacancies -- Dr. Baker reported that this is the time of year when people leave positions and the District hires new people. She noted that the activity appears to fall within normal fluctuations, with the exception of a few positions. The District currently has 25 vacancies, many of which are in the process of being filled, but the 5 Speech & Language Pathology (SLP) and 4 school counselor positions are causing the leadership team to think about creative solutions to provide those services to students if they are not able to fill them by the end of summer. She will keep the Board updated on this issue. She also noted that there will be coordination between filling vacancies in schools with newly hired principals.

Jason Chance asked if the District is able to train or guide some existing employees into important vacancies to ensure provision of services. Dr. Baker said yes, this is an important part of creative problem solving that will need to occur. Steve Orzech noted the particular challenge around hiring SLPs, there have been vacancies in those positions as long as he has been in education.

2. Professional Development Planning -- Dr. Baker provided a table to illustrate the total amount of teacher training and professional development that needs to be fit into an academic year so that Board members can see how teacher training requirements accumulate across the District's workforce.

Mandatory trainings: 15 hours

Professional Activities/Protected Prep: 22.5 hours required per contract

Integrating learning methods/policy into practice (team meetings, etc.): 13-18 hours

Other professional development: 43 hours

Jason Chance asked Dr. Baker about how the District is responding to the specific concerns that Mary Hogan teachers presented to the Board a few months ago -- how are they making sure teachers serving incoming Kindergartners and rising 1st graders are adequately supported?

Nicole Carter responded that she has been working closely with Courtney Krahn, Meg Baker, and Jen Kravitz to offer summer play groups and other programming to provide educators with earlier opportunities to meet students and families before class placements are made. They are also working to collect data from PreK programs to identify students with higher needs early so the classrooms are equipped to support them before they arrive.

1. Personnel Items

Accept the appointments, resignations, and retirements of ACSD staff as presented in the agenda.

Move: Suzanne Buck Second: Jason Chance Status: Passed

- 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)

Barb Wilson asked Board members about their preferences around scheduling Board meetings that fall during school vacation weeks, and whether meetings at ACSD schools should resume.

Board members decided to keep Nov 25, 2024 meeting; move December 23rd meeting to Dec 16th; keep Feb 24th meeting; and move May 26th meeting to May 27th.

Re: meeting locations -- Board members shared their preferences and expressed their concerns about the quality of meeting recordings in some elementary schools.

Pros of holding meetings at all 9 ACSD schools: Board members see all schools, community members have opportunity to participate in person without having to drive to Middlebury, demonstrates that Board members serve all communities and values all member communities. Important engagement opportunity without much more planning/time commitment.

Cons of holding meetings at all 9 ACSD schools: poor quality of recordings due to technology limitations, could be harder for MUHS student reps to get there, additional presentation time for Board meetings, which may not be related to current Board work.

The majority of Board members favored returning to holding one of the bimonthly meetings at ACSD schools. Some ideas to address concerns included:

- holding the meetings in smaller spaces so the sound quality/ability of Board members to hear one another is not compromised;
- creating specific parameters around school presentations so the information serves larger strategic plan deliverables;
- adjusting the agenda to allow school presentations to occur before Board work;
- holding informal "coffee & cookies" gathering prior to Board meeting to allow for engagement;
- placing time limits on school presentations, formatting for consistency.

Dr. Baker assured the Board that the leadership team will make this happen so meetings at ACSD schools can resume starting in September.

2. Committee Meeting Agendas and Warnings

Barb Wilson reminded Board members that Committee meeting agendas, meeting materials, and minutes should be consistently provided to Darcie Arensmeyer so she can warn meetings and post minutes in accordance with Open Meeting Law. Mary Heather Noble

noted that supporting the Board's administrative needs is not Darcie's full time job, so Board members should take care to have their materials organized to make her work easier. Dr. Baker and Darcie will be creating a template to streamline the process for Committee Chairs.

James Malcolm asked if Heather Crowley's position will be replaced. Dr Baker confirmed this, so that there will be ample administrative capability for Board and Central Office needs.

3. Summary S.55 Legislations Impact to Open Meeting Law

Barb Wilson shared the recently passed S-55 legislation around Open Meeting Law requirements for school boards, starting July 1, 2024. In summary:

ACSD must post the procedure for filing an Open Meeting Law complaint. Barb suggests using the VSBA suggested language and having Emily Blistein post on the ACSD website.

Full school board meetings need to be recorded and must be held in a physical location (unless there is an emergency, then a virtual meeting may be permitted as long as the public has access).

Committee meetings do not need to need to be held in a physical location as long as the public can access it. Committee meetings do not need to be recorded, but may be. See meeting materials.

4. Retreat Follow-up Items

a. AOE Rules Prioritization and Selection

Barb Wilson reminded Board members about the 4-5 AOE rules that the collective group identified as priorities, and asked whether the group wanted to tackle all of them or just select a few.

Tricia Allen recalled that the Board was still waiting for the VSBA's rubrics for some of the rules, to help inform whether it would be reasonable to take on more than 1 or 2. Barb Wilson agreed to postpone the discussion until the rubrics have been shared.

b. Superintendent Search & Evaluation Process Discussion

Barb Wilson shared that she has reached out to Judy Sclair-Stein with McPherson & Jacobson to finish Phase 5 of the Superintendent Search Process, which is setting goals and establishing the evaluations process. She also gave Judy a copy of the process that the ACSD Board has used to conduct prior Superintendent Evaluations.

Barb mentioned that Judy will be in Middlebury on August 14th and 15th to do some follow-up work with the PAHCC, so we could consider doing the work during that time. Or the Board can also schedule a different in-person (or virtual) meeting to complete this work.

Jason Chance asked whether there was any interest in establishing a standing Superintendent Evaluation Committee consisting of more than just the Executive Committee. Barb Wilson noted that this would require a policy change.

James Malcolm and Suzanne Buck provided some perspective on how evaluations were conducted in the past. There was some discussion about whether to create a dedicated committee for this work. Steve Orzech suggested waiting on that decision until the Board established a process for the evaluation. Joanna specifically called attention to the

language of Policy A-3 and the Executive Committee's role in the evaluations. The language seems a little off with respect to full board participation and transparency.

G. Report of Board

15 min

1. Policy Discussion

a. C9 - Local Wellness Policy

Jamie McCallum presented the draft Policy C9 -- Local Wellness Policy, and explained the history around the policy. ACSD currently has an earlier version of C9 "Comprehensive Wellness." The changes are highlighted in red.

Jason Chance asked the significance of bolded vs unbolded font. Suzanne Buck explained how some of the bolded language is grounded in the Federal Child Nutrition Act.

Brian Bauer asked about the second paragraph, which requires any revisions to the goals, procedures, or programs related to this policy to be done in consultation with a wellness committee consisting of parents, students, PE/wellness professionals, and special educators. Has this been done?

Suzanne Buck explained that the original policy was, and that the policy that ACSD developed was then used as the basis for the State's new required policy. Mary Heather Noble recalled that Caitlin Steele has been working with ACSD staff in these areas on this policy revision and asked if that was true. Jamie confirmed that Laura Nugent had been leading the group on this effort. Joanna Doria suggested that the time Laura had to lead this collective review might not have been enough -- there was some confusion about whether representatives from all the listed perspectives had been included. Parents were included, but some of them were also Board members or staff. Dr. Baker indicated that she could pull some people together in August to review the proposed revisions.

There was some additional discussion about the Policy Committee's workload and what this delay might mean for it. Mary Heather asked if there was a deadline for this policy update. It is just a regular 3-year policy review. Jamie McCallum indicated that the Committee would put this on hold until August.

b. A20 - Board Meetings, Agenda Preparation & Distribution

Jamie McCallum presented the draft Policy A-20, and explained that it would replace outdated Policy A-8. Proposed changes are in bold.

Joanna Doria noted that if Policy A-8 will indeed be replaced, the Board should consider maintaining A-8's language around enabling 3 Board members to petition the Board Chair/Executive Committee to have an agenda item added to the agenda.

Jamie McCallum asked about the bolded paragraph from A-8, relating to the development of a work plan for the Board. Mary Heather Noble and Barb Wilson both supported the idea.

Ellen Whelan-Wuest commented on maintaining the language from A-8 regarding the requirement that minutes shall follow Roberts Rules of Order.

Jamie said he could incorporate the changes, but asked about the process from there -- should it return to the Policy Committee, or come directly back to the Board? There was agreement that the revisions would be added and warned for another Board discussion.

Jamie then brought up the Policy Committee's recent review of Policy A-21 and whether it might need revision to address some of the recent concerns around the format/structure of public comment period in board meetings. They determined that the policy is fine -- it does not prescribe HOW public comment opportunity must be provided, merely that it is a required element of Board meetings. The Committee recommends that this particular issue can be addressed in the draft Procedure Document that the Communications & Engagement Committee had started in 2021/22.

Tricia Allen confirmed that this is something the C&E Committee is working on. Since Joanna Doria serves on both committees, she has been asked to review the draft procedure document to reflect the current A-21 policy, and will be working with both committees to refine it. There was some discussion around Roberts Rules of Order and the parameters around public comment, with continued concern around balancing the need to preserve Board meetings as Board work time and the need to provide equitable access/opportunity for public comment.

H. Public Comment - Any Topic

10 min

Mary Slosar of Weybridge offered her perspective on the following items:

Shortage of SLPs and School Counselors. She is concerned about staff retention. She knows of a SLP who went to Vergennes, so it is not like people are leaving Vermont. What is the Board doing to keep people happy here?

Re: Visiting schools. She reminded the board of what Bjarki Sears said a few months ago: Think about why you are there. If Board members want to see school in action, they should come during the day. If the point is to connect with parents/community, evening meetings at schools should be considered. She also suggested having Board members attend Friends of Schools parent group meetings.

Re: Committee procedures. There is a lot of variety in how minutes are recorded, and recordings should remain indefinitely available.

Re: Wellness Policy. Recess is currently being withheld and denied (in whole or in part) for some students for their behavior. This is happening in schools.

She also appreciates Brian Bauer's point about the participation of non-Board members in the review and revision of the Wellness Policy. She noted that a lot of policies not to community engagement but that it is not practiced. She would like the Board to consider: establishment of an advisory council to institutionalize parent/community input.

I. Adjournment

Meeting adjourned at 8:45 p.m.

Motion to adjourn.

Move: Jason Chance Second: Jamie McCallum Status: Passed

Total Meeting Time: 1h 35m

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DRAFT

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%

Judy Sclair-Stein, Ed. D.
ORGANIZED LEADERSHIP SOLUTIONS, LLC
(314) 809-9714
jsclairstein@olsolutions.net

VIA E-MAIL

June 13, 2024

Mrs. Barb Wilson, Board Chair
c/o Addison Central School District
49 Charles Avenue
Middlebury, VT 05753

Dear Mrs. Wilson:

I am honored that you have contacted me to provide training to the Board of Education members and Superintendent, Dr. Wendy Baker, on the topic of Superintendent Evaluation. The plan will be for this to occur when I come to present Phase V of the superintendent search, previously contracted with McPherson and Jacobson. As you know, there will be no charge for Phase V, other than the cost of travel expenses. The time we will need for the Phase V training will be two to three hours. While there for Phase V, I will also provide the Superintendent Evaluation training through my company, *Organized Leadership Solutions, LLC*.

Attached is a contract of what I am proposing for the Superintendent Evaluation training. Let me know if you have any questions or need/want to negotiate what I have proposed. If you are comfortable with the following, I would appreciate you signing the attached document and returning a copy to me.

I look forward to our continued work together!

Sincerely,



Judy Sclair-Stein, Ed. D.
President, Organized Leadership Solutions, LLC

Judy Sclair-Stein, Ed. D.
ORGANIZED LEADERSHIP SOLUTIONS, LLC
(314) 809-9714
jsclairstein@olsolutions.net

CONTRACT

This agreement is made and entered into by and between **Organized Leadership Solutions, L.L.C.**, (hereinafter referred to as Consultant) and **Addison Central School District** (hereinafter referred to as the District).

Purpose

The Consultant, Dr. Judy Sclair-Stein, will train the Board of Education on the topic of Superintendent Evaluation. The date of the training will be **August 17, 2024** or **August 24, 2024**.

Responsibilities/Services to Be Provided by Consultant

- Review research related to superintendent evaluation
- Review ACSD board policy regarding superintendent evaluation
- Board and superintendent goals
- Sample evaluation instruments
- Dr. Baker's preferred evaluation document
- Go through the process of learning how to conduct superintendent evaluation
- Board involvement in the superintendent evaluation process

Fee

The fee for this training will be \$3,000.

In witness whereof, the parties have signed and entered into this agreement.

Barb Wilson, Board Chair
for Addison Central School District

Date



Judy Sclair-Stein
for Organized Leadership Solutions, L.L.C.

June 13, 2024
Date

ACSD BOARD WORK PLAN FOR 2024-2025

Version: 6/21/2024

Work Item	Responsible	May	June	Jul y	August	September	October	November	December	January	February	March	April	May	June	As Required
1. Governance Priorities (113.1) Through an equity lens, the Board of each SU/SD and, if applicable, of each member school district within the SU, adopts a vision and measurable goals to support continuous improvement and monitors student academic progress and wellness.		FY24		FY25												
1.1. Oversight of Strategic Plan Implementation and definition of reporting expectations																
<ul style="list-style-type: none"> Receive progress reports towards Strategic Plan strategies and action steps (quarterly?) 	Board/ Superintendent		X				X				X				X	
<ul style="list-style-type: none"> Review Annual Strategic Plan Report 	Board														X	
1.2. Develop and follow an inclusive process to invite and incorporate community input into the vision and goals for the school system. (113.1.1)	Board												X	X		

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
1.3. Annually set measurable goals and regularly reviews the progress toward those goals. (113.1.2)																
<ul style="list-style-type: none"> Develop goals towards adoption of new rules and submit input/reports to the State as needed. 	Board	X	X												X	
<ul style="list-style-type: none"> Determine board required actions to support the Strategic Plan implementation team 	Board															X
1.4. Monitor student academic progress and wellness. (113.1.3)	Board							X					X		X	
1.5. Evaluate the performance of the superintendent, based in part on the superintendent's progress toward meeting agreed upon goals. (113.1.4)																
<ul style="list-style-type: none"> Establish Timeline, Process and Performance Objectives¹ 	Board/ Superintendent				X	X							X			
<ul style="list-style-type: none"> Evaluate performance and provide Performance Feedback 	Board									X	X					

¹ The Mac & Jake consultant will work with the board and superintendent to define first year performance objectives.

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
2. Governance Protocols (113.2) The Board of each SU/SD and, if applicable, of each member school district within the SU adopts, reviews annually, and revises, as needed, operating protocols for how it does its work and annually reads foundational documents such as articles of agreement.		FY24		FY25												
2.1. Annually assess Board performance, including adherence to agreed protocols, processes, and policies. (113.2.1)																
• Conduct and review board self-evaluation	Board	X												X	X	
• Review Board norms annually	Board				X											
• Review Board specific policies (A policies) annually	Board															X
2.2. Annually review whether and/or how Board actions and contributions have impacted the ACSD's success in meeting goals. (113.2.2)	Board												X	X		
2.3. Review board vision and mission statement annually	Board		X		X											

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
2.4. Annually evaluate the effectiveness of community engagement and public communication efforts. (113.2.3) (also see section 3.13) <i>- checking w/ C&E Committee</i>	Board															
2.5. Board continuous learning and development and provide board members with opportunities for ongoing training and support to maintain and increase board member skills and understanding. (113.2.4)	Superintendent/ Board				X	X	X	X	X	X	X	X	X	X	X	
• Hold board retreats (1 to 2 per year)	Board/ Superintendent		X												X	X
• Define annual board training plan/topics for the year	Board Executive Committee/ Superintendent/ Board	X	X											X	X	
• Attend VSBA Board education training/webinars	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
• Onboard new board members & notify VSBA of new members	Board Chair/ Superintendent											X	X	X	X	

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
3. Board Governance Processes (113.3) The Board of each SU/SD and, if applicable, of each member school district within the SU establishes and follows inclusive, transparent, and predictable methods to conduct its work.		FY24		FY25												
3.1. Elect board officers at first meeting after annual elections	Board											X				
3.2. Make committee assignments and other appointments	Board Executive Committee											X				X
3.3. Establish committee charges for upcoming year	Board Executive Committee/ Board														X	
3.4. Prepare and approve annual board work plan	Board Executive Committee/ Board	X	X		X										X	
3.5. Review and approve district facility contracts presented by administration	Board															X
3.6. Prepare and receive committee reports	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
3.7. Discuss, adopt, and revise policies on a regular basis <u>[to ensure the system is supporting and meeting the needs of every student. (113.3.1)]</u>	Board/ Policy Committee			X	X	X	X	X	X	X	X	X	X	X	X	X
3.8. Ensure the annual budget aligns with its stated priorities and provides an equitable distribution of resources to help meet the needs and goals of every student. (113.3.2)																
• Use Equity Based Budgeting Methodology (see section 3.14)	Superintendent/ Board						X	X	X	X						
3.9. Ensure board members are aware of conditions set forth in negotiated agreements and contracts. (113.3.3)	Board															X
3.10. Ensure board members understand and comply with Vermont statutes and regulations relevant to board work and public education. (113.3.4)	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
3.11. Stay apprised of proposed legislation and policymaking that may	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
affect our school system and students. (113.3.5)																
3.12. Maintain an ongoing relationship with locally elected officials. (113.3.6)	Board	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
3.13. Successfully negotiate teacher and staff contracts	Board	X	X													X
3.14. Engage in community outreach and engagement				<i>(This section is being reviewed by C&E committee)</i>												
• Define annual community engagement plan	Board/ Communications & Engagement		X												X	
• Back to school nights participation/ engagement	Board					X										
• FY25 budget driver outreach	Board								X							
• Other project specific outreach	Board															X
• Solicit stakeholder feedback	Board															X
• End-of-Year & Graduation Events	Board		X												X	

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
3.15. Provide finance and budget development oversight (Governance Rule: 111)																
• Equity Based Budgeting Model implementation	Superintendent & Finance Team/ Finance Committee		X			X	X	X								
• Develop and review FY26 budget drivers	Superintendent					X										
• Develop budget guidelines	Board					X										
• Review FY26 budget development	Board						X	X	X	X						
• FY26 Cost Center Presentations	Superintendent							X	X							
• Review draft FY26 budget	Board								X	X						
• Approve final FY26 budget book and warning language	Board									X						
• Schedule & Attend Annual Budget Meeting	Superintendent/ Board										X					

ACSD BOARD WORK PLAN FOR 2024-2025

Work Item	Responsible	May	June	July	August	September	October	November	December	January	February	March	April	May	June	As Required
3.16. Provide facilities management and safety oversight (Governance Rule: 112)																
<ul style="list-style-type: none"> Identify key milestones and develop a timeline for creation of a 5 year plan. (112.2) 	Superintendent/ Board/ Facilities Committee									X	X	X	X	X	X	

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, **and will be conducted according to Robert's Rules of Order.**

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.~~ **Agenda items of business** may be suggested by any board member, staff member, student, or citizen of the district. **If the request is denied, the item can be placed on the agenda through a request by three board members.** 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,

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)

and affirming interactions with stakeholder groups, approval of policies and activities to improve board performance through education, and enriched input and deliberation. Within this planning process is also the orientation of new board members.

Minutes shall follow Robert's Rules of Order: The Final wording of the motions, as amended and adopted or rejected shall be noted. As appropriate points of discussion maybe noted. Information about the vote: Voice, Counted, Roll-call, Ballot shall be recorded.

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>	1 V.S.A. §§ 310 et seq. (Public meetings)
	16 V.S.A. § 554 (School board meetings)
<i>Cross Reference:</i>	

Procedure for Policy A21:

As expressed in its Public Participation at Board Meetings (Policy A21), the ACSD Board encourages public participation at its meetings and wants to carry out its business with the benefit of public input and expertise. Comments and questions presented by stakeholders during the public comment period of Committee meetings and Board meetings will be recorded in the meeting minutes and will be actively taken into consideration by the Committee and full Board, respectively. Comments and questions expressed in the “chat” feature of remote Zoom meetings are considered to fall beyond the scope of official public comment and will not be included in meeting minutes.

To ensure that meetings are conducted in an orderly fashion and that the business at hand is completed in a timely manner, the Board Chair will grant a 3-minute time limit to each speaker and make best efforts to guarantee fairness, i.e. appointing a timekeeper, creating a speakers’ list, etc.

In an attempt to mitigate barriers to public comment, the agenda will be easily accessible to the attending public either with printed hard copies or electronically displayed. Additionally, two public comment periods will be offered; one at the beginning and one at the end of each meeting. Topics of those periods will not be limited. Board meeting agendas will also include an opportunity for Board Reflection at the end of the meeting, during which time Board members may briefly discuss and consider issues raised and/or comments shared during the public comment period(s). Public comment matters requiring further discussion or action will be scheduled and warned for a future Board meeting, as required by Vermont Open Meeting Law.

ACSD Policy & Procedure Update

D6: Class Size

Presentation to the ACSD Board

Courtney Krahn, Director of Teaching & Learning

June 24, 2024



D6 Policy & Procedure Highlights

The policy addresses:

- The factors that inform annual decisions about our staff configurations and class size.

The procedure:

- Offers guidelines based on Vermont's Education Quality Standards for configurations for minimum and maximum class sizes based on grade bands.
- Currently Recognizes:
 - i. The correlation between class size and student achievement.
 - ii. The correlation between class size and financial resources.
 - iii. The need for flexibility and “additional factors.”



Our Guiding Considerations when using D6

For Students

We want to ensure our grade configuration decisions are made in a way that promotes equitable access for all students to a high-quality curricular, instructional, and social emotional experience.

For Staff & Schools

We want to enable high-quality instruction in every classroom by placing professionals in classrooms where they are highly trained and supported to do their best work.

2023-2024 Implementation Update

This year we used D6 to provide support most actively in three diverse situations across ACSD schools which offered the opportunity to:

1. Assess our policy with an eye toward ensuring equity for all students across ACSD.
2. Enable meaningful conversations among all stakeholders* when the need for grade configuration adjustment emerges.
3. Identify existing barriers to equitable access to high-quality learning environments for K-5 students.

*Families, teachers, building administrators, Director of Teaching & Learning & the Superintendent

SY 24-25 K-5 Configurations That Prompted Review

1. Class sizes proposed with fewer than 10 students.
2. Class configurations that would need to combine more than two grades to reach 10 students.
3. Class configurations that may prevent access for all students to our full K-5 curriculum in all academic areas.

Our Considerations

1. Identify and discuss **students'** academic and social emotional strengths and needed supports.
2. Identify and discuss **curricular opportunities** and implications.
3. Identify and discuss **teacher expertise**.

Emerging agreements from stakeholder conversations:

Whenever possible, class configurations should aim for at least 10 students.

- Supports high-impact instructional practices.
- Supports social emotional development.
- Supports social skill development.

Whenever possible, more than two grades should not be combined.

- Can have significant curricular implications.
- Can present challenges to social skill development.
- Demands significant professional development for the teacher and additional curricular and instructional resources.

Whenever possible, students should not have the same teacher for more than two years.

- Impacts equitable access to diversity in educational experience and relationship building.
- Diminishes the possibility of student access to teachers with specialized training.

Curricular Considerations

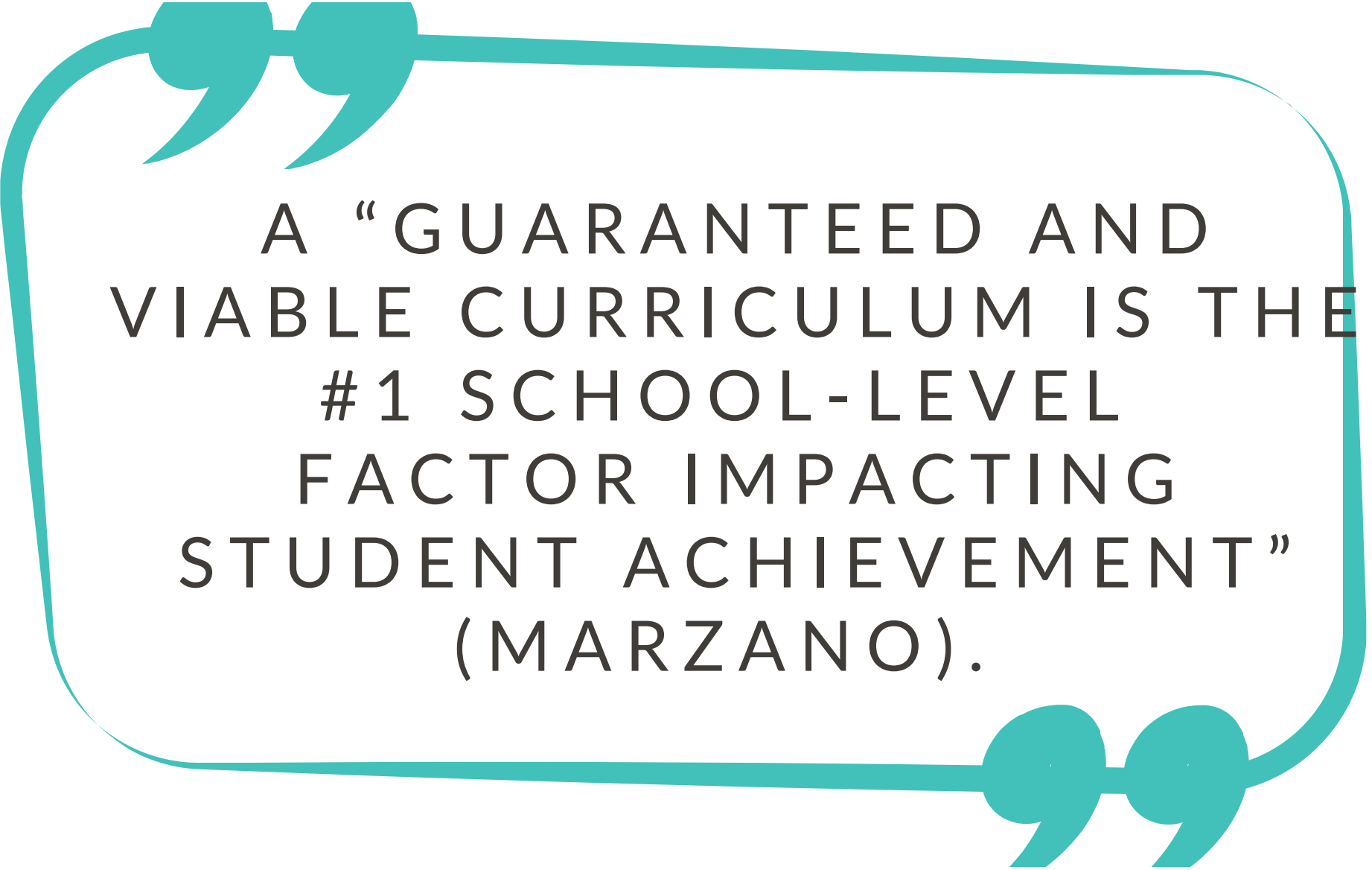
Educational Quality Standards and Act 173 require us to ensure every student has equitable access to the full scope and sequence of our curriculum.

2120.6. Curriculum Coordination. As required in 16 V.S.A. §261a(a)(1):

- The board of each supervisory union shall ensure that each school implements the supervisory union's written and delivered curriculum.*
- Instruction and intervention can only be effective when there is a continuous improvement process for developing and sustaining a comprehensive system that cultivates expertise, promotes collaboration and uses high quality data effectively to make good decisions.*
- The responsibility to provide **high quality instruction and intervention for all students does not rest on the shoulders of teachers alone.** It is critical that **professionals at every level take responsibility for creating conditions for excellence...**Effective instruction is supported through a coordinated approach to curriculum development and delivery.*

Defining a 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 teal-colored graphic consisting of a large, stylized quotation mark on the left and a matching closing quotation mark on the right, connected by a horizontal line. The text is centered within this graphic.

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

Curricular Considerations

Educational Quality Standards require us to ensure every student has equitable access to the full scope and sequence of our curriculum.

The current variability in many of our smaller elementary schools' class sizes prevents us from creating predictable configurations at each school. This means it is impossible to avoid students either repeating years of inquiry units or missing them.

*e.g. A school that always has a K&1, 2&3, and 4&5 classroom **can** ensure each student receives the full scope and sequence of each year's units. A school with more diverse class sizes may have a K, 1&2, 3, 4&5 one year and then a K&1, 2, 3, 4&5 the next.*

When curricular gaps emerge, we do our best to follow grade level standards adopted by State of VT in addition to utilizing ACSD resources to achieve substantial equity for impacted students. Teachers, paraprofessionals, and coordinators, in particular, are doing exhaustively good work to try to accommodate the curricular challenges caused by unpredictable class configurations. Achieving equity has curricular, financial, and resource allocation impacts.

e.g. A district-wide coordinator who offers additional curricular support to one teacher who needs to teach a combined 3-grade class is not available for other PD support, or a paraprofessional who is stationed in one class is not available to other students.

We have been making decisions just for the year ahead. We want to make more forward-looking decisions that consider the full curricular implications across students' K-5 experience.

Additionally, when teachers' assignments change substantially, they often need to gain more PD to be successful. They also may lose access to their horizontally-aligned grade level peers across the district.

Anticipated D6 Challenges

- Projected enrollment dips and bubbles within our smaller elementary schools are predicted to continue, resulting in inconsistently large and very small cohorts. The impacts can include:
 - Class configurations that are inconsistent year-to-year and sometimes need to include more than two grades to meet D6 guidelines
 - Class configurations that result in students having a teacher for more than 2 years
 - Moving teachers away from their area of specialized expertise
 - Unanticipated and unavoidable gaps in curriculum scope and sequence
- Current policy guidance is not sufficient to inform actions the Superintendent is empowered to take in these situations.

24-25 Kindergarten Enrollment Data

***Bridport**
4 - 5

***Ripton**
2

***Weybridge**
3

Cornwall
11

Salisbury
10

Middlebury
45 - 50

Shoreham
7 -8

*

Bridport K/1 = 13 students

Ripton K/1/2 = 12 students

Weybridge K/1 = 11 students

24-25 Proposed Configurations

Bridport

K-1 = 13 students

2 = 9 students

3/4 = 14 students

5 = 9 students

Ripton

K-2 = 12 students

3 = 7 students

4/5 = 13 students

Weybridge

K/1= 11 students

2/3= 17 students

4/5 = 13 students

Cornwall

K = 11 students

1 = 12 students

2 = 15 students

3 = 16 students

4 = 16 students

5 = 10 students

Shoreham

K = 7 - 8 students

1-2 = 16 students

3 = 9 students

4/5 = ~14 students

4/5 = ~14 students

Middlebury

K = 4 sections of ~12-13 students

1 = 4 sections ~ 17 students

2 = 4 sections ~ 14 students

3 = 3 sections ~ 18 students

4 = 3 sections ~ 18 students

5 = 4 sections ~17 students

***Salisbury**

K = 10 students

1 = 9 students

2/3 = 20 students

4 = 14 students

5 = 6 students

D6 Policy Review Considerations

The policy currently only addresses minimum and maximum class sizes, which is one of multiple, research based, factors in high quality learning environments.

Unpredictable configurations or those combining more than 2 grades can present significant barriers to educational equity, compliance with educational quality standards, or impact resource allocation.

Instability in teacher assignment can be a barrier to students' equitable access to highly trained teachers or impact resource allocation.

Questions?

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.