

AGENDA



Addison Central School District

ACSD Board

Board Meeting

Monday, September 23, 2024, 6:30 pm - 9:15 pm

Middlebury Union High School Library 73 Charles Ave, Middlebury

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/85397210513>

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|--|--------------------------------|--------|
| A. Call to Order Upon Reaching A Quorum | Barb Wilson | |
| 1. Introductions - Board Members, Administrators, and Staff | | 5 min |
| 2. Motion to Adopt Agenda | | |
| B. Public Comment Period | Barb Wilson | 10 min |
| 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. | | |
| C. Recommendation to Approve Minutes of 9/16/2024 | Barb Wilson | 5 min |
| D. Approve ACSD Bills | James Malcolm | 5 min |
| E. Report of Student Representatives | Navah Glikman
Sophia Lawton | 5 min |
| F. Executive Session: Personnel Related Issue per Personnel 1 VSA 313 (a)(3) and Labor Negotiations per 1 VSA 313 (a)(1) | Barb Wilson | 20 min |
| G. Action on Support Staff Master Agreement | Steve Orzech | 5 min |
| H. Report of Superintendent | Wendy Baker | 45 min |
| 1. Action: Personnel Appointments and Resignations | | |
| a. Appoint Lindsay Audet, Paraprofessional, 1.0 FTE, Step 1, Effective 9/30/2024 | | |
| b. Appoint Brianna Blackwell, Paraprofessional, 1.0 FTE, Step 1, Effective 9/23/2024 | | |

- c. Appoint Jessica Myers, Paraprofessional, 1.0 FTE, Step 1, Effective 9/23/2024
- 2. School Staffing "Equivalence" Calculations & Policy D4 Presentation Matthew Corrente
- 3. Budget Drivers Presentation Session #1 Matthew Corrente
- 4. Ripton -K-2 Grade Configuration
- I. Action: Ripton K-2 Grade Configuration Barb Wilson 15 min
- J. Report of the Chair Barb Wilson 15 min
 - 1. Superintendent Performance Review Process Document Draft Discussion
- K. Report of the Board 20 min
 - 1. Communications & Engagement Tricia Allen
 - 2. Facilities Committee Jason Chance
 - 3. Finance Committee James Malcolm
 - 4. Negotiations Steve Orzech
 - 5. Policy Committee Jamie McCallum
 - a. Action: A5 -CODE OF CONDUCT
 - b. Action: A30 - ROLE AND ADOPTION OF SCHOOL BOARD POLICIES
 - c. Action: E20 - COMMUNITY USE OF SCHOOL FACILITIES
 - d. Action: F1 - TRAVEL REIMBURSEMENT
 - 6. Addison Central SEPAC Update Joanna Doria
Suzanne Buck
 - 7. Middlebury Community TV Update Barb Wilson
 - 8. Patricia A. Hannaford Career Center Update Steve Orzech
Tricia Allen
 - 9. Parks and Recreation Update Mary Heather Noble
- L. Second Public Comment Period Barb Wilson 10 min

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- M. Board Reflection Jason Chance 2 min
- N. Adjournment

Total Meeting Time: 2h 42m

***Public Comment Guidelines:**

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MINUTES

Addison Central School District

ACSD Board

Special Board Meeting

Monday, September 16, 2024, 6:30 pm - 8:00 pm

Middlebury Union High School Library 73 Charles Ave, Middlebury

ACSD District Vision and Mission

OUR VISION

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OUR MISSION

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In-Person Attendance

Barbara Wilson; Brian Bauer; Courtney Krahm; James McCallum; Jamie McCallum; Jason Chance; Joanna Doria; Laura Harthan; Mary Heather Noble; Nicole Carter; Steve Orzech; Suzanne Buck; Wendy Baker

Remote Attendance

Ellen Whelan-Wuest; Ellie Romp; Matthew Corrente

Not In Attendance

Darcie Arensmeyer; Navah Glikman; Sophia Lawson; Tricia Allen

A. Call to Order Upon Reaching A Quorum

Meeting called to order at 6:30 pm.

1. Introductions - Board Members, Administrators, and Staff

5 min

2. Motion to Adopt Agenda

Motion to adopt agenda.

Move: Suzanne Buck Second: Jason Chance Status: Passed

B. Public Comment Period on Agenda Items

10 min

John Finney of Ripton: He is a lifelong Ripton resident, wants to reiterate the statement of support from Ripton residents that was shared with the Ripton School admin and ACSD board. He is gravely concerned that some staff may not have felt that enduring support. He believes it is a culmination of less-than-ideal communication. The amount of listening offered over the last few weeks makes him optimistic. He appreciates Dr. Baker's efforts. Heightened emotions cause battle lines to be drawn; everyone needs to focus on the shared interests of all parties.

Britta Pirrung of Ripton: She is a parent of RES students and a social worker in the community. RES is an amazing place, and she wants to express support for RES and what it provides to kids, including what it does for the most vulnerable of students.

Steve Cash of Ripton: He is a parent of a 2nd grader at Ripton, who has been doing pretty well in spite of everything. Today has been a whirlwind -- learning that 2 staff of RES will depart. He has mixed emotions: frustration with the community and concern that teachers may not have been treated respectfully. Also concern about the board meeting last week and learning about the possibility of moving students from RES. He summarized the meeting from Thurs 9/12 and the letter of support that came from the community meeting. He had sent emails to the Superintendent that supposed didn't land. He is curious to understand what is going on. He hopes the board can sort out what is going on. He wonders if this is a quiet attempt to get grades out of RES.

John Wetzel of Ripton: He wishes to re-iterate John Finney's statement. What the Board is considering is an extreme action with about a week's worth of parent awareness. We care about our school and community. It is a piece of Ripton and who we are, just like the Ripton General Store. Taking classes away from Ripton is an attempt to close the school faster. A lot has happened that he wasn't aware of. It feels like things went from 0 to 100 too fast. There should be a protocol used to address issues before things get to this place. This could have been prevented and we will do whatever it takes to keep the school open -- volunteer, whatever is needed. Don't make a rash decision.

Samantha Eisenberger of Ripton: Let's remember the kids and the impact this will have on them. How are we supporting kids in this community? How are they being treated in this process matters.

Bill Hunnsinger of Ripton: He is not a current RES parent but his daughter will start Kindergarten next year. Consider the long term impact of this decision and the message it sends to families who have kids entering school soon.

Tammie Johnson, ACSD school counselor: She serves in RES and other ACSD elementary schools. This school is served by dedicated professionals, and knows that RES has saved some kids. She is feeling heartbroken and very concerned about why 2 people have chosen to resign.

Susan Ogilvie, RES teacher: She teaches the 4/5 classroom at RES. Parents are the superpower at this school. She is shocked and devastated by today's events. To be able to move forward, we need more communication. RES is a wonderful school that everyone values and treasures. We have solved insurmountable problems. The decision before the Board tonight is too fast.

Meredith Dunsmore-Pratt of Ripton: She is a lifelong Ripton resident. She wants to echo the sentiments of others. RES has served her student, who has some tough learning challenges, well. RES has changed their lives. She understands that they are on borrowed time. She shares the feelings of sadness and devastation. She believes the K-2 classroom was doing well and that we can get through this problem together.

Jeannie Cash of Ripton: She is a parent of a 2nd grader and wants to speak in support of his teacher. He is a more confident kiddo coming from this teacher's care. There is support for her in our school. The kids are receiving a very high level of education. A lot of thought and care was put into the curriculum. This teacher was the prime person to do this work and has done really well. This issue feels very fast and echoes others who have expressed this.

Sarah Paquette of Ripton: She wants to piggyback on what others have expressed. We all love and value RES whole-heartedly. This has been so emotional. She wanted her kids to go to PreK at RES. The communication has fallen short. It the lack of respect shown to Ripton parents. The

problem here does not stem from the K-2 classroom but is broader. There was a petition back in June. She feels parent concerns were dismissed and that nobody was getting the same information.

Erin Robinson of Ripton: She is an employee at RES and a RES parent of a 3rd grader and 5th grader. She wants to echo the sentiments that have been expressed. She is very saddened by this whole situation. Lots of conversations have happened, but none that involved everyone at once. She feels this problem accelerated too quickly. No mediation was offered. We need stronger processes in place before such a heavy decision comes before the board's desk. Why wasn't this provided? Can we push the pause button?

Tara Galner of Ripton: She is a parent of a RES student and MUMS student. Keep in mind that parents feeling shamed or punished for advocating for their children is not OK. Advocacy is good. This decision can't be made in response to or retaliation for expressed parent concern.

C. Recommendation to Approve Minutes of August 26th and September 9th 5 min

Motion to approve the minutes of 8/26/2024 and 9/3/2024.

Move: Jamie McCallum Second: Laura Harthan Status: Passed

D. Approve ACSD Bills 5 min

James Malcolm reminded the Board that a summary of ACSD bills was read on 9/3/2024, and that he and Jason read the following bills on 9/16/2024:

Payroll: \$1,292,578.14

General Fund: \$1,031,383.95 (a substantial amount of this is to Bread Loaf Corp for the Mary Hogan HVAC project and the 1st quarter PreK payments).

Mary Heather Noble asked James Malcolm to explain the PreK Payments for the public record. He explained that this is state-funding given to school districts in support of PreK programming through partner providers.

Motion to approve the ACSD bills as read on 9/3/2024 and 9/16/2024.

Move: James Malcolm Second: Jason Chance Status: Passed

E. Report of Superintendent

1. Action: Personnel Appointments and Resignations 5 min

Dr. Baker presented the personnel appointments for Board approval. Steve Orzech noted spelling corrections: Rodrigo Placencia and Max Rattie-Bicknell.

Note: Laura Harthan abstained from voting.

Motion to approve the following ACSD appointments:

- a. Appoint Riley Fifield, Paraprofessional, 1.0 FTE, Step 3, Effective 9-9-2024
- b. Appoint Rose Caron, Paraprofessional, 1.0 FTE, Step 2 Effective 6/6/2024
- c. Appoint Rodrigo Placencia, World Language Teacher, 1.0 FTE, Step 1, Effective TBD
- d. Appoint Max Rattie-Bicknell, Varsity Boys' Soccer Coach, Step 4, Effective 8/24/2024
- e. Appoint Eric Reid-St. John, Fall Drama Director, Step 6, Effective 8/24/2024
- f. Appoint Laura Steward, Paraprofessional, 1.0 FTE, Step 1, Effective TBD

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

- a. Appoint Riley Fifield, Paraprofessional, 1.0 FTE, Step 3, Effective 9-9-2024
- b. Appoint Rose Caron, Paraprofessional, 1.0 FTE, Step 2 Effective 6/6/2024
- c. Appoint Rodrigo Placencial, World Language Teacher, 1.0 FTE, Step 1, Effective TBD
- d. Appoint Mac Rattie-Bicknell, Varsity Boys' Soccer Coach, Step 4, Effective 8/24/2024
- e. Appoint Eric Reid-St. John, Fall Drama Director, Step 6, Effective 8/24/2024
- f. Appoint Laura Steward, Paraprofessional, 1.0 FTE, Step 1, Effective TBD

2. Action: Ripton K-2 Grade Configuration

30 min

Dr. Baker provided a summary and update on the situation concerning the K-2 classroom at Ripton:

- How we got here: Predominately 2nd grade parents have significant concerns with the K-2 configuration at RES and are worried about equity of curriculum delivery and academic advancement for their kids. This is the only 3-grade classroom in ACSD. The decision for this configuration pre-dated her but there were several meetings and parent discussions leading up to the decision last spring. The configuration decision held through the summer and the teacher was provided with curriculum planning resources/training and a dedicated paraprofessional to prepare for the academic year. After school began, parent concerns amplified to a point where Dr. Baker now feels that the situation has become untenable. She reported it to the Executive Committee on 9/3/2024.

- Dr. Baker talked with RES staff on 9/5/2024 about the best way to come together on this issue.

- Dr. Baker attended the first monthly forum at RES on 9/5/2024. She was accompanied by Emily Blistein and Tricia Allen. Much of this meeting was devoted to listening to parent concerns about this issue and discussing options for solutions. Dr. Baker believes the concerns are maintained despite the preparation and professional capabilities of the staffing in the classroom.

- After the 9/9/2024 board meeting, Dr. Baker talked to K-1 parents per the Board's request. The conversation was grounded in "should the Board choose to move students, what would be important for us to know about your child's and family's needs?" She learned that all families would prefer to keep their children at RES. If they have to move, there is no collective one-size-fits-all solution, as some of the children are served by education plans.

- Sunday 9/15/2024, Dr. Baker received 3 emails from Steve Cash -- 2 at 6:08 am and 1 at 6:14 am. He had gathered Ripton parents together for a meeting on Thursday 9/12/2024. From that meeting came a Letter of Support, which Steve attached to the email. Dr. Baker had offered to meet with families over the weekend for further discussion, so on Sunday evening she met with three 2nd grade families.

- Monday 9/16/2024, both the classroom teacher and RES principal have requested transfers within ACSD, which has been directed to HR for consideration. The concern about the K-2 curriculum remains, but has been set aside to convey their strong desire to have children remain at RES. There is much love for the school, and concern for the unintended consequences.

- Where we are now: 6 grades of students, and soon there will be 2 teachers and no

principal. She is seeking the Board's guidance on how best to proceed.

Barb Wilson reminded the Board that it is the Board's responsibility to provide adequate stable learning environments for children, and that this is a problem we need to solve. She opened the floor for Board questions.

Joanna Doria asked for clarification on the number of parents who would agree to a move. Dr. Baker repeated the foundational question that grounded the conversation and explained that all families wish to remain at Ripton, and if any K-1 families need to move, it will need to be individually determined because some kids are on plans and some kids are out-of-district (Hancock or Rochester).

Mary Heather Noble asked about the challenges around having K-1 students in their own classroom. There is a requirement for students on plans to be placed in the least restrictive environment -- is this complicating potential solutions? Dr. Baker repeated that educators have advised NOT to have K-1 students in their own classroom, and that recommendation is maintained.

Steve Orzech asked about the original possibility discussed at the 9/9/2024 board meeting, in which all students could be directed to Salisbury School. Dr. Baker explained that all possibilities were discussed and that the student's needs vary tremendously so it is not advised to send all kids to one place. She encourages the board to consider the student's individual needs in crafting its response.

Suzanne Buck expressed sadness about the circumstances. How can we operate a school without a principal? Dr. Baker explained that a school must have a principal to operate legally, but that the classroom teacher is the most pressing issue. ACSD can find internal coverage for the administrator position and advertise, but she needs guidance from the board about how to handle the classroom situation.

Jamie McCallum expressed a desire to know more about the personnel circumstances and was unsure about what is allowed to be discussed in open session. He remembers a few years ago that a teacher left Shoreham -- what was done then? He is resisting the urge to create an emergency from this.

Barb Wilson explained the details about what happened at Shoreham a few years ago. A 2nd grade teacher left. The principal taught for a while and the vacancy was then filled for the remainder of the year with the District's PYP coordinator. It was not an ideal situation and that class still needs remedial support.

Ellie Romp and James Malcolm both expressed shock and concern about the recent requests for transfer. It's hard to make a decision without additional information. Dr. Baker said she can share that the nature and frequency of the conversations about the K-2 configuration have prevented these employees from doing their jobs and have become more than what they can tolerate. We are now faced with making a decision on how to structure this learning environment.

Mary Heather Noble attempted to summarize the options:

- 1) Do nothing (this is unacceptable as it does not resolve the issue and there are now vacancies to fill)
- 2) Try to fill the vacancies (reasonable expectation for the principal position but it will be extremely hard to fill a K/1/2 teacher and find someone with as much skill, experience and preparation as Melissa Giroux)

3) Move affected students to stable learning environments ASAP to fulfill the board's responsibility to provide quality learning environments.

Ellie Romp expressed concern about making a decision. She feels under informed and wants to consider the options. Feels we should hear from teachers, parents, admin. We would be doing a disservice without evaluating their input.

Ellen Whelan-Wuest pointed out that last week it seemed that part of the issue was that 2nd grade parents felt omitted from the decision, that the communication wasn't satisfactory. If student success requires parent support, it seems bad to make a choice that parents won't support. We are choosing between situations where we will lose key partners.

Dr. Baker reminded the Board that there was a process in the spring with lots of opportunities for parent engagement around this class configuration question at RES. But no solution satisfied everyone. And the point about parent support is most important when the classroom is a 3-grade classroom because this is the most challenging job to ask of a teacher. She was provided with training, para support, and if that parent support disappears, the ability of the teacher to deliver what is expected is at risk.

Joanna Doria stated that the threat of moving grades from RES is what inflamed the situation. She echoed Ellie and Ellen's points about making a rash decision without ample time to review and consider additional information. She read a prepared statement about this and negative consequences of destabilizing a learning environment. We didn't solve other ACSD vacancies by moving kids to another school.

Steve Orzech asked whether there are siblings who would potentially be connected to K-1 students. Dr. Baker replied that there are, but that the families would choose to keep them at RES.

Jason Chance asked if it was realistic to expect to find a qualified teacher to step into a K/1/2 classroom. There was a short Board discussion around this question. Dr. Baker reminded the Board about the original issue that brought the matter before the Board: there was parent dissatisfaction with the K-2 configuration and that hasn't been solved. It has been set aside due to the desire to keep kids at RES. She still needs help with this question. Filling a K/1/2 classroom with a qualified teacher is much harder than finding a teacher for a single grade classroom. She does not have an internal candidate to provide for that assignment.

Barb Wilson asked whether it might be easier to find a teacher for a 1/2 split classroom, if the Board chose to just move K students. Dr. Baker said it would be easier than finding someone qualified to deliver a K/1/2 curriculum, but the timing is very tough. ACSD still has vacancies now.

Ellen Whelan-Wuest stated that the discussion is healthy and it doesn't mean we aren't prioritizing students. She shudders to think if the board had made a decision last week. It would have been irresponsible. This is a monumental decision for the people of RES.

Joanna Doria suggested asking the current PYP coordinator to step into the classroom. Dr. Baker explained that the PYP coordinator's work touches 700 elementary school kids and does not feel comfortable asking for that kind of additional commitment from that position.

Suzanne Buck noted that the hiring process can take months and that so much learning can be lost in that time. This is when the Board needs to give the Superintendent the power to

extend school boundaries in this instance or move students. Dr. Baker again clarified the question before the Board: if the Board chooses to keep the K/1/2 configuration at RES, then no action is needed. She would just have to try to fill the vacant positions and provide substitute coverage in the meantime. If the Board is concerned about that being an adequate solution, then it needs to take an action to provide her with the tools to remediate the situation.

Jamie McCallum asked about who will be in the RES building tomorrow. Dr. Baker explained that both Melissa Giroux and Meg Cheresnick want to talk about the nature of their transition. Jamie stated that he doesn't feel he has the information needed to make a decision. Can't see us moving kids. Feels whiplash from the last meeting.

Steve Orzech underscored the challenge of recruiting a teacher to replace the K-2 instructor. The situation was bad enough that it compelled 2 professionals to leave. We should not delay and defer. This is an emergency to solve. The solution parents want prioritizes people wanting to stay in Ripton, we get that. But this is a bad situation that needs to be changed for the benefit of the kids.

Brian Bauer expressed his uncertainty about making a decision. He can see the argument for moving kids for a better academic environment but worries about the social emotional impact and whether that would negate the academic benefit.

Mary Heather Noble reminded the Board of its responsibility to provide an adequate learning environment and worries greatly about failing to do so in this circumstance. This is an emergency that requires the Board's action or we risk liability.

A Motion was made by Mary Heather to authorize Dr. Baker to transfer K and 1st grade students at Ripton Elementary School to another ACSD classroom that meets their learning requirements for the 2024/25 academic year. Steve Orzech seconded.

James Malcolm expressed worry that this will be seen as a maneuver to close Ripton. He would take that as a claim not since that is not what is being discussed here. Ellie Romp asked whether the motion on the table provided flexibility for Dr. Baker to move either K or 1st grade students. She is not in favor of moving students.

Joanna responded to James Malcolm's point -- it is a maneuver to close Ripton. Why can't we ask families to transfer to RES? We have a policy that addresses intra-district transfer, we should allow this.

Barb Wilson reminded the Board that the issue on the table is the immediate concern with the K-2 configuration at Ripton, and that the Policy Committee has been tasked with proposing revisions to Policy C30 and D6 to provide tools to address this issue in the future.

Laura Harthan summarized her understanding. There are 3 grade levels at Ripton without a teacher. It will be very difficult to staff with someone who is qualified and adequately prepared to instruct across those grade levels. Our job: How do we best serve students and provide the best learning environment? How do we do this with the least amount of disruption to students and families? We should consider the likelihood of staffing a 1-grade classroom, a 2-grade split classroom, and a 3-grade split classroom.

Jamie McCallum acknowledged Laura's point but wondered if we should still try. Barb Wilson asked how long is a reasonable amount of time to take in this effort before kids are negatively impacted. Mary Heather Noble also brought up the educator perspective -- what is

being asked of a newly recruited educator, to enter an environment that was so challenging it resulted in a request to transfer.

Ellen Whelan-Wuest insisted that waiting is the responsible thing to do, to allow board members to contemplate solutions and learn additional information. She also has questions about the personnel matter. This will also give the board time to engage with families.

Dr. Baker reminded the Board about the issue that brought the matter before the board in the first place. The concern about a K-2 configuration is not resolved. The reason she brought it before the board on the 10th day of school was because if the solution requires moving any students, it is best to do it earlier than later.

There was considerable discussion around the likelihood and time involved with recruiting an appropriate teacher, or whether any internal options exist. Suzanne Buck noted the impact that teacher stress has on kids in a circumstance like this. Dr. Baker summarized some possibilities again:

- 1) Hire a new teacher to teach the K-2 class at RES
- 2) Hire two teachers to co-teach the K-2 class at RES, which would add an unfunded position
- 3) Move K, hire a teacher to teach a 1-2 split classroom at RES
- 4) Move K-1, blend 2-3 at RES, which would not require any new hires

Jamie McCallum again emphasized a reluctance to vote on anything. He feels like we keep learning new stuff, it feels irresponsible and he has questions about the personnel details that he would like to ask about in executive session. He made a motion to postpone a vote until the next board meeting on September 23, 2014. Brian Bauer seconded.

Mary Heather asked what additional personnel details are really needed to change the story we have learned and the responsibility currently before the Board. Ellen Whelan-Wuest advocated for postponing and underscored the magnitude of the decision. Waiting an additional week is thoughtful and considerate. Suzanne Buck reminded the Board that employees have rights and that we may not learn anything more in executive session.

Barb Wilson called the vote on Jamie's Motion to Postpone. Mary Heather requested the Joanna Doria recuse herself from voting, given her involvement as a parent of a child in the RES K-2 classroom. Joanna said that she was planning to abstain.

Voting Results:

Brian Bauer - Aye
Suzanne Buck - Nay
Jason Chance - Aye
Joanna Doria -- Abstained
Laura Harthan - Nay
Jamie McCallum - Aye
James Malcolm - Nay
Mary Heather Noble - Nay
Steve Orzech - Nay
Ellie Romp - Aye
Ellen Whelan-Wuest - Aye

Barb Wilson voted Nay to break the tie. Ayes - 5 ; Nay - 6

The motion to Postpone the vote on Mary Heather Noble's original Motion did not pass.

Ellen Whelan-Wuest questioned the reason for the request. Mary Heather explained that her request was based in Joanna's involvement as a parent in this specific K-2 configuration issue, and that it seemed consistent with the Board's request for Laura Harthan to recuse herself from voting on matters involving personnel [since her husband is employed by ACSD]. Ellen expressed her disagreement.

Dr. Baker asked if the Board was clear on the original motion. It was re-read and Mary Heather Noble noted the need to amend. There was some discussion about making sure the language aligns with the intent, and allows some flexibility for family choice in the receiving school.

Mary Heather made a motion to amend her original motion to "Direct Dr. Baker to transfer K and 1st grade students from RES, in consultation with their families, to another adequate learning environment for the remainder of the 2024-25 academic year." Suzanne Buck seconded.

There was additional discussion about the possibilities, such as only moving K to allow for a 1-2 split classroom to remain at RES, as well as the pros and cons of waiting to take an action. Brian Bauer asked the Chair when a person is required to recuse themselves from voting. Barb Wilson attempted to explain concern about a conflict of interest, and where in the policy this is based.

Mary Heather read from Policy A5 - Code of Conduct, "Board members shall be impartial and keep the needs of the entire district paramount. Board members shall not be conflicted by loyalties to staff, other organizations, or any personal interest as a parent, guardian or friend of a student."

Ellen Whelan-Wuest and Ellie Romp both protested this request, expressing concern that it suggests they may not be able to vote on a matter concerning their child's school, which would have significant impact on any board discussions about consolidation in the future. Mary Heather clarified that this is not what she is suggesting; rather her request is based on Joanna's involvement as a parent in this specific issue of the K-2 configuration at RES, and her signature on the Letter of Support that came out of Ripton's meeting about the issue. Joanna Doria stated that her signature on the Letter of Support does not mean she can't vote impartially on the board; it simply states her support for the school. She does not want to set a precedent for other parent board members. There was some additional conversation about the nature of conflict of interest. Mary Heather noted that there is no requirement for recusal -- it was a request and it is a board member's choice to abstain or not.

Barb Wilson called the vote on the Amendment to Mary Heather's original Motion:

Brian Bauer -Nay
Suzanne Buck -Aye
Jason Chance - Aye
Joanna Doria --Nay
Laura Harthan -Aye
Jamie McCallum -Nay
James Malcolm -Aye
Mary Heather Noble -Aye
Steve Orzech -Aye
Ellie Romp -Nay
Ellen Whelan-Wuest -Nay

Ayes - 6; Nays - 5. The motion to amend the original motion has passed.

Ellen Whelan-Wuest made a motion to Postpone the vote on the Amended Motion until the September 23, 2024 Board meeting. Brian Bauer seconded.

Barb Wilson called the vote:

Brian Bauer -Aye
Suzanne Buck -Nay
Jason Chance - Aye
Joanna Doria -Aye
Laura Harthan -Nay
Jamie McCallum -Aye
James Malcolm -Nay
Mary Heather Noble -Nay
Steve Orzech -Nay
Ellie Romp -Aye
Ellen Whelan-Wuest -Aye

Ayes - 6; Nay - 5. The motion to Postpone a vote on the Amended Motion until the September 23, 2024 Board meeting has passed.

Jamie McCallum requested an Executive Session for the September 23, 2024 Board meeting to discuss personnel matters.

Ellen Whelan-Wuest requested a summary of the options in written form, along with the feasibility and the financial and operational implications for each option. She also requested an Executive Session for the next meeting.

Laura Harthan cautioned against expecting an internal long-term sub to solve the vacancy issue, since that would take someone from their current responsibilities and have broader impacts elsewhere.

F. Report of the Chair

5 min

Nothing to report.

G. Report of the Board

1. Action: C9 - Local Wellness Policy

Jamie McCallum presented the final C9-Local Wellness Policy to the Board for a vote.

Voting results:

Brian Bauer - nay
Suzanne Buck -aye
Jason Chance - aye
Joanna Doria - aye
Laura Harthan - aye
James Malcolm - aye
Jamie McCallum - aye
Mary Heather Noble - aye
Steve Orzech - aye
Ellie Romp - aye
Ellen Whelan-Wuest - aye.

Policy C9 is adopted.

Motion to adopt C9 - Local Wellness Policy as presented.

Move: Jason Chance Second: Laura Harthan Status: Passed

H. Public Comment on any Topic

Steve Cash of Ripton thanked the Board for the thoughtful discussion. It has illuminated some things for him. He suggested taking another look at the resignation letters from the RES staff. They are different letters.

John Wetzel of Ripton noted that the Board's current motion on the table is to direct Dr. Baker to do something against the wishes of the parents. They want their kids to stay in Ripton.

I. Adjournment

Meeting adjourned at 9:45 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: Laura Harthan Status: Passed

Total Meeting Time: 1h 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.

Tentative Agreement

This is a Tentative Agreement between the Addison Central School District Negotiations Committee (the “Board”) and the Addison Central Educators Association (Education Support Personnel Unit) (the “Association”) for a successor to the 2021 – 2024 Master Agreement. The Board and the Association are collectively the “Parties”. Except as noted below, the Parties agree to carry forward the terms of the 2021 – 2024 Master Agreement:

1. **Article 1 – Recognition.** The Board and the Association agree to revise Article 1 as follows:

1.1 The Board recognizes the Association, for the purpose of collective bargaining as the exclusive representative of a bargaining unit, as certified by the Vermont Labor Relations Board, composed of all persons employed by the Board as:

- a) **Administrative Support** — employees whose primary role is to support administrative tasks, i.e., faculty secretary, library aide, administrative assistant to guidance.
- b) **Student Support** — employees working directly with students either as classroom assistants or as individual aides, **including behavior interventionists, behavior specialists, behavior consultants, licensed social worker, behavior, wellness coordinator/prevention specialist and Board Certified Behavior Analyst.**
- c) **Buildings & Grounds Support** — employees whose primary duties involve the maintenance and security of the buildings and grounds.

The Board and the Association further agree that in the event the Superintendent obtains an educator license (Emergency or Provisional) for the licensed social worker, behavior, wellness coordinator/prevention specialist and Board Certified Behavior Analyst positions, such positions shall be transferred to the teacher bargaining unit within ACSD and a side letter will be negotiated pursuant to Article 11.8 of the Master Agreement for such bargaining unit.

2. **Article 5 – Grievance Procedure.** The Board and the Association agree to revise Article 5 as follows:

5.8 **Grievance Process.** After an Association Representative has been selected, it shall be the representative’s obligation to participate in the processing of a grievance at any level, and no support staff member may be required to discuss any grievance if the Association Representative is not present. **The Association and its affiliate VT-NEA, shall be the sole and exclusive representative of the grievant. This representation condition shall only apply to contractual grievances and shall not apply to any legal complaint.**

Step 4 - School Board. If the aggrieved is not satisfied with the Superintendent's decision and decides to pursue the grievance, the grievant must, within ten days of the Superintendent's decision request a meeting with the School Board, which will be held in executive session. To do this, the aggrieved should address the request to the Chair of the School Board, and send a copy of the request to the Superintendent. The meeting shall take place within twenty days of the receipt of the request. The Chair of the School Board shall provide the aggrieved with a written decision within ten days after the meeting.

~~**Step 5 - Consider Grievance Panel.** If the aggrieved is not satisfied with the decision of the School Board and decides to pursue the grievance, the aggrieved must so inform the Association's President within five days of the Board's decision. The Association must decide whether or not to continue the grievance within twenty days of receipt of said notice from grievant. The Association then submits the grievance to the panel or goes directly to arbitration as outlined in Step 6.~~

Renumber remaining step.

3. **Article 6 – Conditions of Employment.** The Board and the Association agree to revise Article 6 as follows:

6.2 Overtime

- a. Employees may be ~~required~~ **asked** to work overtime. Overtime will be authorized and requested by the immediate administrative supervisor with as much advance notice as possible. Overtime will be assigned in a fair and equitable manner. Every attempt will be made to ~~spread overtime assignments throughout the specified~~ **share overtime available throughout the ACSD** workforce. Supervisors are encouraged to consider an individual's personal needs when ~~assigning~~ **requesting** overtime.
- b. Employees who perform self-assigned overtime under emergency conditions shall provide their supervisor with details of the work performed and the reason for such self-assigned overtime within forty-eight (48) hours of the event or occurrence **or reasonable means.**

6.5 School Cancellations, Closures, and Delays

- a. If school is canceled on a regularly scheduled school day, and that day is not made up by the end of the school year, school year employees shall receive their regular rate of pay for such canceled days. The total paid to each employee will not exceed the regular rate of pay for said number of school days.
- b. **In the event of early release or delayed opening due to unplanned circumstances, all employees may request make up hours from their supervisor to account for the time lost to the delay.**
- c. **(From 7.3c)** In the case of school cancellation, full-year employees are expected to work one half day of their choice for a full day of pay.

6.7 Working Conditions

f. Paraprofessionals who voluntarily agree to serve as substitute teachers for a day or part of a day, shall receive their regular pay plus ~~two~~ **four** dollars (~~\$2.00~~) **(\$4.00)** per hour or regular substitute pay for that period, whichever is greater. ~~Effective July 1, 2023, the additional stipend shall increase to three dollars (\$3.00) per hour.~~ **Effective July 1, 2025, the additional stipend shall increase to four dollars (\$5.00) per hour.**

6.8 Trainings

~~f. The district shall provide employees up to two (2) days of paid professional time to be used for approved conferences, workshops and other professional opportunities.~~ **With prior approval of the administrator, up to two days of Professional Leave may be granted to each full-time, calendar-year or school-year employee for attendance at workshops, courses or conferences the administrator judges to be helpful for the performance of the employee's job. Professional Leave shall be paid at the employee's per diem rate. Registration and mileage costs for Professional Leave activities shall also be reimbursed upon submission of receipts.**

4. **Article – 7 Leaves.** The Board and the Association agree to revise Article 7 as follows:

7.3 Emergency Leave

a. Subject to the approval of the site administrator/**building principal**, emergency leave of up to five (5) days per contract year may be taken for a critical illness of members of the employee's immediate family. This five (5) day allotment of emergency leave may be granted for other emergencies, upon approval of **the site administrator**.

b. Subject to the approval of the site administrator/**building principal**, up to five (5) days per occurrence may be granted for death of members of the employee's immediate family. The leave may be taken without loss of pay at the time of the emergency, and may be used in addition to and not deducted from applicable sick leave.

Add a new 7.7:

7.7 Upon retirement, voluntary resignation after ten years of service, or reduction in force, an employee shall receive compensation for all accumulated sick days up to a maximum of ninety (90) days. This plan will expire on June 30, 2026 unless it is renewed in a successor agreement. Compensation will be calculated at the following rates:

<u>0 – 5 years</u>	<u>\$10/day</u>
<u>5 – 10 years</u>	<u>\$15/day</u>
<u>10+ years</u>	<u>\$20/day (voluntary only)</u>

5 – 10 years \$20/day (retirement only)
10+ years \$30/day (retirement only)

Retirement shall be defined as - (a) when an employee participating in VMERS achieves Retired Status or (b) when an employee over the age of 65 declares in writing via a letter of resignation, intent to retire, or similar written record.

5. Article 8 – Vacations. The Board and the Association agree to revise Article 8 as follows:

8.3 VACATIONS. The paid vacation schedule for Full-time, Full-Year employees shall be as follows:

- ~~a. During the first year of employment – 0 days~~
- b. After 6 months of employment = 5 days
- c. After one (1) full year of employment = 10 days
- d. After five (5) years of employment = 15
- e. After twelve (12) years of employment = 20 days
- f. Part-time, full-year employees and full-time extended year employees who work at least twenty (20) hours a week on a regular basis shall be eligible for vacation days on a pro-rata basis.

6. Article 9 – Insurance. The Board and the Association agree to revise Article 9 as follows:

9.2 Health Insurance & Related Health Benefits

a. Commission on Public School Employees Health Benefits Commission. The Board shall provide employees health insurance and related benefits as required by the resolution of negotiations by the Commission on Public School Employees Health Benefits pursuant to the provisions of 16 V.S.A. §2101-2108.

~~b. Employees will contribute the following premium amounts for the period January 1, 2021-December 31, 2021:~~

<u>Annual Wage</u>	<u>Premium %</u>
<u>< \$20,000</u>	<u>12%</u>
<u>\$20,001 – \$25,000</u>	<u>13%</u>
<u>\$25,001 – \$30,000</u>	<u>14%</u>
<u>\$30,001 – \$35,000</u>	<u>15%</u>
<u>>\$35,001</u>	<u>16%</u>

e. ~~Employees will contribute the following premium amounts for the period January 1, 2022-December 31, 2022.~~

<u>Annual Wage</u>	<u>Premium %</u>
<u>< \$20,000</u>	<u>14</u>
<u>\$20,001 – \$25,000</u>	<u>15</u>
<u>\$25,001 – \$30,000</u>	<u>16</u>
<u>\$30,001 – \$35,000</u>	<u>17</u>
<u>> \$35,001</u>	<u>18</u>

d. ~~Employees will contribute the following premium amounts for the period January 1, 2023-December 31, 2023.~~

<u>Annual Wage</u>	<u>Premium %</u>
<u>< \$20,000</u>	<u>15</u>
<u>\$20,001 – \$25,000</u>	<u>16</u>
<u>\$25,001 – \$30,000</u>	<u>17</u>
<u>\$30,001 – \$35,000</u>	<u>18</u>
<u>> \$35,001</u>	<u>19</u>

e. Employees will contribute the following premium amounts for the period January 1, 2024-June 30, 2026.

<u>Annual Wage</u>	<u>Premium %</u>
<u>< \$20,000</u>	<u>16</u>
<u>\$20,001 – \$25,000</u>	<u>17</u>
<u>\$25,001 – \$30,000</u>	<u>18</u>
<u>\$30,001 – \$35,000</u>	<u>19</u>
<u>> \$35,001</u>	<u>20</u>

9.3 Payment in Lieu of Insurance. The Board will provide an annual reimbursement to any employee who waives the health insurance coverage offered by the Board provided said employee certifies that, pursuant to the provisions of 16 VSA; Sections 2103(f), the employee has other health insurance coverage as outlined herein and said insurance coverage is not provided through a Vermont Public School District via a spouse, domestic partner or family member. ~~he or she has other~~

~~health insurance coverage and said insurance coverage is not provided through a Vermont Public School District via a spouse or domestic partner. Payment in lieu of insurance provision to be offered to employees at \$750 for Full-time, School Year, and \$1,500 for Full-time, Full Year unless they have grandfathered status recognized in the 2019-2020 Master Agreement. An application must be made to the Superintendent at a date specified by the Superintendent during the prior year. Payment will be made in equal biweekly payments via payroll.~~

9.7 — Retirement Annuity ~~The Board will provide a retirement annuity plan selected by the administration and accepted by the Association. The Board will match an employee's contribution up to a maximum of 3% of an employee's annual gross salary. Effective January 1, 2022, the Board match will increase to a maximum of 4.0% of an employee's annual gross salary; effective January 1, 2023, the Board match will increase to a maximum of 4.5%; and effective January 1, 2024 the Board match will increase to a maximum of 5%. The benefit will be provided to all employees only after they have accrued two (2) work years of service with the following exceptions:~~

- ~~a. All full-year ID#4 employees participating on June 30, 2017 will be grandfathered at 4%. Effective January 1, 2022, the Board contribution for employees in this category will increase to a maximum of 5%.~~
- ~~b. The maximum Board matching contribution for an employee in the retirement annuity program is 5%.~~
- ~~c. Vermont Municipal Employees Retirement System (VMERS) — The Board agrees to grandfather all employees participating on June 30, 2017.~~

9.7 Retirement

- a. The Board will provide a retirement annuity plan selected by the administration and accepted by the Association. The Board will match an employee's contribution up to a maximum of 5% annual gross salary. The benefit will be provided to employees only after they have accrued two (2) work years of service to the District.**
- b. Prior to the beginning of the 2025 – 2026 school year, the Board shall implement participation for all bargaining unit members in the Vermont Municipal Retirement System (VMERS), Group A retirement program, requiring the mandatory participation of all employees hired on or after July 1, 2025. Employees hired prior to July 1, 2025 are not required to participate in VMERS if they are currently enrolled in the matched annuity benefit plan. Employees who opt out of VMERS based on hiring date may participate in the employer matched annuity plan for a period of seven years. On July 1, 2032 the annuity benefit will no longer be offered. Employer and employee contribution rates are established by VMERS and are subject to change.**

c. The Board agrees to grandfather all employees participating in VMERS on June 30, 2017.

7. Article 12 – Salaries. The Board and the Association agree to revise Article 12 as follows:

12.1 The salaries of all persons covered by this Agreement are set forth in Appendixes A1-2 which are attached to and made part of this Agreement. The parties agree to the following:

~~Year 1-2021-2022: 4.4% total new dollars to be applied to employee wages.~~

~~Year 2-2022-2023: 4.1% total new dollars to be applied to employee wages.~~

~~Year 3-2023-2024: 3.3% total new dollars to be applied to employee wages.~~

(a)

Year 1: July 1, 2024 - June 30, 2025.

- 10% New money be applied to employee wages [the base of the FY24 ESP pay scale (defined as Group C, Column A, Step 1) with corresponding wage increases for all columns and steps].
- Off-Step employees receive a 9% year to year wage increase.
- Movement of 4.0 Lead Custodian/Facilities Lead from Column B to Column C with the addition of 4 steps.
- Movement of 3.0 Administrative Assistants from Column B to Column A with the removal of 3 steps.
- Addition of Columns D and E to the pay scale to be used for Behaviorist job classes.

Year 2: July 1, 2025 - June 30, 2026.

- 6% New money be applied to employee wages [the base of the FY25 ESP pay scale (defined as Group C, Column A, Step 1) with corresponding wage increases for all columns and steps].
- Off-Step employees receive a 5% year to year wage increase.

Employees are eligible for step movement. No employee may move off the wage schedule. Existing employees off schedule are red circled.

(b) Parity Adjustments.

- In Year One of the Agreement (FY2024-25) the District shall hold in reserve a \$55,000 fund for the purpose of making parity-based step placement corrections to individual employees on a case by case basis.
- Parity Adjustments will be made by mutual agreement between the ACEA designee and Board designee.

- Parity adjustments will address individual cases for the sake of the present and future fiscal years. These adjustments will, in no way, be considered retroactive pay for previous years.
 - The establishment and use of this fund will end on 6/30/2025.
- (c) The Board and the Association agree that non-exempt Behaviorist members of the ESP unit shall be paid on new and separate columns of the pay scale, Group D and Group E.
- i. Behavioral Interventionists and Behavioral Specialists shall be placed on Group D column.
 - a. Group D shall require either a Bachelor's degree or equivalent experience and an educational waiver from the Superintendent.
 - b. Group D shall be 25 steps and scaled to the base of Paraprofessional compensation (Group B, Column 2), plus \$8 per hour.
 - ii. Behavioral Consultants shall be placed in Group E.
 - a. Group E shall require either a Bachelor's degree or equivalent experience and an educational waiver from the Superintendent.
 - b. Group E shall be 25 steps and scaled to the base of Paraprofessional compensation (Group B, Column 2), plus \$12 per hour.

12.2 Shift differential – Night shift custodial staff will earn an additional fifty (.50) cents an hour during night shifts. Night shift is classified as working during any custodial shift that ~~extends beyond 10:00 p.m.~~ **begins at or after 2:30 p.m. or as otherwise noted by management.**

12.7 Normally, employees shall be paid every other Friday by direct deposit to the bank account(s) designated by the employee. ~~or by distribution at the school. However, those who do not use direct deposit may, when a normal payday falls on a school holiday or vacation, make prior arrangement for home mail delivery or pick-up at the ACSD payroll office during normal business hours.~~

8. **Behaviorists.** The Parties agree to the integration and incorporation of the several Behaviorist positions in the bargaining through the resolution of the following matters unique to their positions and prior status as “at-will” employees.

- a. Organization of positions and individuals.

Behavior Interventionists: M. Bissonette, A. Bliven, M. Lambert, T. Davis, A. Nicosia.

Behavior Specialists: S. Stevens.

Behavior Consultant: X. Kilzer, M. Heannings, S. Stone.

~~Licensed social worker: T. Meyer, M. Bicknell.~~
Wellness Coordinator: K. Fenster
Prevention Specialist: B. Jette
Behavior Consultant Behavior Analyst/WLC: R. Gemingnani

- b. Nonexempt Status. The Parties agree that the behavior interventionists, behavior specialists, and behavior consultants positions are appropriately identified as nonexempt positions under the FLSA; the licensed social worker, wellness coordinator, prevention specialist, and behavior consultant behavior analyst/WLC positions are appropriately identified as exempt positions under the FLSA. Benefits.
- c. Benefits. The Parties acknowledge that the Behavior Interventionists, Behaviors Specialists and Behavior Consultants have worked under nonunion employment agreements with benefits differing from the Master Agreement. In recognition of such differences, the Parties agree that for the 2024 – 2025 school year, notwithstanding the provisions in the Master Agreement, the Behaviorists in the ESP bargaining unit shall receive the same sick leave (number of days) and dental insurance benefit that they received during the 2023 – 2024 school year. Effective July 1, 2025, the Behaviorists shall receive sick leave and dental insurance according to the terms of the Master Agreement. New employees who are hired on or after July 1, 2024 shall receive benefits according to the terms of the Master Agreement.
- d. Reduction in Force. The Board and the Association agree to following revisions of Article 6.13:

6.13 Reduction in Force -The Board retains full authority to determine whether a reduction in force shall be implemented and, if so, the positions which will be reduced.

Upon implementation of a reduction in force, employees will be notified of layoff in reverse seniority order, within the following categories:

- (a) Administrative Support personnel
- (b) Student Support personnel
- (c) Buildings and Grounds Support personnel
- (d) Behavior interventionists and Behavior Specialists**
- (e) Behavior Consultant**

In the event the social worker, behavior, wellness coordinator/prevention specialist and consultant/behavior analyst positions remain in the bargaining unit (all or a portion thereof), each individual position category shall be identified as a separate layoff category under 6.13.

- e. Placement on the Scales. The Board and the Association agree that individual employees in both Groups D and E shall be placed on the new wage scales as follows:

- FY'24 salary divided by 192 days, divided by 7.5 hours equals FY'24 hourly
- FY'24 hourly rate times 110% equals FY'25 hourly base rate
- Using the FY'25 hourly base rate, each employee is placed in the appropriate column on the step most closely matching their FY'25 hourly base rate with no loss of pay. This step placement represents their FY'25 hourly rate.

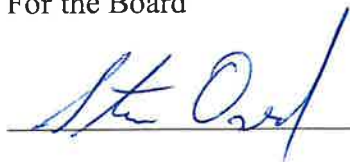
f. Licensure. The Board and the Association acknowledge that on the date of the Tentative Agreement it was the clearly stated intention of the Superintendent to seek appropriate educator licensure through the Vermont Agency of Education for the following positions: licensed social worker, behavior, wellness coordinator/prevention specialist and consultant/behavior analyst positions. Upon obtaining such licensure the above positions shall be transferred to the teacher bargaining unit within ACSD and a side letter will be negotiated pursuant to Article 11.8 of the Master Agreement for such bargaining unit. As such, the Board and the Association have not addressed these positions in this Agreement with regard to salary, benefits, FLSA status, etc.

Dated this 19th day of September 2024

For the Association



For the Board



Group A			Group B			Group C			Group D			Group E		
Administrative Assistants			Paraprofessionals			Custodians			BI and BS			BC		
Step	High School	Associates+	Step	High School	Associates+	Step	High School	Associates+	Step	Bachelors or Waiver	Step	Bachelors or Waiver	Step	Bachelors or Waiver
1	\$21.47	\$21.97	1	\$20.47	\$20.97	1	\$19.47	\$19.97	1	\$28.97	1	\$28.97	1	\$32.97
2	\$21.77	\$22.27	2	\$20.77	\$21.27	2	\$19.77	\$20.27	2	\$29.27	2	\$29.27	2	\$33.27
3	\$22.07	\$22.57	3	\$21.07	\$21.57	3	\$20.07	\$20.57	3	\$29.57	3	\$29.57	3	\$33.57
4	\$22.37	\$22.87	4	\$21.37	\$21.87	4	\$20.37	\$20.87	4	\$29.87	4	\$29.87	4	\$33.87
5	\$22.67	\$23.17	5	\$21.67	\$22.17	5	\$20.67	\$21.17	5	\$30.17	5	\$30.17	5	\$34.17
6	\$22.97	\$23.47	6	\$21.97	\$22.47	6	\$20.97	\$21.47	6	\$30.47	6	\$30.47	6	\$34.47
7	\$23.27	\$23.77	7	\$22.27	\$22.77	7	\$21.27	\$21.77	7	\$30.77	7	\$30.77	7	\$34.77
8	\$23.57	\$24.07	8	\$22.57	\$23.07	8	\$21.57	\$22.07	8	\$31.07	8	\$31.07	8	\$35.07
9	\$23.87	\$24.37	9	\$22.87	\$23.37	9	\$21.87	\$22.37	9	\$31.37	9	\$31.37	9	\$35.37
10	\$24.17	\$24.67	10	\$23.17	\$23.67	10	\$22.17	\$22.67	10	\$31.67	10	\$31.67	10	\$35.67
11	\$24.47	\$24.97	11	\$23.47	\$23.97	11	\$22.47	\$22.97	11	\$31.97	11	\$31.97	11	\$35.97
12	\$24.77	\$25.27	12	\$23.77	\$24.27	12	\$22.77	\$23.27	12	\$32.27	12	\$32.27	12	\$36.27
13	\$25.07	\$25.57	13	\$24.07	\$24.57	13	\$23.07	\$23.57	13	\$32.57	13	\$32.57	13	\$36.57
14	\$25.37	\$25.87	14	\$24.37	\$24.87	14	\$23.37	\$23.87	14	\$32.87	14	\$32.87	14	\$36.87
15	\$25.67	\$26.17	15	\$24.67	\$25.17	15	\$23.67	\$24.17	15	\$33.17	15	\$33.17	15	\$37.17
16	\$25.97	\$26.47	16	\$24.97	\$25.47	16	\$23.97	\$24.47	16	\$33.47	16	\$33.47	16	\$37.47
17	\$26.27	\$26.77	17	\$25.27	\$25.77	17	\$24.27	\$24.77	17	\$33.77	17	\$33.77	17	\$37.77
18	\$26.57	\$27.07	18	\$25.57	\$26.07	18	\$24.57	\$25.07	18	\$34.07	18	\$34.07	18	\$38.07
19	\$26.87	\$27.37	19	\$25.87	\$26.37	19	\$24.87	\$25.37	19	\$34.37	19	\$34.37	19	\$38.37
20	\$27.17	\$27.67	20	\$26.17	\$26.67	20	\$25.17	\$25.67	20	\$34.67	20	\$34.67	20	\$38.67
21	\$27.47	\$27.97	21	\$26.47	\$26.97	21	\$25.47	\$25.97	21	\$34.97	21	\$34.97	21	\$38.97
22	\$27.77	\$28.27	22	\$26.77	\$27.27	22	\$25.77	\$26.27	22	\$35.27	22	\$35.27	22	\$39.27
23	\$28.07	\$28.57	23	\$27.07	\$27.57	23	\$26.07	\$26.57	23	\$35.57	23	\$35.57	23	\$39.57
24	\$28.37	\$28.87	24	\$27.37	\$27.87	24	\$26.37	\$26.87	24	\$35.87	24	\$35.87	24	\$39.87
25	\$28.67	\$29.17	25	\$27.67	\$28.17	25	\$26.67	\$27.17	25	\$36.17	25	\$36.17	25	\$40.17

OffStep

% raise = % new \$-1%

Base \$20.64 1.06

FY26

Group A				Group B				Group C				Group D				Group E			
Administrative Assistants				Paraprofessionals				Custodians				BI and BS				BC			
Step	High School	Associates+	Step	High School	Associates+	Step	High School	Associates+	Step	High School	Associates+	Step	High School	Associates+	Step	High School	Associates+	Step	High School
1	\$22.64	\$23.14	1	\$21.64	\$22.14	1	\$20.64	\$21.14	1	\$30.14	\$30.64	1	\$30.14	\$30.64	1	\$34.14	\$34.64	1	\$34.14
2	\$22.94	\$23.44	2	\$21.94	\$22.44	2	\$20.94	\$21.44	2	\$30.44	\$30.94	2	\$30.44	\$30.94	2	\$34.44	\$34.94	2	\$34.44
3	\$23.24	\$23.74	3	\$22.24	\$22.74	3	\$21.24	\$21.74	3	\$30.74	\$31.24	3	\$30.74	\$31.24	3	\$34.74	\$35.24	3	\$34.74
4	\$23.54	\$24.04	4	\$22.54	\$23.04	4	\$21.54	\$22.04	4	\$31.04	\$31.54	4	\$31.04	\$31.54	4	\$35.04	\$35.54	4	\$35.04
5	\$23.84	\$24.34	5	\$22.84	\$23.34	5	\$21.84	\$22.34	5	\$31.34	\$31.84	5	\$31.34	\$31.84	5	\$35.34	\$35.84	5	\$35.34
6	\$24.14	\$24.64	6	\$23.14	\$23.64	6	\$22.14	\$22.64	6	\$31.64	\$32.14	6	\$31.64	\$32.14	6	\$35.64	\$36.14	6	\$35.64
7	\$24.44	\$24.94	7	\$23.44	\$23.94	7	\$22.44	\$22.94	7	\$31.94	\$32.44	7	\$31.94	\$32.44	7	\$35.94	\$36.44	7	\$35.94
8	\$24.74	\$25.24	8	\$23.74	\$24.24	8	\$22.74	\$23.24	8	\$32.24	\$32.74	8	\$32.24	\$32.74	8	\$36.24	\$36.74	8	\$36.24
9	\$25.04	\$25.54	9	\$24.04	\$24.54	9	\$23.04	\$23.54	9	\$32.54	\$33.04	9	\$32.54	\$33.04	9	\$36.54	\$37.04	9	\$36.54
10	\$25.34	\$25.84	10	\$24.34	\$24.84	10	\$23.34	\$23.84	10	\$32.84	\$33.34	10	\$32.84	\$33.34	10	\$36.84	\$37.34	10	\$36.84
11	\$25.64	\$26.14	11	\$24.64	\$25.14	11	\$23.64	\$24.14	11	\$33.14	\$33.64	11	\$33.14	\$33.64	11	\$37.14	\$37.64	11	\$37.14
12	\$25.94	\$26.44	12	\$24.94	\$25.44	12	\$23.94	\$24.44	12	\$33.44	\$33.94	12	\$33.44	\$33.94	12	\$37.44	\$37.94	12	\$37.44
13	\$26.24	\$26.74	13	\$25.24	\$25.74	13	\$24.24	\$24.74	13	\$33.74	\$34.24	13	\$33.74	\$34.24	13	\$37.74	\$38.24	13	\$37.74
14	\$26.54	\$27.04	14	\$25.54	\$26.04	14	\$24.54	\$25.04	14	\$34.04	\$34.54	14	\$34.04	\$34.54	14	\$38.04	\$38.54	14	\$38.04
15	\$26.84	\$27.34	15	\$25.84	\$26.34	15	\$24.84	\$25.34	15	\$34.34	\$34.84	15	\$34.34	\$34.84	15	\$38.34	\$38.84	15	\$38.34
16	\$27.14	\$27.64	16	\$26.14	\$26.64	16	\$25.14	\$25.64	16	\$34.64	\$35.14	16	\$34.64	\$35.14	16	\$38.64	\$39.14	16	\$38.64
17	\$27.44	\$27.94	17	\$26.44	\$26.94	17	\$25.44	\$25.94	17	\$34.94	\$35.44	17	\$34.94	\$35.44	17	\$38.94	\$39.44	17	\$38.94
18	\$27.74	\$28.24	18	\$26.74	\$27.24	18	\$25.74	\$26.24	18	\$35.24	\$35.74	18	\$35.24	\$35.74	18	\$39.24	\$39.74	18	\$39.24
19	\$28.04	\$28.54	19	\$27.04	\$27.54	19	\$26.04	\$26.54	19	\$35.54	\$36.04	19	\$35.54	\$36.04	19	\$39.54	\$40.04	19	\$39.54
20	\$28.34	\$28.84	20	\$27.34	\$27.84	20	\$26.34	\$26.84	20	\$35.84	\$36.34	20	\$35.84	\$36.34	20	\$39.84	\$40.34	20	\$39.84
21	\$28.64	\$29.14	21	\$27.64	\$28.14	21	\$26.64	\$27.14	21	\$36.14	\$36.64	21	\$36.14	\$36.64	21	\$40.14	\$40.64	21	\$40.14
22	\$28.94	\$29.44	22	\$27.94	\$28.44	22	\$26.94	\$27.44	22	\$36.44	\$36.94	22	\$36.44	\$36.94	22	\$40.44	\$40.94	22	\$40.44
23	\$29.24	\$29.74	23	\$28.24	\$28.74	23	\$27.24	\$27.74	23	\$36.74	\$37.24	23	\$36.74	\$37.24	23	\$40.74	\$41.24	23	\$40.74
24	\$29.54	\$30.04	24	\$28.54	\$29.04	24	\$27.54	\$28.04	24	\$37.04	\$37.54	24	\$37.04	\$37.54	24	\$41.04	\$41.54	24	\$41.04
25	\$29.84	\$30.34	25	\$28.84	\$29.34	25	\$27.84	\$28.34	25	\$37.34	\$37.84	25	\$37.34	\$37.84	25	\$41.34	\$41.84	25	\$41.34

OffStep % raise = % new \$-1%



ACSD Staffing Equivalence

Comparability and Neutral Methodology FY26

Definitions

- Board Policy D4
 - “The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports.”
- **Equivalence** - measure of resource distribution based on enrollment.
- **Comparability** - how do schools with higher poverty rates compare to schools with lower poverty rates?
- **Neutral Methodology** - how do we calculate baseline resource distribution?
- **Supplement not Supplant** - do our Title grant resources augment or replace District resources?
- **Instructional Staff** - Principal, Classroom Teacher, Itinerant/Specials Teacher, Para (50%)

Comparability				
Title schools with >100 enrollment must stay within 10% of the District average ratio for non-title Schools*				
		Students : Instructional Staff		
Mary Hogan - Title 1, Enrollment>100		8.1	with 100% para FTE	Comparability is Met
Mary Hogan - Title 1, Enrollment>100		9.5	with 50% para FTE	Comparability is Not Met*
Bridport		5.9	with 50% para FTE	Comparability is Met
Ripton		6.7	with 50% para FTE	Comparability is Met
Salisbury		6.5	with 50% para FTE	Comparability is Met
Shoreham		5.9	with 50% para FTE	Comparability is Met
Weybridge - Non-Title		7.2		
Cornwall - Non-Title		8.6		* Comparability does not need to be met because the comparable schools (non-Title) are under 100 enrollment.
Non-Title Average		7.9		
110% of Non-Title Average		8.7		

School	Instructional Staff	Enrollment (not including PK)	Students to IS		
				Target: Student/Inst. Staff	7.2
Bridport - Title 1	7.9	47	5.9	High	8.3
Cornwall	10.6	91	8.6	Low	6.1
MH - Title 1	36.5	347	9.5	Acceptable variance	15%
Ripton - Title 1	5.8	39	6.7	target = average of all schools	
Salisbury - Title 1	9.6	62	6.5	used to calculate hi/low variance window	
Shoreham - Title 1	9.9	58	5.9		
Weybridge	5.8	42	7.2		

Shading Key: Darker = more instructional staff to students. Red Italic Text = value falls above the acceptable variance threshold. White Italic Text = value falls below the threshold.

School	Classroom Teachers	Enrollment (not including PK)	Students to Classroom Teacher		
				Target: Student/Class Teacher	13.4
Bridport - Title 1	4.0	47	11.8	High	15.4
Cornwall	6.0	91	15.2	Low	11.4
MH - Title 1	22.0	347	15.8	Acceptable variance	15%
Ripton - Title 1	3.0	39	13.0	target = average of all schools	
Salisbury - Title 1	5.0	62	12.4	used to calculate hi/low variance window	
Shoreham - Title 1	5.0	58	11.6	Champlain Valley Target = 17s/t	
Weybridge	3.0	42	14.0		

Shading Key: Darker = more teacher to students. Red Italic Text = value falls above the acceptable variance threshold. White Italic Text = value falls below the threshold.

Addison Central School District FY26 Budget Drivers

Prevailing Factors | Estimated Impacts





External Driver: Vermont Political Landscape





Education Funding is a contentious issue at the State level. Legislative Uncertainty is a budget driver.

At the Executive Branch level, the Governor has stated a clear intent to make education funding reform and cost containment a cornerstone of his campaign to lower property tax bills state-wide.

At the Legislative Branch level, lawmakers have argued that cost containment within the Education Fund requires the State to address the additional stressors that schools have been asked to shoulder. (mental health, facilities, etc.)



How does Legislative Uncertainty drive our Budget Development?

- We need to be able to adapt our spending plan if the rules change in the middle of the development process.
- We are working with new laws, untested systems, and unfamiliar State administrators.
- Committee on the Future of Public Education will release December “Cost Containment” report.
 - Focus on merging ed. quality and cost optimization.
- Foresight and financial planning becomes difficult in the face of uncertainty.



External Driver: Excess Spending Threshold

**How does our Education Spending per Equalized
(Weighted) Pupil compare to the state average?**





The Excess Spending Threshold will be in effect in FY26.

Under Act 183, the excess spending threshold in FY2026 is currently expected to be 118% of the statewide average district per pupil education spending for FY2025, plus NEEP inflation (3.2% est).

At level funding (0%), ACSD is at exactly 118%.

Any significant budget increase will likely incur the double taxation penalty.

Excess Spending Threshold Calculation

118% of Inflation-Adjusted VT State Average Per Pupil Spend

Vermont Average Per Pupil Spending, FY25	\$13,243
NEEP Inflation Index, estimated	3.2%
Inflation Adjusted Average Spending	\$13,666
118% Threshold Calculation	\$16,126
ACSD FY25 Spending	\$16,099
ACSD % of State Average	118%
Budget Growth Potential*	0%

*Spending above \$16,126 would be added on to the PP spend.



External Driver: Healthcare Costs

Based on FY24 usage data, the increase in rates is projected to exceed current budget constraints.





Healthcare Premium costs are expected to rise.


Given that no structural changes are expected to happen with the VEHI plans in the coming year, we anticipate that FY26 will bring another year of double-digit rate increases similar to last year.

Ballpark Estimate:	15%-20% rate increase
FY25 HC Budget:	\$5,321,011
FY25 HC Expense and Encumbrance:	\$5,043,247 (5% surplus, projected ytd)
FY26 Spending Increase:	\$800,000-\$1,000,000
Net total:	\$500,000-\$700,000 new spending



External Driver: Tax Rate Discount

The discount we received in FY25 will be less in FY26. Less discount means the same thing costs more.





ACSD Tax Rate Discount will Decrease by 20%

Under Act 183, the districts who were disadvantaged by the change in pupil weighting were given a proportionate Tax Rate Discount. The discount lasts 5 years and steps down by 20% each year. This allows districts to make adjustments to their budgets gradually in order to reach equilibrium.


FY25 Discount: \$0.13	FY26 Discount: \$0.10
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This means the Equalized District Tax Rate (EDTR) will increase by 3 cents, even if the budget remains level funded.



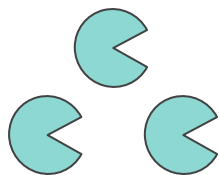
External Driver: State CLA Adjustment

The State will adjust the Property Yield to better reflect the overall trend of market property value to assessed grand list value. Towns where home values rise faster than the State average will pay more. Towns where home values rise slower than State average will pay less.





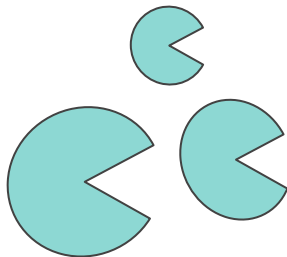
A quick refresher on Pupil Weighting...



=

3

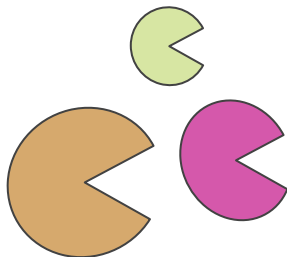
Enrollment
(Averaged over 3 Years)



=

6

Grade Level Weight



=

10

Demographic Weight
LTWADM



A quick refresher on Property Yield...

Think of a 'Yield' as a unit of measurement.

The State sets the value of that unit each year to allow School Districts to set tax rates.

Every time a District spends One 'Yield' per LTWADM, it adds One Dollar to the Tax Rate.

ACSD has an FY25 rate of about \$1.50 or 1.5 'Yields'.



\$1 of Tax Rate



Wait! It's too early to talk about CLA! Why are there now 2?!

- District education spending per weighted pupil (\$/eqp) is divided by the State Property Yield (Yield) to determine the Equalized District Tax Rate (EDTR).
- The EDTR is the rate a district would have if all properties were assessed at fair market value. (CLA = 1.0)
- Properties assessments often lag behind fair market value.
- Using 3-year average sales data for each town, the State maintains an Equalized Education Grand List [of market value]
- The ratio of town assessment to state grand list value is called the Common Level of Appraisal (CLA).
- It is calculated for each town, each year...



The average of all Towns' CLA's is the new State CLA Adjustment Factor.

- Starting in FY26, the State CLA is applied to the Property Yield prior to it being used to calculate tax rates.
- So, the yield that everyone uses is now influenced by the statewide property landscape prior to the tax rate calc.
- This buffers year to year tax changes for individual towns by tying their rate changes to their distance from the state average.

If the statewide adjustment were made to ACSD's FY25 numbers, our EDTR would increase to \$1.99.

Each Town's CLA is then also adjusted by the State average.

Town CLA > Average = Town Tax Rate Goes Down

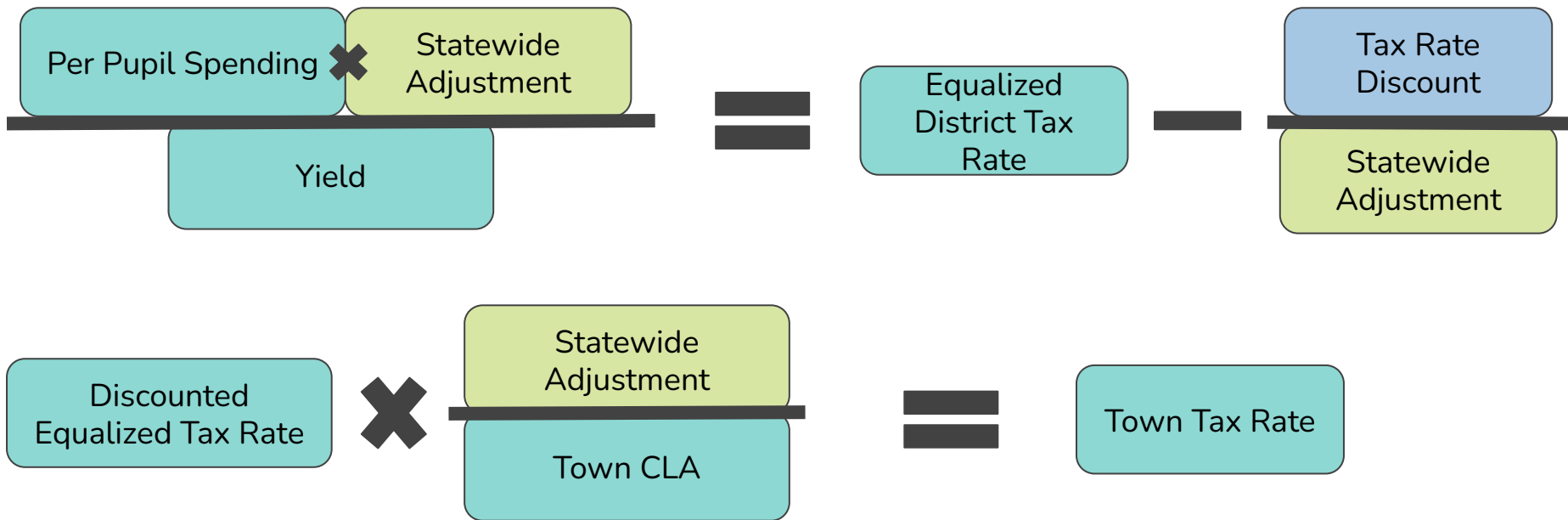
Town CLA < Average = Town Tax Rate Goes Up

Previous Town Tax Rate Calculation

$$\frac{\text{Per Pupil Spending}}{\text{Yield}} = \text{Equalized District Tax Rate} - \text{Tax Rate Discount}$$

$$\frac{\text{Equalized District Tax Rate}}{\text{Town CLA}} = \text{Town Tax Rate}$$

FY26 Town Tax Rate Calculation





ACSD Driver: Strategic Plan Implementation

**How will the School Board and Administration
steer the District towards future goals?**





The ACSD 'District Landscape' is in a period of transition.

- With a new superintendent and Strategic Plan, the District is poised to change.
- In a dynamic setting, budget planning is complicated by uncertainty.
- As the Strategic Plan Implementation begins in an environment constrained by spending limits, changes may manifest as internal shifts.
- The potential for internal shifts will be a budget driver.



ACSD Driver: Wage Increases

**How will union and non-union wage growth
impact the spending plan?**





Union wage increases are a known driver for FY26. Non-union increases are an unknown driver.

Licensed. Teachers and other professional staff will receive a **5%** increase in base compensation with step advancement. (7.34% total new \$)

Estimate: \$1,150,000
Adds \$463 to pp total.

Unlicensed. Support Staff will receive a **6%** increase in base compensation with step advancement plus VMERS retirement benefit. (11.7% total new \$)

Estimate: \$378,000
Adds \$152 to pp total

Non Union - Wage growth rates TBD.

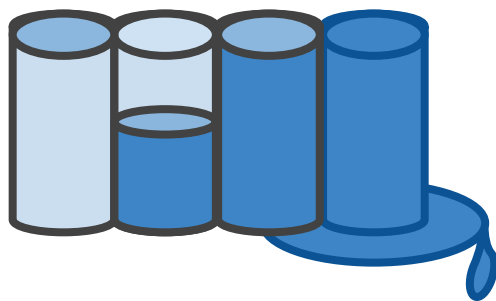
Estimate: \$305,000
Adds \$123 to pp total

Total: \$1,833,000
Adds \$737 to pp total



Other Drivers to Consider

- **Tuition - UPK, PHCC, ACSD**
- **Insurance - General Liability, WC**
- **Transportation - 4.5% contract increase**
- **Facilities - Repair and Maintenance cost containment.**



Facilities Committee Update

From: Bruce L. MacIntire

TO: The ACSD Facilities Committee

Re: Summer work

Date: September, 2024

Bridport

We will address a perennial roof leak by covering the brick facade on the east side of the gym. It will be covered with a membrane roofing material that will waterproof that section of the facade. This area is above the roof line of the adjacent section of the building.

We are waiting on the contractor's availability to do this work.

Cornwall

We have replaced the old circulating pumps with new high-efficiency pumps.

Mary Hogan

The Mary Hogan HVAC is complete. The a-wing was completed on August 15th and fully operational at the start of school. We did discover the hot water circulating pumps for A-wing needed to be upgraded to supply the correct flow to the new equipment. The replacement pumps are being installed now.

Card access has been added to the gym door to help maintain security.

A replacement partition for the gym is on order and will be installed this winter.

MUHS

We installed a hoist system for a student with extraordinary needs. However, we did not replace the bathroom partitions in the H-Wing across from the guidance department as planned.

Our covered storage plans have been put on hold.

B-101 was converted to the Facilities Directors office/work space This location houses the Facilities Director Assitant Facilities Director and the Tech Director.

208 Charles Ave is being updated to accommodate some students with significant needs.

MUMS

The lighting upgrade did not happen due to a lack of availability from the contractor.

Boiler No1 has failed. The replacement sections are not available. We have ordered a new boiler and hope to have it installed before the cold weather is here.

Ripton

We have replaced the old circulating pump with a new high-efficiency pump.

We did replace some of the exterior lighting with LED lights.

We finished the exterior painting/repairs that began last summer.

Salisbury

We have repaired the exterior, siding, trim, and rot around the transom window. However, the window has stress fractures and needs to be replaced. We have ordered custom glass from Desbrais.

The sewer system that backed up in April has been repaired.

Shoreham

The windows on the west side of the building have been replaced.

We rebuilt the storage area adjacent to the gym and swapped the library and the 4/5 classroom locations.

Weybridge

We have repaired the rot on the exterior of the building and repainted it.

The water disinfection system is being updated.

Addison Central School District

Policy: Code of Conduct
File Code: A5
Warned: September 4, 2018
Adopted: September 17, 2018

Policy

The Board commits itself and its members to ethical, businesslike, lawful conduct, proper use of authority and appropriate decorum when acting as Board Members.

Board Members shall have loyalty to the stakeholders and to the communities who comprise the ACSD. Board members shall be impartial and keep the needs of the entire district paramount. Board members shall not be conflicted by loyalties to staff, other organizations, or any personal interest as a parent, guardian or friend of a student. Board Members shall avoid conflict of interest with respect to fiduciary responsibilities, including any self-dealing or business by a Board member with the school district. Annually Board members shall disclose to the Board Chair any involvement with other organizations vendors or any personal or business associations that might be reasonably seen as a conflict. {See Board Conflict of Interest Policy A1 adopted 11/21/16.}

Board members shall not use their Board position to obtain employment in the school district for themselves, family members, or close associates.

Board members shall not attempt to exercise individual authority over any aspect of the school district. Board members' interaction with the Superintendent or staff shall recognize the lack of authority vested in individual members unless explicitly authorized by the Board. Board members' interaction with public, press, or other entities shall recognize the inability of any individual board member to speak for the Board except as explicitly stated in board decisions.

Board members assigned by the Board Chair to act as a liaison between an organization and the Board shall make clear their role as facilitator of information and not to speak for the Board.

Except for participation in board executive session deliberations about actions or interpretations of Board Policy, board members shall not express individual judgements of ACSD employee performance.

Board members shall respect and keep confidential all personnel issues and all issues of a sensitive nature.

CODE A30

(Policy to Consider)

ROLE AND ADOPTION OF SCHOOL BOARD POLICIES

It is the intent of the _____ Addison Central School District board to outline direction and goals for the successful, consistent, and efficient operation of the school(s) through the adoption of policies. School district policies will be in writing, codified, and made available to the public and will be in compliance with Vermont and federal law and regulations.

Definitions

- **Policies** guide the school board, administrators and other district employees, students, parents/guardians and community members by stating district goals and establishing parameters for administrative action.
- **Procedures** are developed by the superintendent or designee to provide for the management of the public schools in the district by describing how tasks will be carried out and board policies will be implemented.

Policy Development

In order to ensure efficient development and implementation of school board policies in the district, the board, or a subcommittee thereof, will determine when school board policies in the district should be developed or revised. The superintendent will assist the board in determining the need for policy development or revision in specific areas and will advise the board and member boards within the district on policy content.

When the board has approved a policy for distribution, the policy will be distributed by the superintendent for consideration by each member board. The board will seek appropriate public comment and administrative guidance as it considers proposals for policy development or revision. Comment and information may be sought in areas such as the following:

1. The specific need for the policy
2. The scope of the policy with regard to establishing appropriate roles for the board and the administration
3. The effect of the proposed policy on administrators, students, teaching staff and the community
4. Samples of similar policies of other boards
5. Applicable provisions of state and federal law
6. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy

Policy Adoption^[1]

After consideration of the comments and information provided by interested individuals, the board may adopt or revise a policy developed by the board. A policy may be adopted at a regular or special meeting of the school board, after the board has given at least 10 days prior public notice of its intent to adopt the policy and has stated in its notice the substance of the proposed policy.

Policy Dissemination, Administration & Review

Dissemination

When policies are adopted, the superintendent will publish and make them available to the public, students, and school personnel. A copy of the district policy manual will be available during the normal working day in the office and/or library of each school within the district. The student handbook will include board policies related to student activities and conduct. The teacher handbook will include board policies related to teachers' responsibilities.

Administration

Policies will be administered through procedures and directives of the superintendent of schools and members of the management team.

Review

The superintendent will advise the board when revisions to adopted policies are required or otherwise appropriate. In addition, the superintendent will develop a policy review schedule to ensure that all policies are reviewed at least once every-three to five years and, if necessary or appropriate, revised or repealed in response to changing legislation or other altered circumstances.

<i>VSBA Version:</i>	<i>10/16/2021</i>
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. §563 (1) (Powers of school boards)</i>
<i>Cross Reference:</i>	

[1] See 16 V.S.A. §563(1). At the option of the school board, additional requirements for policy adoption or board approval or review of administrative procedures may be established through the inclusion of those requirements in this policy.

CODE E20
RECOMMENDED¹

COMMUNITY USE OF SCHOOL FACILITIES

NOTE: Any School District permitting community use of school facilities does so with the understanding that it may not restrict that use based on the nature and/or viewpoints of the requesting organization or person(s). VSBA encourages Districts to consult with legal counsel to better understand their rights and obligations under this policy before adopting it.

ADOPTION NOTES – This text box and the disclaimer should be removed prior to adoption.

(a) General – As with all model policies, VSBA recommends that each board carefully review this model prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(b) Legal references are listed for convenience, but do not need to be included in the policy as adopted.

(c) Any model policies listed under “cross-reference” indicate a reference to another related VSBA model policy. A district should check its own current policies to assure internal consistency.

(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Statement of Policy

_____ The Addison Central School District recognizes its legal right to preserve its facilities exclusively for the purpose of conducting its educational programs, and therefore prohibits all community use of school facilities.²

OR (OPTION: Delete the other policy statement once your board decides whether/not to permit community use of school facilities)

¹ 16 V.S.A. §563(30) authorizes school boards to “make available school facilities and equipment for specified public purposes if such purposes appear, in the judgment of the board, to be in the best interests of the district and are an efficient, economical, and appropriate use of they facilities and equipment.”

² The School District has a legitimate interest in preserving the property for the use to which it was lawfully dedicated. Perry Ed. Assn. v. Perry Local Educators' Assn, 460 U.S. 37 (1983).

The school district recognizes that although the primary purpose of the school facilities is to educate students within the district, school facilities are a valuable community resource. It is the policy of the district to make school facilities, on a limited basis, available to community members and local municipal entities for the purposes of athletics, recreation, training, and/or governmental operations, provided the facilities are preserved for regular school activities.³

Administrative Responsibilities

1. The superintendent may authorize the use of school facilities by community members for the following purposes, provided all relevant procedures are followed³:
 - a. Meetings by parent-teacher organizations and school booster organizations whose purpose is to support the operations of the schools and the school district;
 - b. Meetings by employees' professional organizations comprised of school district employees;⁴
 - c. Instruction in any branch of education, learning, and the arts;
 - d. Social, civic and recreational meetings, and entertainment, provided the events are open to the public;⁵
 - e. Civic forums and community centers, provided the events are open to the public;
 - f. Recreation, physical training and athletics, including competitive athletic contests for children and adults;
 - g. Private academic tutoring or music lessons;⁷
 - h. Child care programs;

³ A district has the legal right to preserve its facilities exclusively for the purpose of conducting its educational programs. It could do that by prohibiting all community use of facilities. However, once a district allows any community use of its facilities, then it has created either a public forum or a limited public forum. A totally public forum is one where all uses are permitted on a first come, first serve basis. A limited public forum is one where certain categories of uses are allowed. *Travis v. Owego-Apalachin School Dist.*, 927 F.2d 688 (2d Cir. 1991) (good overview of differences between types of public forums). This is the most common approach for school districts.

In a limited public forum, once the district allows a community group to use its facility for one purpose then it must open the facilities to all other community groups wishing to use the facilities for the same genre of activity. Access

³ This list is merely an example. An individual school district could decide to make this list broader or narrower. However, when designating categories of permissible uses, a district must remain viewpoint neutral. For example, if the district allows groups to meet to discuss anti-war activities, it must also allow groups to meet in support of the military

⁴ As illustrated by the first two entries on this list, a district may allow certain types of groups, such as parent-teacher organizations or employee organizations to use school facilities. Such designations are constitutionally permissible because they do not specify the group by viewpoint. Similarly, a school district may adopt a policy that limits community use to groups whose members are mostly children or young adults, or that limits use of facilities to groups that are comprised predominantly of residents of the school district.

⁵ There is no constitutional requirement that events be open to the public. However, many school districts have this requirement in order to prevent the use of school facilities for exclusive, private functions.⁷ This is an example of a viewpoint neutral exception to the prohibition on for-profit activities

to facilities may not be restricted based on the group's viewpoint. *Lamb's Chapel v. Center Moriches Union Free School Dist.*, 508 U.S. 384 (1993); *Good News Club v. Milford Central Schools*, 533 U.S. 98 (2001). In these cases, the Supreme Court specifically held that religious groups' use of school facilities must be permitted when other groups seeking to teach morals have been permitted to use facilities.

- i. Meetings, entertainment, and occasions where admission fees are charged, when the proceeds are to be spent for an educational or charitable purpose, and the events are open to the public.⁸
 - j. The Boy Scouts of America, Big Sisters of America and Girls Club of America, Future Farmers of America, Girls Scouts of America, Little League Baseball, Inc, and any other group intended to serve youth under the age of 21 listed in Title 36 of the U.S. Code use of school facilities upon payment of suitable fees and costs according to the district fee schedule.⁹
2. The superintendent shall establish procedures for the use of school facilities by community members, which, at minimum,
- a. may include reasonable time, place, and manner restrictions on the use of the facilities;⁶
 - b. shall not discriminate based on viewpoint;
 - c. shall include a fee schedule for facilities use⁷;
 - d. shall require all users to demonstrate adequate insurance coverage;
 - e. shall require all users to agree to hold the district harmless from any and all liability resulting from their use of the facilities;
 - f. shall require all users to make clear in announcements and publicity that their events and activities are not sponsored by the school district; and
 - g. [OPTION: choose one of the following and delete the other choice once your board decides whether/not to permit possession or use:] shall prohibit possession or use of a firearm or a dangerous or deadly weapon.

OR

⁶ Examples of a "time" restriction are that all groups conclude their meetings by 9 p.m. or that they limit the frequency with which they use facilities. A "place" restriction might be that the new gym not be used. A "manner" restriction might require all groups to leave the facility in the condition in which it was when they arrived. Such restrictions must be applied evenly to all groups and must not be designed to preclude particular groups from access.

⁷ As a matter of fiscal responsibility, fee schedules should take into account the actual cost to the district of the use of the facilities. Fees for different facilities may be tailored to the unique size or quality of the facility. Fees for one category of use may not be set differently depending on the type of group using the facility. It is permissible, however, for a district to set a schedule that charges no fees for parent-teacher organizations and employee professional organizations. *Child Evangelism Fellowship of South Carolina v. Anderson*, 47 F.3d 1062 (4th Cir. 2006) held that it was unlawful to give school administrators discretion to waive fees for community groups' use of school facilities because it presents too great a risk of viewpoint discrimination, which runs afoul of the First Amendment. The court left open the possibility that a set of narrow, objective, and definite standards that ensure viewpoint neutrality for fee waivers might be permissible. The district's policy of allowing free use for three types of school organizations and when in the "best interest" of the district, without defining the groups, was improper. Districts should proceed cautiously when waiving fees.

⁸ Again, the requirement that the proceeds from admission-charging events be used for educational or charitable purposes is not a constitutional one. Rather it is a preference that many school districts might wish to make.

⁹ Boy Scouts of America Equal Access Act, 20 U.S.C. 7905 allows youth groups of certain designated patriotic societies access to schools.

shall permit possession or use of a firearm or a dangerous or deadly weapon for instructional or other specific purposes, e.g. gun safety courses or gun shows.⁸

3. The superintendent may deny an application for use of facilities or terminate an individual or group's use for the following reasons:

- a. Uses that are likely to cause a material and substantial disruption to school operations;
- b. events and meetings promoting or sponsored by a political party;⁹
- c. political campaign events by someone running for office;
- d. uses that interfere with school district maintenance and repair of facilities;
- e. uses that could damage special equipment in the facilities;
- f. uses that could reasonably be expected to or actually do give rise to a riot or public disturbance;
- g. events or meetings of private for-profit entities;
- h. events at which fees are charged for profit;
- i. uses where alcoholic beverages or unlawful drugs are sold, distributed, consumed, promoted or possessed; and
- j. any other uses prohibited by law.

⁸ 13 VSA § 4004 prohibits any person from knowingly possessing a firearm or a dangerous or deadly weapon while within a school building or on a school bus. However, the board of school directors, or the superintendent or principal if delegated authority to do so by the board, may authorize possession or use for specific occasions or for instructional or other specific purposes. Similarly, 18 USC § 921, which prohibits the possession of firearms on school grounds, carves out an exception for use by an individual in a program approved by the school. We encourage you to seek legal advice should your district decide to permit community members to possess or use of firearms or dangerous or deadly weapons in your schools for instructional or other specific purposes.

⁹ In *Hickock v. Orange County Comm.College*, 472 F. Supp. 2d 469 (S.D.N.Y. 2006), the court held that the college's policy of excluding events that promote activities of political parties is an appropriate restriction for a

1. If a school district adopts a policy that permits political events, then it must permit all political groups to hold events regardless of their viewpoint.

<i>VSBA Review Date</i>	October 3, 2023
<i>Date Warned</i>	
<i>Date Adopted</i>	
<i>Legal References</i>	16 V.S.A. § (3), (5) (Powers of school boards) 13. V.S.A. § 4004 20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act) 18 U.S.C. § 921 (Gun Free School Zones Act of 1990) <i>Travis v. Owego-Apalachin School Dist.</i> , 927 F.2d 688 (2d Cir. 1991) <i>Lamb's Chapel v. Center Moriches Union Free School Dist.</i> , 508 U.S. 384 (1993) <i>Good News Club v. Milford Central Schools</i> , 533 U.S. 98 (2001)
	<i>Child Evangelism Fellowship of South Carolina v. Anderson</i> , 47 F.3d 1062 (4th Cir. 2006) <i>Hickock v. Orange County Comm. College</i> , 472 F. Supp. 2d 469 (S.D.N.Y. 2006)
<i>Cross References</i>	Student Athletics, Clubs and Activities

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F1

REQUIRED

TRAVEL REIMBURSEMENT

Statement of Policy

It is the policy of the Addison Central School District to reimburse the reasonable expenses for travel for school business on a per diem basis in lieu of actual costs incurred by its employees, school board members and volunteers, to the extent that budgeted funds permit.

Reimbursement will be only for those expenses that are reasonable and necessary for the activities of the district. The method of reimbursement will be consistent whether expenses are incurred in furtherance of federally funded or non-federally funded activities.

Administrative Responsibilities

The superintendent or designee shall establish written procedures to implement this travel reimbursement policy. Such procedures shall include:

1. The types of expenses that are covered, such as airfare, car rental, lodging, meals, tolls, parking, and mileage ;
2. Expenses that are excluded, such as alcohol;
3. Spending limits;
4. Method of prior approval; and
5. Time frame for reimbursement.

VSBA Review Date
August 15, 2023

Date Warned

Date Adopted

Legal References
2 CFR 200.475

Cross References

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