

## AGENDA



### Addison Central School District

### ACSD Board

### Board Meeting

**Monday, October 14, 2024, 6:30 pm - 9:00 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/83262391040?>

- |  |                                |        |
|--|--------------------------------|--------|
| 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. First 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. Executive Session: Student Discipline, 1 VSA 313(a)(7) and Personnel, 1 VSA 313(a)(3)   | Barb Wilson                    | 30 min |
| D. Recommendation to Approve Minutes of 9/23/2024  | Barb Wilson                    | 5 min  |
| E. Approve ACSD Bills  | James Malcolm                  | 5 min  |
| F. Report of Student Representatives   | Navah Glikman<br>Sophia Lawton | 5 min  |
| G. Report of Superintendent  | Wendy Baker                    |        |
| 1. Action: Personnel Appointments and Resignations   | Wendy Baker                    | 5 min  |
| a. Appoint Kelly Devino, School Nutrition Assistant, 1.0 FTE, Non-Union No Step Placement, Effective 9/24/24   |                                |        |
| b. Roxanne Greene, Associate Principal .5/Academic Interventionist.5, 1.0 FTE, Step 23,  |                                |        |

Effective 10/4/2024

- c. Kristi Jennings, Paraprofessional, 1.0 FTE, Step 4, Effective 10/14/24
- d. Kayli Manning, Paraprofessional, 1.0 FTE, Step 2, Effective 10/7/24
- e. Appoint Tina McMahon, Custodian, 1.0 FTE, Step 8, Effective 10/14/24
- f. Appoint Christopher Schaner Jr., Custodian, 1.0 FTE, Step 1, Effective 10/1/24
- g. Appoint Claire Schreiber, Learning Center Clerical Assistant, 0.4 FTE, Non-Union No Step Placement, Effective 9/30/24
- h. Appoint Melinda Smith, Student Services Administrative Assistant, 1.0 FTE, Non-Union No Step Placement, Effective 10/14/24

2. Student Service Programing Nicole Carter 20 min

3. Budget Drivers #2 - Student Services Matthew Corrente 30 min

H. Report of the Chair Barb Wilson

1. Action: Superintendent Performance Review Process and Evaluation Suzanne Buck 10 min  
Instrument Approval

I. Report of the Board

1. Action: A21- Public Comment Procedure Approval Tricia Allen 5 min

2. Falll Update Letter Tricia Allen 5 min

J. Second Public Comment Period Barb Wilson 10 min

K. Board Reflection Ellie Romp 2 min

L. Adjournment

Total Meeting Time: 2h 27m

**\*Public Comment Guidelines:**

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## MINUTES

### 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**

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#### **OUR MISSION**

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#### **In-Person Attendance**

Barbara Wilson; Brian Bauer; Ellen Whelan-Wuest; Ellie Romp; James Malcolm; Jamie McCallum; Jason Chance; Joanna Doria; Laura Harthan; Mary Heather Noble; Steve Orzech; Suzanne Buck; Tricia Allen; Wendy Baker

#### **Remote Attendance**

Courtney Krahn; Matthew Corrente

#### **Not In Attendance**

Darcie Arensmeyer

#### A. Call to Order Upon Reaching A Quorum

Barb Wilson

Meeting called to order at 6:30 pm.

##### 1. Introductions - Board Members, Administrators, and Staff

5 min

Student representatives Sophia Lawton and Navah Glikman also present.

##### 2. Motion to Adopt Agenda

Motion to adopt agenda.

Move: Suzanne Buck Second: Ellie Romp Status: Passed

#### 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.

Millard Cox of Ripton thanked the Board for their service, and for the opportunity to speak in support of Ripton Elementary School. Over time it feels like the school is being emptied out. Before Act 46, they had a PreK program. After unification, PreK was removed from the budget,

and then the 6th grade was moved to MUMS (which he supported). Now there has been recent talk about moving the K-1 class from RES. It gives him anxiety, and he feels this continued emptying will result in the school's closure. He is requesting that the Board place a moratorium on closing any school for 2 years, to give everyone breathing room to adjust. Please resist moving any classes from small schools to other schools for a period of 2 years.

Tammie Johnson is an ACSD teacher who serves several ACSD schools, but is speaking in support of RES today. As a counselor for over 25 years, she understands that change is hard for all. She is specifically advocating for K-1 students at RES. They feel safe in their current classroom. Consider any change that you make and the impact it will have on those students. Everyone in that classroom wants to stay. If movement of students is needed, it should be conducted in a planned and thoughtful manner. The current option before the board is not in the best interest of those students. A student asked her, Why would they move kids someplace else when they just got used to being here? She did not know how to answer honestly. Every year, RES accepts a few high need students who have not thrived elsewhere and their experience at RES turns things around for them.

Michelle Faye of Ripton spoke up to voice concerns about the situation at RES and the resignation of staff. She has strong feelings about the survival of the school. The kids at RES are receiving an excellent education there, and the transfer of some Mary Hogan students to that learning environment shows the trust that the District has in the school. She is also asking for a moratorium on school closure for 2 years. RES lost PreK and 6th grade, small schools need time and space to problem solve and ensure that their kids can learn in their communities.

Sierra Thorton is a PE teacher serving ACSD (including RES) and is also a RES parent. RES emulates community. She has seen shy kids come out of their shells. The environment feels like a family. Students who need additional support are taken care of at the Ripton K-2 classroom. The configuration works for both the younger and the older students. Everyone wants what is best for kids - please keep the family together.

Liam Battjes is a special educator who serves RES students. He noted that the mantra at the school is "We All Belong," and thanked the teachers, administrators who leaned into this when working through this conflict. He hopes that everyone involved will continue to do so to foster creativity. There has been lots of turnover in ACSD, and he has been longing for stability. Thought he would find it in RES. He is asking: how can we do the work of cultivating belonging when staff barely feel that they do? Mary Hogan is a great place for students, but some students do better in smaller learning environments. We're Vermonters, why wouldn't we want this?

Hugh McLaughlin of Middlebury spoke to followup on a comment that Board member Brian Bauer made at a board meeting a few weeks ago: He believes ACSD should change its C30 policy concerning PreK. The current policy/procedure provides preferential PreK spots for host towns, and students in other towns get the opportunity only if there are leftover spots. This isn't fair. He acknowledges that ACSD pays money toward PreK tuition at other facilities for any ACSD student, but there are not enough spots there either. Offering funding without a guaranteed PreK spot feels like an empty gesture. He believes ACSD should add another PreK classroom to Shoreham or Bridport, based on the likely enrollment. This would best serve the District's students.

Steve Cash of Ripton thanked Board members for their service. He shared some observations from his experience in Ripton over the last week. Parents of 85% of the students in the K-2 classroom were present for an 8 am meeting with the teacher. There is support for the classroom. He does not feel there is an emergency. There is more work to be done. Dr. Baker reached out to begin a community dialogue with Ripton. His past experience has been that discussions involving

RES have never been future facing. It has always been about what it going away and he hopes this can shift.

Mary Slosar of Weybridge shared that there has been a lot of talk about a crisis and emergency action needed at RES -- she does not believe it was because of the K-2 classroom, but instead because of a break down in communication and trust. Now it appears to be getting better because of some repair work. She acknowledged that waiting to take action was a tough decision and controversial, but appreciates the board's willingness to do so. She wants the board to know that this conversation/action is not happening in a vacuum. We've heard of similar strategies that have been used by other districts to deal with small schools. Failing to acknowledge this does not show respect to observers and community members.

John Wetzel of Ripton thanked the Board for not rushing into a decision without knowing all the details. He hopes that all the details are truly examined before taking action. He supports all that has been shared by other Ripton residents. He also noted the comments made my RES employees. RES is not a failing school. It is going through a hardship and has support from the community. Mistakes are made when decisions are rushed.

Samantha Eisenberger of Ripton spoke up to express gratitude to Principal Meg Cheresnick and for her work with RES students.

Chris Gilbro of Ripton is a parent of a 2nd grader at RES. Their family followed RES online for a year before moving there from Austin, TX. His child hated school in Austin, but loves it here. His child has friends, feels safe and supported at RES. He has lots of appreciation for the environment and hopes the Board will leave it as is. There was an overwhelming feeling of unity when the parents in the K-2 classroom last met with the teacher.

C. Recommendation to Approve Minutes 9/16/24

Barb Wilson 5 min

Board comments: Jamie McCall stated that Brian Bauer emailed him with a concern about the draft minutes, in that they did not mention Jamie's comment about the 'conflict of interest' policy being restricted to a financial conflict of interest (and therefore not sufficient justification for requesting Joanna Doria's recusal from voting on the matter concerning the Ripton K-2 classroom). Brian felt Jamie's comment should be included in the minutes.

Mary Heather clarified that the policy she cited and quoted during the 9/16/24 board meeting was not the conflict of interest policy; rather it was Policy A5 - Code of Conduct for board members. Ellen Whelan-Wuest recalled Barb Wilson stating that the justification was a conflict of interest. Barb Wilson said that she was mistaken, and that the reason for the request for recusal was the Code of Conduct policy.

Barb Wilson called the vote on the minutes. Tricia Allen abstained. Brian Bauer voted nay.

Motion to approve the minutes with suggested correction.

Move: Steve Orzech Second: Jason Chance Status: Passed

D. Approve ACSD Bills

James Malcolm 5 min

No ACSD Bills to report.

E. Report of Student Representatives

Navah Glikman 5 min  
Sophia Lawton

Navah Glikman shared that this week is Spirit Week at MUHS, as part of the festivities leading up

to Homecoming. The theme is Wizard of Oz -- today was "Green & Bling" and Tuesday will be "Twister Tuesday." The Spirit Week activities bring students together and introduces the freshman class to MUHS traditions. Clubs are back in session -- this weeks meetings include Student Coalition on Human Rights (SCOHR) and Model UN.

Sophia Lawton reported that the Senior Class took their senior photo. Hope Happens Here (the mental health awareness & advocacy club) is working on developing a website with resources. The Peer Leaders and freshman class had Bread Loaf Day last week, where they spent all day at the Bread Loaf campus doing fun team-building activities. One thing she wanted to report is that students have been complaining about extreme heat in the 3rd floor classrooms, and are hoping that air conditioning can be considered. Many people feel unwell during the school day when it is really hot in those classrooms.

- F. Executive Session: Personnel Related Issue per Personnel 1 VSA 313 (a)(3) Barb Wilson 20 min  
and Labor Negotiations per 1 VSA 313 (a)(1)

Entered Executive Session at 7: 12 p.m.

Exited Executive Session and re-entered Open Session at 8:00 p.m.

Motion to enter into Executive Session for a personnel matter per 1 VSA 313 (a) (3) and to discuss Labor negotiations per 1 VSA 313 (a) (1).

Move: Steve Orzech Second: Steve Orzech Status: Passed

- G. Action on Support Staff Master Agreement Steve Orzech 5 min

Steve Orzech offered his gratitude to all the individuals involved in the negotiations process, including members of the ACEA Negotiations teams, Suzanne Buck and Jamie McCallum of the ACSD Negotiations Committee, Dr. Wendy Baker, and Dr. Tim Williams.

Note: Laura Harthan abstained from voting

Chris Pratt, ACSD staff representative from the ACEA Support Staff Negotiations Team thanked the Board and the Negotiations Committee. He noted that years ago, the unification of the district illuminated the inequities in compensation between teachers and support staff in Middlebury and those working in the outer schools. It took nearly 8 years from the District to resolve those inequities for the support staff contracts and the team is especially grateful to the Board and the Negotiations Committee for doing this work. He expressed special gratitude to Dr. Baker for elevating the respect paid to the professional staff in the district, noting the inclusion of all support staff in the District's Opening Day. Chris also mentioned the importance of the District's commitment to supporting retirement benefits for these employees.

Motion to approve the ACSD-ACEA FY25-FY26 Tentative Agreement as presented in the Board materials.

Move: Steve Orzech Second: Brian Bauer Status: Passed

- H. Report of Superintendent Wendy Baker 45 min

1. Action: Personnel Appointments and Resignations

Dr. Baker presented the appointments for board approval.

Motion to approve the following staff appointments:

- a. 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

Move: Suzanne Buck Second: Jason Chance Status: Passed

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

Matt Corrente provided an overview of school staffing "equivalence" and "comparability" based on Policy D4 - Title I Comparability. This establishes the groundwork for equity-based budgeting, and educates the board on what ACSD currently does to try and demonstrate 1) equivalence in the distribution of resources across its schools based on enrollment numbers, and 2) comparability, or the comparison of resources given to schools with a high number of students living in poverty against those given to schools with a low number of students living in poverty. Matt walked the board through the calculations (all provided in the meeting materials). Highlights:

- Equivalence examines the distribution of resources based on enrollment only (not need), so student service resources are not figured into those calculations.
- Comparability asks: how do schools with high poverty compare to schools with low poverty (in terms of the resources they receive). Title I schools with > 100 students must stay within 10% of the District average ratio for non-Title I schools.
- Title I funding must supplement general ed fund resources, and not supplant (or replace) general ed fund resources.
- The numbers used for calculations are based upon budgeted staffing (not filled positions).
- The process involves finding the median student/staffing ratio and aiming to ensure that all schools are resourced and operating within an acceptable standard deviation of that median ratio.
- ACSD median students/classroom teacher ratio is 13.4. Mary Hogan School and Cornwall School have the highest numbers, Shoreham and Bridport have the lowest numbers.

3. Budget Drivers Presentation Session #1

Matthew Corrente

Matt Corrente provided an overview of the FY26 Budget Drivers Presentation #1 (slides included in meeting materials). The presentation was divided into two sections: 1) External Budget Drivers over which ACSD had no control, and 2) ACSD Budget Drivers. Highlights:

EXTERNAL BUDGET DRIVERS:

- Uncertainty around Education Funding at State Level. The Executive Branch is forcing cost containment and pushing for education funding reform, while the Legislative Branch is arguing that cost containment is impossible due to all the other demands placed on the Education Fund (e.g., free lunch program, deferred maintenance on school facilities, mental health services, etc.). This means ACSD will have to develop an adaptable budget that anticipates changes to factors.



- Return of Excess Spending Threshold (or how does ACSD's education spending per pupil compare with the state average?). Act 183 reinstates the threshold and sets the limit at 118%. ACSD's current budget (no increase) is exactly at 118% of the state average spending/pupil. For ACSD, any budget increase will trigger the double-taxation penalty.

- Increases to Healthcare Costs. Anticipated increases will likely exceed current budget constraints.

- Decrease to ACSD's tax rate discount from implementation of Act 127's new student weighting system. Last year ACSD received a \$0.13 discount to its EDTR to cushion the impact of Act 127's new student weighting calculations since the District was negatively impacted by the change. The discount for FY26 will decrease 20%, making the discount around \$0.10 instead. This will have an impact of about \$0.03 additional to the base EDTR for the district.

- State CLA Adjustment. The State is adjusting the Property Yield to factor the Common Level of Appraisal (CLA) upfront in the calculation. However, this will make the EDTR look larger than it did last year -- FY 25 EDTR was \$1.50, and adding the State CLA adjustment changes it to \$1.99.

- Note: ACSD and other districts that have complied with all state mandates are being penalized by these changes because the spending thresholds are based on a state average, which includes other districts with much lower per-pupil spending because their budgets haven't included resources needed to comply with state mandates.

#### ACSD BUDGET DRIVERS

- We want to work in pursuit of District goals, but must do this within the guard rails that have been established.

- Wage Increases to licensed and professional staff: \$1,833,000, or \$737/pupil.

- Other anticipated drivers include tuition fees at PAHCC, insurance costs, transportation (which will increase 4.5% by contract), and facilities repair and maintenance.

#### BOARD COMMENTS / QUESTIONS

Barb Wilson noted that the Board needs to be thinking about how to explain all of this to the community.

Mary Heather Noble commented on the challenge ahead and expressed frustration with the state drivers. It's almost like they are setting Districts up for failed budgets. She asked how the Finance Committee is taking this information to identify a budget number because she does not feel confident about the voter supporting any increases in this climate. The belt will need to be tightened. James Malcolm said that the belt is always tightened, and that the crucial question is how/to what extent.

#### 4. Ripton -K-2 Grade Configuration

Dr. Baker requested moving this agenda item up, in the interest of the attendees who provided public comment in support of RES. She reported that due to a heroic effort on the part of the Ripton Community and staff at RES to come together, the issue with the K-2 classroom is at a different place.



The K-2 parents met with Melissa Giroux last week, and she now feels comfortable with staying at RES to continue teaching the K-2 class. Dr. Baker reported that the situation will continue to be monitored and that the District Office will continue to offer its support to ensure that kids are learning in a supported quality learning environment.

Dr Baker also reported that she had met with Ripton community members, including a member of the select board, to discuss the challenges facing RES. They are expecting to receive around 28 students next year, and the District and community need to think about ways to bring the school forward in a different manner. All agreed that this is an important conversation to initiated. She reported that the community has really come together and is taking the situation at RES very seriously. She commended the Board for its willingness to discuss such a difficult issue in open session. The District has posted an advertisement for a 0.5 Principal position at RES, which is consistent with the Weybridge principalship. At this time, there is no necessary action for the Board's consideration.

Ellie Romp asked whether anything needed to be done to remove the original motion from consideration. Barb Wilson responded that it is sufficient for the record to reflect that no action is needed. Mary Heather Noble offered kudos to the community and the RES for coming together, and thanked Dr. Baker for fostering the cooperative conversation. She commended Dr. Baker for protecting the professionalism of ACSD staff and for reminding everyone involved about their roles and having respect for each other's roles. She hopes the Policy Committee will work to provide recommendations for the next board to consider to prevent this issue from happening again in the spring when classes are assigned for the next year. There will continue to be difficult conversations that will require everyone to mind their roles and respect one another. She believes this board can do it.

Ellie Romp made a motion to formally remove the amended motion that had been tabled from the 9/16/24 board meeting from consideration. Brian Bauer seconded. Barb Wilson called the vote and it passed with 10 votes. Steve Orzech voted Nay.

Ellen Whelan-Wuest expressed appreciation for the collaborative work that Dr. Baker and the Ripton community conducted.

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

Barb Wilson apologized to Board members -- she thought she had sent a draft of the hybrid Superintendent Evaluation Model that the Executive Committee had reviewed with Dr. Baker, but had attached an incorrect document. She did not get the correct document to Darcie Arensmeyer for inclusion with meeting materials, so this agenda item will be tabled until the next Board meeting.

K. Report of the Board

20 min

1. Communications & Engagement

Tricia Allen

Tricia Allen reported that the C&E Committee had hoped to put forward a procedure document to accompany Policy 21, but that it wasn't included in the meeting materials. She will present this at a future meeting to get board approval on the procedure for public comments, etc. It is also time for the fall Board Update, so she reminded Committee Chairs to submit their updates to her by Monday 9/30/24. She also reported that the Committee is looking to create a web form to allow people to easily contact the full board with concerns and

questions. Finally, the Committee had also discussed the question about rotating board meetings, and that if doing so isn't feasible, the Committee is developing a list of other suggested outreach options.

Mary Heather Noble noted her recollection that the Board had not officially decided on the rotating meetings question. Tricia added that the C&E Committee agrees about the importance of committing to visiting member schools and doing meaningful engagement especially if the Board won't be having meetings there. There was some discussion about the technical challenges of holding meetings at outer schools, and that these are also a challenge for MCTV. Barb suggested continuing to hold board meetings at the MUHS library and having a sign-up for other engagement opportunities. There was some additional discussion about the possibilities.

2. Facilities Committee

Jason Chance

Jason Chance reported that the Facilities Committee met on 9/18/24 and received an update from Bruce Macintyre about recently completed projects in ACSD. The Committee is moving forward with the process of hiring an outside firm to assist with the AOE pre-approval process, and will be bringing this before the board in the future.

3. Finance Committee

James Malcolm

James Malcolm reported that the Finance Committee is scheduled to meet on 9/27/24 to discuss the latest quarterly report and begin the work of developing the FY26 budget.

4. Negotiations

Steve Orzech

No additional news to report.

5. Policy Committee

Jamie McCallum

Jamie McCallum presented the new policies included in the meeting materials for Board Action. All policies have been previously presented to the board and reviewed/discussed.

Several board members thanked the Policy Committee for its hard work.

Motion to adopt the following policies as presented in the meeting materials:

A5 Code of Conduct

A30 Role and Adoption of School Board Policies

E20 Community Use of School Facilities

F1 Travel Reimbursement

Move: Jamie McCallum Second: Suzanne Buck Status: Passed

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

Barb Wilson reported that MCTV has approached Dr. Baker about receiving payment for some of MCTV's recording and streaming services since they will no longer be supported by Comcast funding. Kurt Broderson has offered to provide a presentation to the board. More

on this later.

7. Middlebury Community TV Update

Barb Wilson

8. Patricia A. Hannaford Career Center Update

Steve Orzech  
Tricia Allen

Steve Orzech and Tricia Allen reported that the PAHCC Open House is scheduled for Thursday 10/3/24 at 6:30 p.m. Steve also reported that enrollment from MUHS is down significantly this year (~50%), and much of this is being attributed to the new MUHS schedule. Fewer students mean higher tuition. This is an issue that is being discussed among all sending District superintendents. More on this later.

9. Parks and Recreation Update

Mary Heather Noble

No news to report.

L. Second Public Comment Period

Barb Wilson 10 min

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Steve Cash of Ripton thanked the Board again for its deliberation. He recognizes that the Board has lots of irons in the fire and appreciates the time spent on the RES matter.

Mary Slosar of Weybridge stated that ACSD is in a unique situation to approach budgeting differently. In the past the Board seems to have tweaked what was put in place the prior year. Now there is an opportunity to budget based on what we want rather than what we've done. She also noted the importance of understanding the difference between supplementing resources and supplanting resources for special education services, and thinks it is worthwhile to consider the methodology for determining 'baseline.' She acknowledged that this will be a tough budget season but that people will support it if students are supported.

M. Board Reflection

Jason Chance 2 min

Jason Chance provided a reflection -- During the last three weeks board members have asked a lot of each other, and he is proud of how the Board handled a very difficult conversation.

N. Adjournment

Meeting adjourned at 10:04 p.m.

Motion to adjourn.

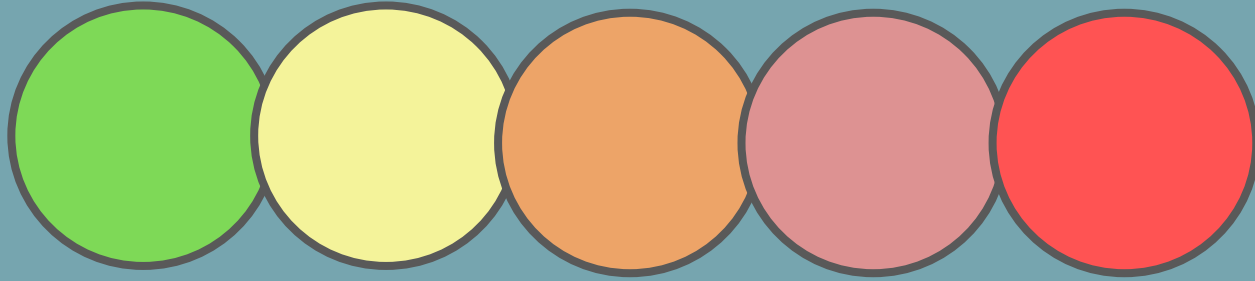
Move: Suzanne Buck Second: Jamie McCallum Status: Passed

Total Meeting Time: 2h 42m

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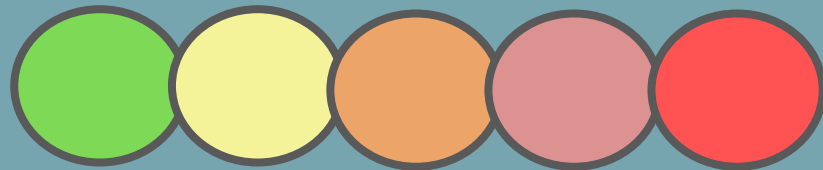
# ACSD Special Education



10.2024

- 1. Special Education and the growth of mental health supports/services**
- 2. How ACSO is responding to mental health needs**
- 3. Special Education Funding and Staffing (Matt)**

# Special Education and the growth of mental health supports/services in ACSD



# Growing needs in Special Education: Definitions

## Other Health Impairment\*

### Emotional Disturbance\*

ADHD

Anxiety/Depression/PTSD  
Neurological Disorders

\*These disabilities are most commonly referred to as neurodivergent learning styles because they account for difference in executive functioning, emotional capacity, and particular sensory supports.



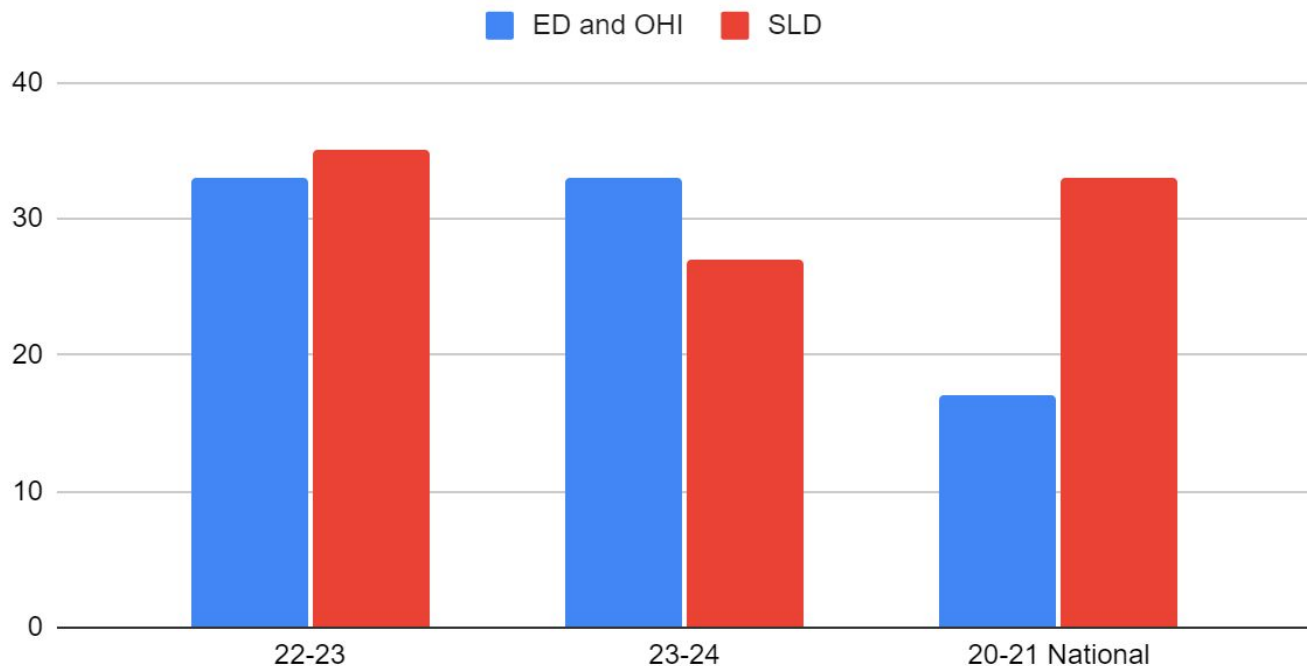
## Functional Skills Eligibility

Functional Skills include personal care, personal self-management, responsibility, respect for diversity, safety practices, friendships



# Growing needs in Special Education: Numbers

Comparison of OHI/ED and SLD in ACSD 22-23  
and compared to Nation 20-21

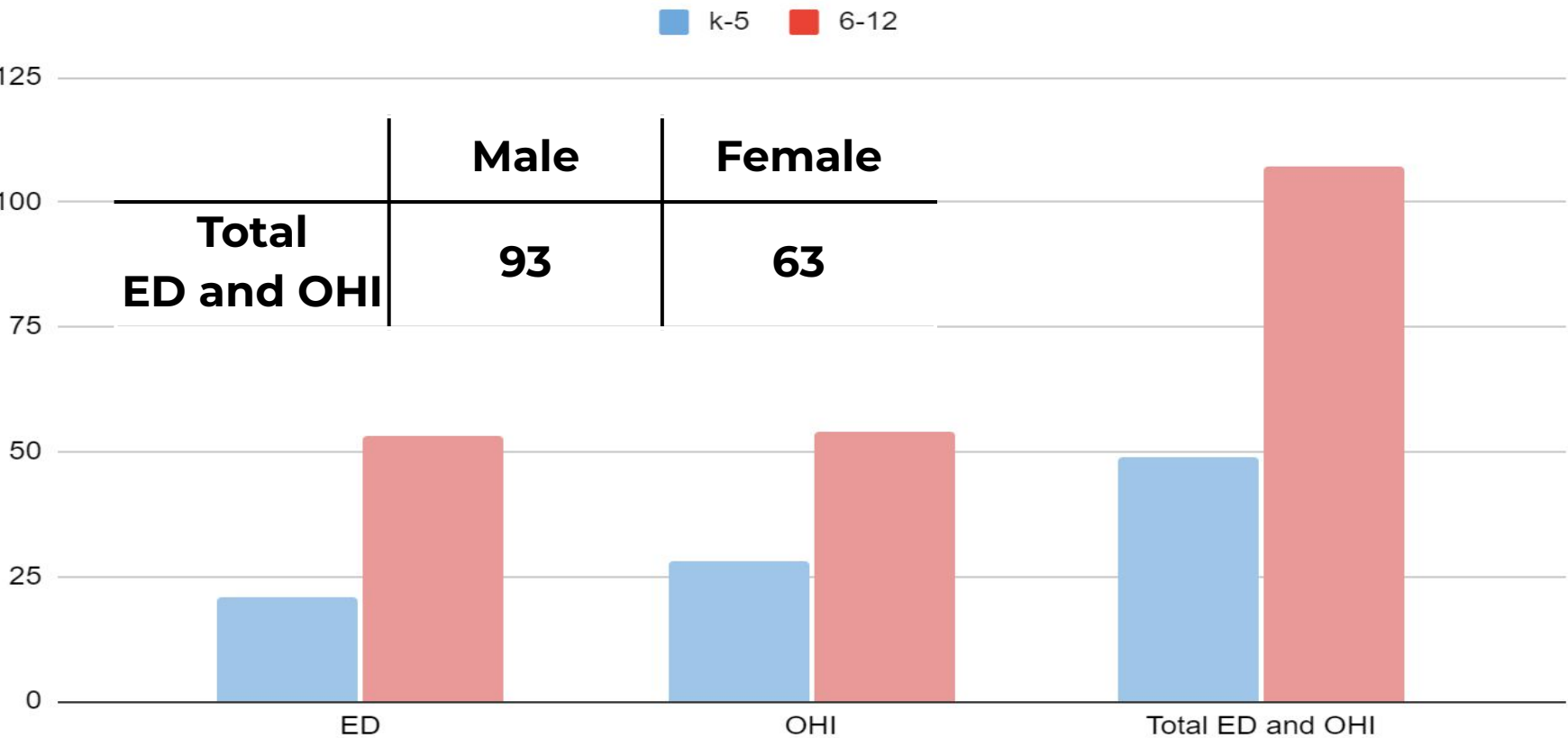


**OHI**  
Other Health  
Impairment

**ED**  
Emotional  
Disturbance

**SLD**  
Specific  
Learning  
Disability

# ACSD Emotional Disturbance and Other Health Impairment By Grade Level and Gender, 2024



# What is happening in Addison County?

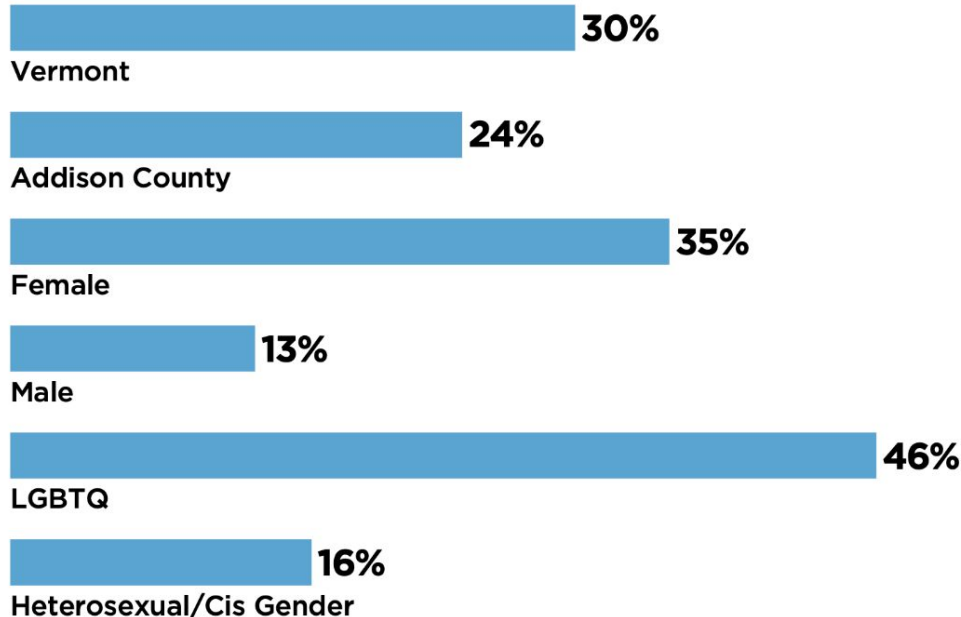
## ***A look at the 2024 Addison County Health Needs Assessment***

Youth are another population that need increased support. When community survey respondents were asked to choose the top ways to strengthen schools and other places where people learn, the top choice was to increase programs that help youth be mentally healthy.

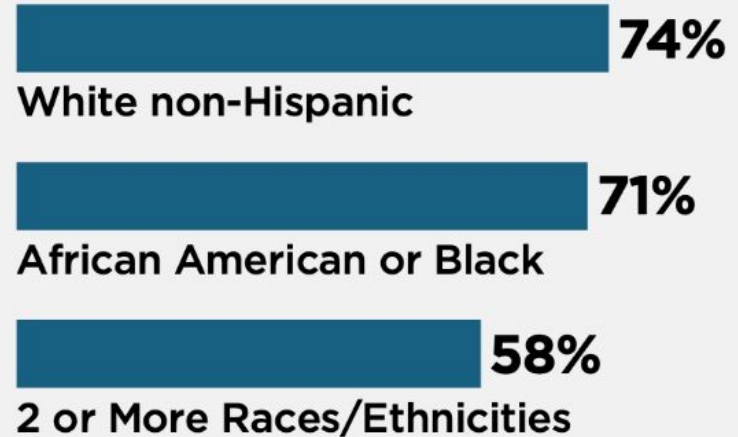
# What is happening in Addison County?

## *A look at the 2024 Addison County Health Needs Assessment*

### ADDISON COUNTY HIGH SCHOOLERS WHO FELT SAD OR HOPELESS



### I CAN GET MENTAL HEALTH SERVICES



SOURCE: Community Survey

# ACSD in comparison to Vermont

## FY 23-24/22-23 local data compared to Vermont data

**Table 3: Differences in the Share of Students with IEPs, by Disability Type, Across Supervisory Unions/Districts (FY 2016)**

	Distribution of IEPs Across Primary Disability Categories			
	50th			
	Mean	Percentile	Minimum	Maximum
	(%)	(%)	(%)	(%)
Autism Spectrum Disorder (ASD)	9.2	9.2	0.0	22.2
Deaf-blind	0.0	0.0	0.0	0.8
Emotional Disturbance	16.8	15.7	4.6	34.0
Hearing Impairment (Including Deafness)	0.7	0.6	0.0	3.2
Intellectual Disability	6.2	5.2	0.0	17.8
Multiple Disabilities	2.0	1.6	0.0	9.9
Orthopedic Impairment	0.5	0.0	0.0	11.1
Other Health Impairment (OHI)	20.5	20.6	6.0	37.8
Specific Learning Disability (SLD)	34.4	34.6	8.5	72.7
Speech or Language Impairment	9.4	9.2	0.0	27.4
Traumatic Brain Injury	0.3	0.0	0.0	1.9
Visual Impairment (Including Blindness)	0.2	0.0	0.0	1.9

# ACSD in comparison to Vermont

## FY 23-24/22-23 local data compared to Vermont data

*Percentage of Students with Emotional and Behavioral Disorders (Ages 6-21), Fiscal Years 2010-2018 \**

	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
National	0.95%	0.92%	0.89%	0.86%	0.85%	1.08%	1.09%	1.06%	1.12%
Vermont	2.34%	2.40%	2.49%	2.58%	2.66%	2.61%	2.78%		3.06%
Delaware									
	0.60%	0.62%	0.63%	0.57%	0.61%	0.67%	0.75%	0.83%	0.91%
Kentucky	0.85%	0.82%	0.78%	0.78%	0.73%	0.72%	0.74%	0.74%	0.75%
Maine	1.47%	1.43%	1.40%	1.35%	1.34%	1.37%	1.38%		1.44%
Massachusetts	1.61%	1.61%	1.65%	1.68%	1.71%	1.74%	1.80%	1.88%	1.96%
New Hampshire	1.27%	1.28%	1.26%	1.25%	1.26%	1.26%	1.24%	1.24%	1.29%
Rhode Island	1.70%	1.63%	1.56%	1.38%	1.33%	1.26%	1.21%	1.24%	1.24%
South Dakota	0.97%	1.00%	0.98%	0.92%	0.93%	0.92%	0.95%	0.96%	0.98%

# What is happening in Vermont?

**Vermont's special education population has the largest share of students with emotional disturbance of any state in the nation** — and nearly three times the averages seen in neighboring states. The share of Vermont students with other health impairments also exceeds the national average, but is on par with neighboring states.

*Study of Vermont State Funding for Special Education, Executive Summary (2018)*

**"The nature and extent of student need has grown more severe, as well as more complex."**

**"Intensifying student needs and weak in-house capacity to serve these students."**

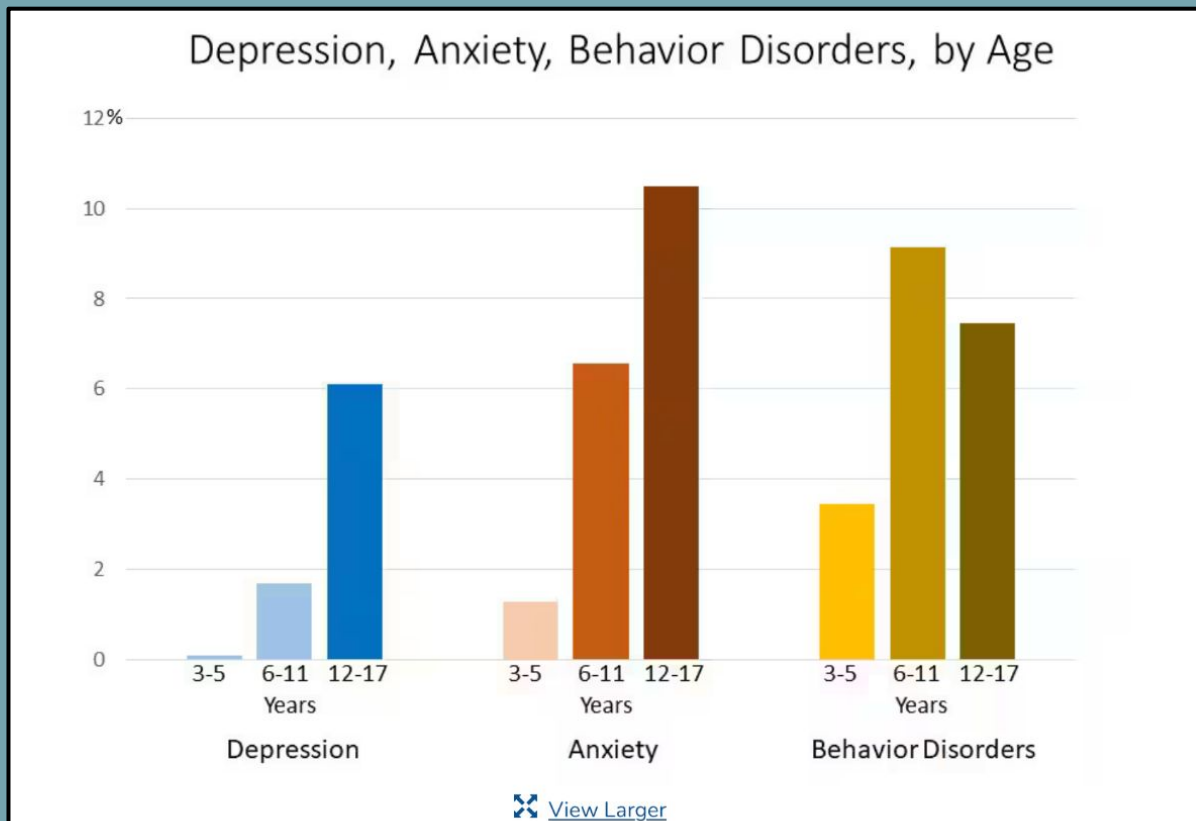
**"Weak funding for comprehensive and early support systems."**

**"Mobility of high-needs students with IEPs has created challenging adjustments at the local level."**

**"An increased demand for mental health services has been met with limited service capacity."**



# According to the CDC: National Statistics (2016-2019)



- Many family, community, and healthcare factors are related to children's mental health
  - Among children aged 2-8 years, boys were more likely than girls to have a mental, behavioral, or developmental disorder.<sup>5</sup>

How Special Education responds:

*Access to education through  
accommodations and specialized  
instruction.*



# ***Access by Accomodation***


**An accommodation removes a  
barrier to access.**













**Think: It makes it possible for you  
to do the “school thing.”**

# Access by accomodation: Symptoms of Anxiety and ADHD:

 **Calm Down Strategies for Kids**  
Pathway 2 SUCCESS

-  **Color or draw**
-  **Think happy thoughts**
-  **Take deep breaths**
-  **Talk to someone**
-  **Make a list of choices**
-  **Set the timer and take a break**
-  **Read**
-  **Think of a pet**
-  **Look at photos**
-  **Use positive self-talk**
-  **Take a walk or exercise**
-  **Write in a journal**

 **Strategies to Help Learners with ADHD**  
www.thepathway2success.com

-  **Give clear, written and verbal directions**
-  **Schedule an organization check-in time**
-  **Give extra opportunities for movement**
-  **Consider flexible seating options**
-  **Chunk long-term projects**
-  **Provide fidgets (and teach how to use them)**
-  **Set up a work station in each class**
-  **Use a thought journal to share ideas**
-  **Teach and practice predictable routines**
-  **Teach executive functioning skills**
-  **Use a timer for work sessions**
-  **Spend time building confidence**

Clipart by Kate Hadfield, Tlulmismart, & Sarah Pecorino

# ***Access by Specialized Instruction***

**Specialized Instruction is:**

- **planned**
- **directly related to an IEP goal**
- **designed to close the learning gap**
- **monitored**
- **specific to ONE student**

## ***Access by Specialized Instruction: Symptoms of Anxiety and ADHD***

### IEP Goal Example: Symptoms of Anxiety

**When feeling overwhelmed by assignments**, the student will use agreed-upon accommodations such as **extended time or a quiet space and successfully employ these strategies in 90% of instances** throughout the school year.

### IEP Goal Example: Symptoms of ADHD

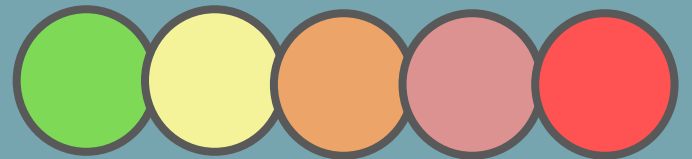
By the end of the semester, **the student will demonstrate increased ability to focus and complete tasks independently** during a 10-minute period, with no more than 1 redirection from the teacher.

By the end of the school year, **the student will increase their ability to take notes** during lectures, discussions, and readings with at least 80% accuracy.

# ACSD Specialized Programs

*When an accommodation becomes universal.*

When is a specialized program the least restrictive setting?





## **Focused Skill Development**

**All instruction students receive is customized to their specific needs.**

## **Custom Social Interactions**

**Allow for structured opportunities for social interaction within a supportive environment.**

# **Specialized Programs**

## **Reduced Distractions and Predictable Environment**

**Allows for a much smaller setting for students who experience difficulty with sensory overload or attention issues**

## **Personalized Instruction and Support**

**Allows for modifications and accommodations not possible in a general education setting**

# Addison Central Specialized Programs, K-12

General Education at least 80% of the day	General Education 40-79% of the day	General Education under 40% of the day	Separate School, Public or Private	Not attending Special Education Program; Attending other location
<p><b>MUHS</b></p> <p><b>MUMS</b></p> <p>Bridport Cornwall Mary Hogan Ripton Salisbury Shoreham Weybridge</p>	<p><b>MUHS Aspire</b></p> <p><b>MUMS</b> Wellness &amp; Learning Center</p> <p><b>Mary Hogan</b> Autism Support</p> <p><b>MHogan K-2</b> Wellness &amp; Learning Center</p> <p><b>Ripton 3-5</b> Wellness &amp; Learning Center</p>	<p><b>Addison Central Program 1</b> 9-12th grade ACSD and Tuition</p> <p><b>Addison Central Program 2</b> 6-8th grade ACSD and Tuition</p> <p><b>Addison Central Program 3</b> 7-12th grade ACSD and Tuition (New 24-25)</p>	<p><b>Grades 3-12</b></p> <p><b>Baird Mill School SouthPoint</b> Sheldon Academy</p> <p><b>Residential Placements</b></p> <p>(transportation per student \$100,000)</p>	<p>Temporary Tutorial Services for time limited needs while awaiting placement in less restrictive setting</p>

<div><div>At Least 80%</div><div>40-79%</div></div>		K-12 Student Service Staffing Emotional Behavioral: 9/2024								
		Bridport	Cornwal I	Mary Hogan	Ripton	Salisbury	Shoreham	Weybridge	MUMS	MUHS
		FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE
CSAC Clinician		.4	0.65	2.0	0.2 (.4 in the winter)	0.5	.6	0	1.0	0
CSAC BCBA				0.4					0.2	
Contract BCBA									1.5	
CSAC ISSP				1.0					4.0	
School Social Worker				1.0						2.0
BCBA		.08	.08		.5 (WLC)	.08	.08	.08		
Behavioral Specialist									1.0	
Behavioral Consultant		.16	.16	2.0	.16	.16	.16	.16		
Behavioral Interventionist									1.0	
Special Education Paraeducators		3.0	1.0	20.0	3.0	1.0	1.0	2.0	12.0	8.0

**Under 40%  
ACP and 208**

## **Specialized Programs K-12**

**K-12 Special Educator**

2.4 licensed 1.0 provisional

**K-12 Special Educator  
Caseload Average**

6.5

**Contract BCBA**

.3

**School Social Worker**

2.2

**Behavioral Interventionist**

4

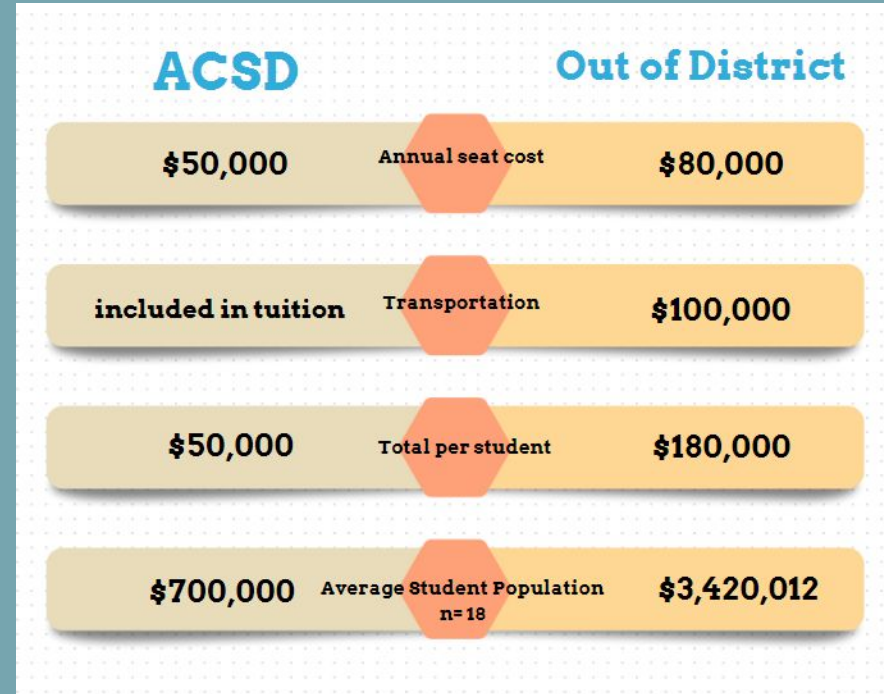
**Alternative Program Administrators**

3

<b>NEWEST Program</b>	208 Charles (ACP 3)	
<b>History</b>	<p>Individually designed</p> <p>New to ACSD program to expand individual supports through a program</p>	
<b>ACSD Staff</b>	<p>Special Educator services</p> <p>LICSW services</p> <p>BCBA services</p>	<p>Behavior Interventionist</p> <p>Paraeducators</p> <p><i>OT/PT/SLP services</i></p> <p>Principal</p>
<b>Specialized Instruction</b>	<p>Throughout the day as a self-contained program and within the general education environment</p> <p>Transition to post-secondary life</p>	
<b>Least Restrictive for Whom?</b>	<p>Students who need a highly specialized separate setting to ensure complex services are integrated for student progress as well as post-secondary transition; includes weekly inclusion in the general education setting</p>	

# Why build our own programs?

- We can build higher quality, more inclusive programs
- Very few options for specialized instruction in Vermont
- The cost of transportation is EXORBITANT.
- When we don't have specialized programs we are not doing the right thing and we all know it.
- There is a tension between legal/ethical and financial realities; that tension always exists.



*This is still costly!*

*We are looking at the efficiency of scale to optimize costs*

***Help may be on the way.***

*Vermont's Act 630: Improving access to high-quality education through community collaboration*

## **Act 630: Boards of Cooperative Education Services (BOCES)**

The overall **intent is to transform Vermont's educational system** to ensure high-quality education for all students, sustainable and transparent use of public resources, and appropriate support from the Agency of Education by 2026.

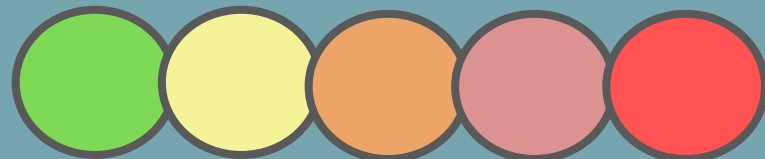


# How does the BOSES law help?

- Allowing and encouraging supervisory unions to create Boards of Cooperative Education Services (BOCES) to **provide shared programs and services on a regional and statewide level**, with the goal of maximizing the impact of available funding, reducing duplication, and equalizing educational opportunities.
- Establishing a BOCES grant program to **provide start-up funding** for newly formed BOCES.
- Amending existing laws to integrate BOCES into the education system, such as **defining BOCES as public employers and allowing for employee organization**.
- Requiring supervisory unions to **consider establishing BOCES by 2026**, with the Secretary of Education reviewing the BOCES landscape by 2028 and making recommendations on potential expansion.
- Providing **additional funding and evaluation for the community schools program**, which aims to coordinate comprehensive programs and services to meet student and family needs.

# Special Education Funding and Staffing

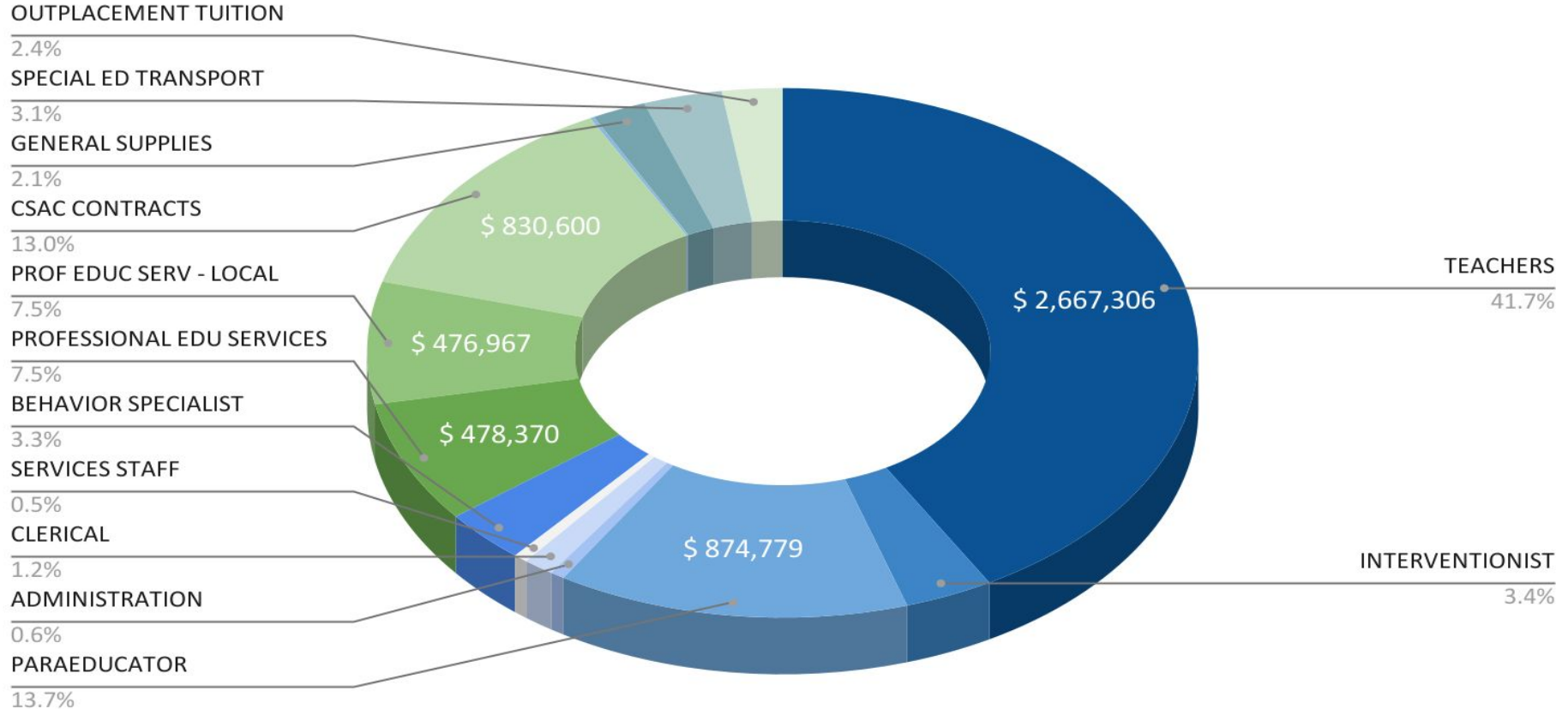
Programs with universal accommodations  
and specialized instruction



# Student Services

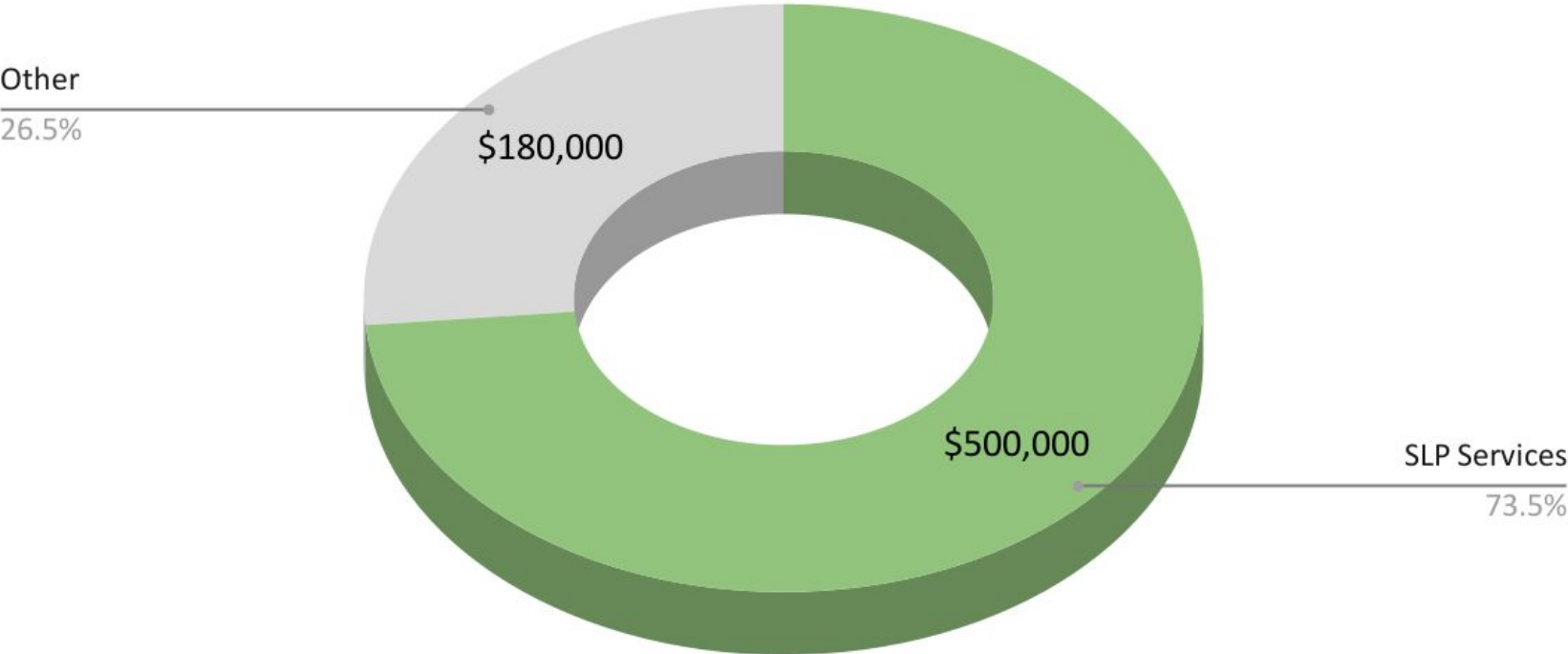
**Special Education and  
Student Support resources  
are allocated based on  
Individual Need.**

# Student Services Budget FY25



# Student Services Driver: IDEA B Reconfiguration

IDEA B FY25



IDEA B investments haven been reworked optimize available funds.

IDEA B is our largest Federal Special Education Grant.

The District is required to pay a 26% retirement contribution for all Federal grant licensed salary. (Fed VSTRS)

ACSD is moving licensed personnel who were previously grant funded into the General Fund, thereby saving that surcharge.

IDEA B will be initially budgeted for one single investment, virtual SLP services. Professional services are not assessed the surcharge.

This provides the District with \$146,000 more in spending capacity.

# Student Services Driver: ACP Therapeutic Programs



[illegible]

# Student Services Driver: Census Block Grant

The Census Block Grant amount will increase by roughly \$400,000.

This revenue increase represents the last “step” towards implementation of the statewide uniform base amount in FY27. The adjustment is a factor of average inflation of costs.

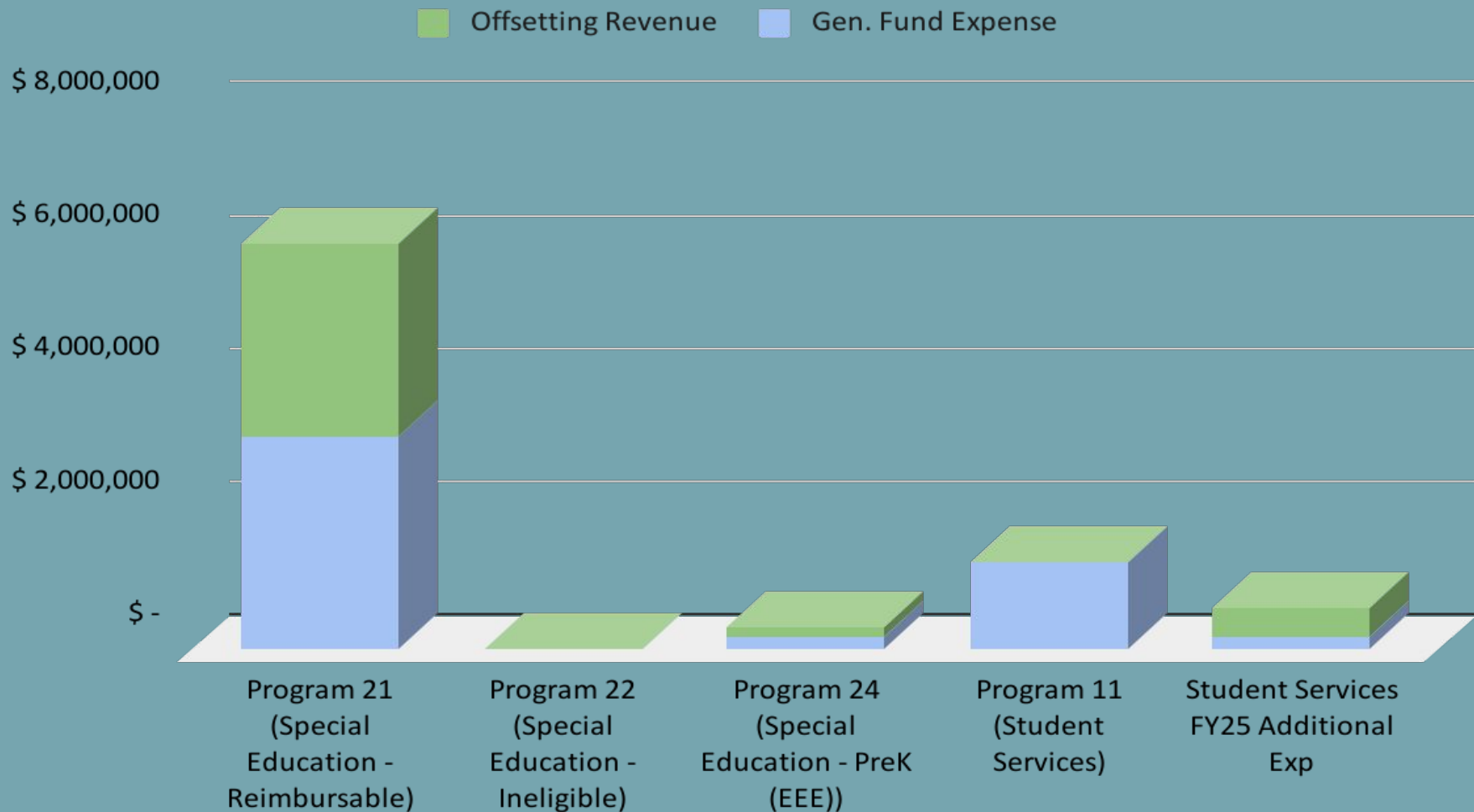
The increase in revenue is a budget driver and contributes to the Student Services Net Effect.

Starting in FY27 the Block Grant will only increase in proportion to the number of SWD in the District.

# Student Services Driver: Net Effect

What is the overall outcome of these changes?

How much of the Student Services budget is offset by  
Special Education Revenues?



Student Services FY25 Budget	\$ 7,826,464	
Plus Sped Transport Exp	\$ 150,000	Based on FY24 actuals, new IEP's.
Less IDEA B Displacement, Net Savings	\$ (146,572)	Effect of moving SLP services to IDEA B grant, moving grant pers. to Gen Fund.
Plus Additional Unbudgeted Alternative Program Expense	\$ 614,700	Sum of costs for 3 programs reduced by projected tuition, amount already budgeted, and reimbursement.
Adjusted StuSrv Budget	\$ 8,444,592	
Net StuSrv Expense Change	\$ 618,128	Represents an 8% increase in projected expenses over budgeted.
Less New Revenues	\$ (491,464)	Increased Census Block Grant (FY25 increase only)
<b>Total New Local Fund Liability</b>	<b>\$201,164</b>	<b>Increased Expense offset by increased Revenue</b>

	FY25 Expense	Offsetting Special State Revenues	General Revenue Liability	% of Program paid by Non-Special Revenues	List of Offsetting Revenues
Student Services Budget	\$ 7,826,464				
Program 21 (Special Education - Reimbursable)	\$ 6,123,919	\$ 2,921,027	\$ 3,202,892	52%	Census Block Grant (FY24), Extraordinary Costs, State Placed Students
Program 22 (Special Education - Ineligible)	\$ 10,000	\$ -	\$ 10,000	100%	None
Program 24 (Special Education - PreK (EEE))	\$ 355,845	\$ 175,541	\$ 180,304	51%	EEE Grant
Program 11 (Student Services)	\$ 1,336,700	\$ -	\$ 1,336,700	100%	None
Student Services FY25 Additional Exp	\$ 618,128	\$ 416,964	\$ 201,164	33%	CBG increase (FY25)
Total Student Services General Fund	\$ 8,444,592	\$ 3,513,532	\$ 4,931,060	58%	

Revised FY25 Student Services Budget:	<b>\$8,444,592</b>
IEP Services Portion:	<b>\$6,489,764</b>
Non-IEP Services Portion:	<b>\$1,336,700</b>
Unbudgeted Additional Costs*:	<b>\$618,128</b>

Offsetting Student Services Revenues:	<b>\$3,588,532</b>
---------------------------------------	--------------------

Percentage of Student Services Costs covered by Offsetting Revenues: **42%**

Cost if  
STUSRV  
were  
divided  
evenly by  
all ACSD  
students

\$4,250  
per  
student

\*Net Costs associated with grant investment strategy and alternative program operations.



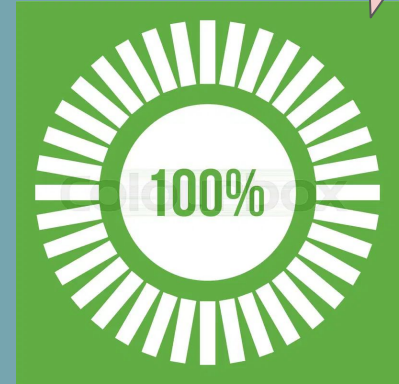
A Big Thank You to ACSD Staff

# *From the AOE: Special Education Monitoring*

*Thanks to Special Education Directors, Special Education Teachers, and the Eval Team*

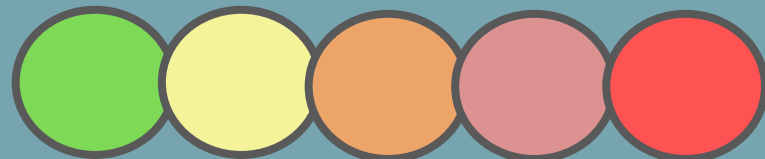
As of May 2024, ACSD is fully compliant in all areas of Special Education monitoring:

- Post-Secondary Transition Plans
- Part C to Part B Transition
- Initial Evaluations
- Annual IEP Review Dates
- Triennial Evaluations
- Summaries of Performance



This is the result of three years of work by Special Educators, Special Education Directors, and the Evaluation and Planning Team. **THIS IS A BIG DEAL!**

The End.  
Questions?



# **SUPERINTENDENT EVALUATION**

Addison Central School District

DRAFT

Adopted by the ACSD Board on XXXX

## District Vision and Mission

The ACSD Board adopted the following Mission and Vision statements, Equity Definition, and Strategic Goals on October 10, 2022.

- **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** is to provide high-quality, equitable, and varied learning environments that inspire a passion for learning and growth among our students.
- **Educational equity**<sup>1</sup> means that our schools provide each student with a high-quality, universally designed, and culturally responsive curriculum. It also means students can access programs and services that meet their needs. Our students succeed when we are responsive to their academic, social, and emotional wellbeing.
- **Educational equity** means valuing various identities because diversity enriches our school community. This includes, but is not limited to, identities based on race, ethnicity, religion, family economics, class, geography, ability, language, sexual orientation, gender, immigration status, or initial proficiencies.
- **Educational equity** requires ongoing efforts to identify, acknowledge, and disrupt inequitable practices in our district. It requires us to acknowledge our biases as individuals and as a district. We also must commit to making changes to address inequities to improve outcomes for all students.
- **ACSD Strategic Goals:**
  - **BELONGING**: Everyone will feel safe, welcome, and included in our schools, and the district's students and families will be able to engage with the school system in valuable ways.
  - **ACCESS**: ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and financially responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all students.
  - **SUCCESS**: ACSD's learning environment will inspire a passion for learning, and value diverse identities and abilities, while preparing our students to make positive contributions to the community and beyond.

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<sup>1</sup> ACSD adopted an equity policy (C29) in 2020, which includes a more detailed equity definition and implementation statement. The policy can be found on the district policy website: [www.acsdvt.org/school-board/policies-procedures](http://www.acsdvt.org/school-board/policies-procedures)

## **Introduction and Purpose**

Evaluation of the superintendent is one of the most important responsibilities of the ACSD Board of Directors. The evaluation tools represent the key means by which the Board can address and effectively serve the school district's needs as it seeks to continually improve. Superintendent Evaluation is an ongoing and dynamic process.

## **Evaluation Process**

Per ACSD Board Policy A3, the Superintendent will receive a summative evaluation annually. The evaluation tools will be aligned to the expectations and standards as set forth by the ISLCC Standards for Leadership currently adopted by the State of Vermont and expectations articulated in Vermont Statute 16 VSA 242. In accordance with these standards, the Superintendent will demonstrate the knowledge and ability to ensure the success of all students by:

1. Facilitating the development, articulation, implementation, and stewardship of a vision of learning shared and supported by the school community (Standard 1).
2. Promoting a positive culture and an effective instructional program, applying knowledge of high-impact strategies in student learning and curriculum development, and designing comprehensive professional growth plans for staff (Standard 2).
3. Leading personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment (Standard 3).
4. Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources (Standard 4)
5. Acting with integrity, responsibility, and in an ethical manner (Standard 5).
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (Standard 6).
7. Executing responsibilities as ACSD's Chief Executive Officer in accordance with the expectations set forth in Vermont Statute 16 VSA 242.

## **Essential Components and Timeline for the Evaluation Process**

1. Establish Areas of Focus or Goals

- The Superintendent and Board will collaboratively identify focus areas or goals for the upcoming year's evaluation. These goals will mirror the Board's annual focus areas to support systemic alignment between district governance and operations. Student growth and achievement will be one of the areas of continual focus.
- Goals should generally be measurable and attainable in the established time frame. General considerations for goals:
  - What is the basis for each goal?
  - What is the plan to achieve goals?
  - What data is necessary to support, evaluate, and meet goals?
  - What is the expected impact on student learning?
- The selection of areas or goals will be made within the first twelve (12) weeks of employment for a new superintendent or in conjunction with the previous year's summative evaluation for a returning superintendent.
- Chosen focus areas or goals will align with the district's current Strategic Plan.
- The focus areas or goals may change throughout the year as circumstances dictate.
- At the request of the Board, the Superintendent will regularly, but at least once before the summative evaluation, report progress on all chosen focus areas or goals. The report may be written and include specific evidence supporting the Superintendent's progress.

## **2. Formative Evaluation Period**

- The purpose of formative evaluations is to provide the Superintendent with ongoing information and feedback designed to improve overall effectiveness.
- The Executive Committee of the Board and the Superintendent will communicate and meet regularly during the formative evaluation period to discuss the superintendent's progress toward identified areas of focus or goals.
- Formative evaluations may be informal (verbal communication, discussions at a meeting) or formalized as a written document. As per policy A3, the Executive Committee of the Board will finalize all written formative evaluation documents.
- Sharing and/or reviewing information/data that support the selected goals, strategic plan, and related items are also a component of the formative evaluation process.

### 3. Summative Evaluation

- The summative evaluation incorporates all the evidence accumulated through the formative evaluation process. It reflects the Board's final assessment of the superintendent's performance for the entire evaluation period.
  - The Superintendent will provide a self-evaluation for consideration during the summative evaluation process.
  - The Executive Committee will develop a process for requesting feedback from Board members, direct reports, or organizational feedback, as appropriate.
  - The Executive Committee will create a final consensus evaluation and provide a copy to each Board member and the Superintendent.
  - The Superintendent and the Executive Committee will meet to discuss the summative evaluation results. The Superintendent will be provided a copy of the evaluation and allowed to respond in writing to any item on the evaluation.
  - The Board Chair should present the first draft of the Superintendent's annual evaluation in a regularly scheduled Board meeting **before the Board's reorganization meeting.**
  - Unless otherwise determined, the Board must approve any changes to the evaluation tool and/or process before the next evaluation period begins.
  - During the first year of employment, the Superintendent will receive formative feedback from the Executive Committee **twice**, and the **Executive Committee** should establish the evaluation calendar.
  - Once final, the consensus summative evaluation will be placed in the Superintendent's personnel file.
  - The summative evaluation should be completed by **April 30** of each school year.

### 4. Additional Evaluation Factors

- Nothing in the evaluation process prevents the Board from addressing concerns related to the Superintendent's performance as they arise throughout the year.
- Board members with concerns must share those concerns with the Executive Committee of the Board at the first opportunity. The Executive Committee will then determine whether the concern requires modifying the



selected focus areas or whether a separate action is necessary or more appropriate.

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## Summative Performance Assessment of the Superintendent of Schools

Board Chair Member: \_\_\_\_\_

Superintendent: \_\_\_\_\_

School Year: \_\_\_\_\_

*The Summative Performance Assessment will be divided into two main sections. The first section will note the performance of the Superintendent in accordance with specific standards for evaluation. These standards are aligned to the expectations as set forth by ISLCC Standards as adopted by the State of Vermont and Vermont Statute. The second section is designed to capture information and data related to the established areas of focus or goals specific to the needs of Addison Central School District.*

*Please complete the following assessment reflecting your opinion of performance related to each section and associated standards. Mark the appropriate rating in the assessment column. If any area of performance merits particular praise or is deficient, please provide supporting information and details in the appropriate comment sections.*

*Please consider the Superintendent's leadership of the executive team as an indicator of the performance of the Superintendent when rating each specific goal or area of performance. The Board notes that meeting specific dates or indicators may not lie solely within the Superintendent's control. Board self-assessment related to areas of Superintendent performance on District goals should be considered.*

### Ratings:

**E = Exceeds\*** = Performance exceeds expectations

**M = Meets\*** = Performance meets expectations

**NA = Needs Attention\*** = Performance may be lacking or inconsistent or the area just needs to receive additional attention

**DNM = Does Not Meet Expectations\*** = Performance expectations have not been met

**AIN = Additional Information Needed to provide performance rating**

*\*Board expectations will reflect the overall District context within which the Superintendent works.*

## I. AREAS OF PERFORMANCE

- A. **Comprehensive Planning and Board Relations (Standard 1):** Assists the Board in developing or implementing vision/mission, goals, and strategies to carry out the purposes of the district. Provides leadership and vision to the Board and District in all areas of comprehensive planning. Works effectively with the Board. Provides appropriate information, suggestions, and options to the Board and Board committees. Effectively implements policies and direction set by Board action.

Standards	E	M	NA	DNM
<i>Works effectively with the Board, staff, and community to develop and update strategic plans, including goals, targets, and projected student outcomes, considering growth projections, financial capacity, current status, and organizational capability.</i>				
<i>Communicates strategies, and methods for implementing comprehensive District plans.</i>				
<i>Keeps Board and community informed on progress toward achievement of short and long-range goals.</i>				
<i>Offers professional advice to the Board on items requiring Board action, with appropriate options and recommendations.</i>				
<i>Assists the Board by providing appropriate meeting materials and background information.</i>				
<i>Provides regular updates regarding district matters.</i>				
<i>Provides appropriate and timely notification of matters of importance, including anticipated changes in programs, emerging issues, and policy implications.</i>				
<i>Implements Board policy and keeps the Board up to date on needed policy revisions. Recommends new or revised policies when appropriate, respecting the Board's role in policy creation and district leadership's role in policy administration.</i>				
<i>Is responsive to board member questions and/or concerns.</i>				
<i>Treats all Board members fairly, equally, and with respect.</i>				
<i>Encourages Board members' continuing education in Board governance through appropriate workshops and conferences.</i>				

<i>Seeks and accepts constructive criticism of her work</i>				
<i>Prepares Board agendas, attends and participates in Board meetings, serves as an ex-officio member of all Board committees, ensuring all Board work receives professional guidance and assistance.</i>				
<i>Provides data and information on behalf of the Board as required by the Secretary in a format approved by the Secretary.</i>				

Comments:

- B. Facility and Financial Management (Standard 3):** Prepares proposed budget for approval by the Board; monitors monthly financial statements and ensures the district operates within budgetary constraints. Coordinates facility and business operations in an efficient and effective manner.

<b>Standards</b>	<b>E</b>	<b>M</b>	<b>NA</b>	<b>DNM</b>
<i>Demonstrates awareness of local, state, and national fiscal developments and their impact on the school system.</i>				
<i>Develops a responsible, timely, and detailed budget that reflects the Board's goals and the district's needs, demonstrates sound fiscal direction, and meets State regulatory requirements.</i>				
<i>Ensures the alignment of district resources to strategic priorities.</i>				
<i>Ensures ample opportunities for board and staff input into budget priorities.</i>				
<i>Presents and interprets the Board-approved budget to the community, identifying significant changes from the prior year in a clear and organized manner.</i>				
<i>Manages grant, local, and state funds within approved budget constraints and in accordance with District priorities.</i>				
<i>Ensures thorough financial controls and compliance with local, state, and federal audit requirements.</i>				
<i>Delegates authority to appropriate staff members.</i>				

<i>Ensures the board is informed on emergent funding/financial issues.</i>				
<i>Oversees operations of facilities and equipment, ensuring they are safely maintained according to Vermont statute and recommends needed improvements. Provides options and recommendations to the Board when Board action is required.</i>				
<i>Provides periodic reports on the state of facilities and maintenance.</i>				
<i>Anticipates facility needs with ample lead time to support existing and emerging educational programming requirements.</i>				
<i>Continues efforts to upgrade school facilities to enhance the teaching and learning environment.</i>				
<i>Ensures Emergency Operation Plans are in place at all district sites and are tested for modification/improvement per Vermont statutory guidance.</i>				
<i>Ensures district electronic infrastructure, including communication tools, data management and operations software, and district websites, are properly maintained, operative, and secure.</i>				

Comments:

- C. Student Educational Progress and Outcomes** (correlates to Standards 2 and 6): Anticipates needs and monitors curriculum and instruction to lead continuous improvement. Uses data to guide systemic changes to ensure excellence in all schools and for all children. Centers on applying research and high-impact practices, especially with respect to meeting the diverse needs of learners.

<b>Standards</b>	<b>E</b>	<b>M</b>	<b>NA</b>	<b>DNM</b>
<i>Ensures the District meets or exceeds State goals as reported in the Agency of Education's annual student performance report. Together with the Board, establishes internal achievement</i>				

<i>goals and keeps the Board apprised of student academic performance compared to the goals.</i>				
<i>Communicates effectively with the Board and staff regarding current and emerging trends in education and advises the Board as to desirable courses of action.</i>				
<i>Prepares and communicates plans to achieve the educational goals and objectives established by the Board.</i>				
<i>Brings policy development needs to the Board's attention in support of educational progress and outcomes.</i>				
<i>Implements changes in curriculum and instruction based on sound practice and educational research.</i>				
<i>Emphasizes instructional coordination and curriculum alignment to ensure continuous progress for students. Incorporates and promotes accountability for educational results.</i>				
<i>Emphasises and promotes students' wellness and social and emotional development in all schools.</i>				
<i>Promotes cultural competency.</i>				
<i>Maintains a positive, safe teaching and learning environment for students and staff.</i>				
<i>Maintains rigorous standards and persistent efforts to attain and maintain high attendance results.</i>				

Comments:

- D. Operational Leadership of District Programs (correlates to Standards 2,3,6):** Provides leadership, allocates resources, and assures monitoring of district programs with an overall emphasis on continual improvement, equity, and inclusion. Responsible for selection, professional development and growth, supervision, evaluation, management, and recommended termination of all employees. Organizes staff to effectively achieve district programs and educational goals.

<b>Standards</b>	<b>E</b>	<b>M</b>	<b>NA</b>	<b>DNM</b>
<i>Keeps the focus on student learning and continual improvement.</i>				
<i>Maintains the District's emphasis on continuous improvement, equity, and inclusion.</i>				
<i>Regularly evaluates all primary components of a growing and evolving district and allocates resources in accordance with district priorities and standards of excellence.</i>				
<i>Holds all personnel and self accountable for carrying out Board policy, following directives, and striving for high levels of performance.</i>				
<i>Recruits, selects, nominates, assigns, and develops staff per Vermont statute to attract, maintain, and retain the best qualified personnel to meet the needs and goals of the District.</i>				
<i>Effectively utilizes staff strengths, delegating tasks and authority appropriate to each staff member's position, maintaining ultimate responsibility for decisions within the district.</i>				
<i>Recognizes staff for contributions toward the improvement of educational outcomes.</i>				
<i>Ensures supervision and evaluation of licensed and non-licensed staff is consistent with policy, applicable law, continual improvement practices, and the district's strategic direction, vision, and mission.</i>				
<i>Constructs and utilizes a performance evaluation process that ensures an annual evaluation of Principals, which reflects effective implementation of district policies, sound, legal, and ethical management practices, and effective assessment and guidance of licensed and non-licensed staff performance.</i>				
<i>Ensures staff negligence, should it occur, is respectfully and effectively remediated through clear communication of expectations and documented plans for assistance where appropriate.</i>				
<i>Ensures staff misconduct, should it occur, is respectfully and effectively managed per contractual requirements and appropriately documented to support a consistent, predictable</i>				

<i>approach to findings and decisions.</i>				
<i>Maintains up-to-date job descriptions for all staff and ensures classification of new and existing positions meets FSLA and negotiated agreement requirements.</i>				

Comments:

- E. Staff/Internal Relations (correlates to Standards 3, 4, and 6:** Establishes productive relationships with licensed and non-licensed staff and collective bargaining associations. Communicates effectively with internal audiences about district information and issues. Participates effectively in contract negotiation issues as directed by the Board. Leads in a manner that develops and maintains a positive, productive district culture.

<b>Standards</b>	<b>E</b>	<b>M</b>	<b>NA</b>	<b>DNM</b>
<i>Maintains clear, effective, and respectful communications with licensed and non-licensed staff throughout the district through regular opportunities for oral and written communication.</i>				
<i>Provides regular updates to staff regarding district matters.</i>				
<i>Visits buildings and programs regularly.</i>				
<i>Contributes positively to staff morale.</i>				
<i>Is responsive to staff member questions and/or concerns.</i>				
<i>Treats all staff members honestly, fairly, and respectfully without favoritism or discrimination.</i>				
<i>Encourages staff professional development through appropriate workshops and conferences wherever possible.</i>				
<i>Seeks and accepts constructive criticism of her work.</i>				

Comments:



**F. Community/External Relations (correlates to Standards 4, 5, and 6):**

Provides and assures an effective voice for the district. Acts as a strong advocate for public education. Maintains an effective liaison with media and other community organizations and businesses. Provides for and delivers a high degree of customer service to district patrons. Effectively responds to the concerns of parents and the community.

Standards	E	M	NA	DNM
<i>Projects a positive image of the school district and elicits respect within the community and among peers.</i>				
<i>Is an effective spokesperson for the school system. Strives to build a strong, positive community attitude toward the school system.</i>				
<i>Is responsive to community interests and concerns regarding education. Communities throughout the District are apprised in advance of events, goals, priorities, issues, and educational programs to enable participation.</i>				
<i>Meets with district stakeholders/interest groups to encourage collaborative relationships. Solicits opinions and views of the public on district issues for consideration.</i>				
<i>Seeks and accepts constructive criticism of her work.</i>				
<i>Is visible and accessible within the community, where possible.</i>				
<i>Communicates effectively during community events.</i>				
<i>Develops and maintains effective media relations.</i>				
<i>Works effectively with public and private agencies to provide support services to the school system.</i>				
<i>Sustains a positive relationship with parents, students, and other community partners (businesses, community organizations, etc.).</i>				
<i>Is responsive to parent or community member questions and/or concerns.</i>				
<i>Treats all parents and community members fairly, equally, and with respect.</i>				

<i>Maintains good relations and communicates effectively with local and state legislators and State leaders as an effective advocate for the district.</i>				
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Comments:

**G. Professional and Personal Qualities (correlates to Standards 5 and 7):**

Maintains a high profile in professional associations and their activities.

Continues to strive to improve in all facets of professional development.

Personal and professional behavior imparts a high standard of performance and ethics in all personnel, district, business, and community matters.

<b>Standards</b>	<b>E</b>	<b>M</b>	<b>NA</b>	<b>DNM</b>
<i>Participates in training and professional development opportunities through professional organizations sufficient to ensure improved performance of the school systems.</i>				
<i>Demonstrates creative and innovative leadership initiative.</i>				
<i>Continually seeks high professional standards for self</i>				
<i>Maintains ethical, moral, and professional standards in accordance with Vermont licensing requirements.</i>				

Comments:

**H. Adaptability (correlates to Standards 3, 4, and 6):** Demonstrates the ability to adapt to changing situations and needs of stakeholders. Is responsive to unforeseen situations and circumstances. Communicates effectively with Board members and staff during these situations. Addresses emergent situations appropriately and promptly.

<b>Standards</b>	<b>E</b>	<b>M</b>	<b>NA</b>	<b>DNM</b>
<i>Ensures reasonable risk management measures are in place to prevent foreseeable circumstances related to student and staff safety, sound operational management, and legal exposure. Adapts administrative approach as needed to meet changing conditions.</i>				
<i>Communicates clearly with Board members and staff during emergent situations regarding what needs to be done, how it needs to be done, where it needs to be done, and when it needs to be completed.</i>				
<i>Maintains calm, professional demeanor during stressful or emergent situations.</i>				
<i>Completes after action reviews as necessary to learn from emergent situations, taking action to prevent recurrences.</i>				
<i>Solves problems as they arise and adapts leadership style to help staff achieve goals.</i>				
<i>Engages in open dialog with Board members and staff, actively listens, and provides recognition/reinforcement for task-related progress when designing and implementing course corrections in district initiatives.</i>				

Comments:

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## II. ATTAINMENT OF DISTRICT GOALS

<b>Areas of focus or goal for evaluation period</b>	<b>Sufficient progress</b>	<b>Insufficient progress</b>	<b>Comments</b>

Overall rating for this evaluation period:	E	M	NA	DNM
Considering all of the above performance factors, how would you rate the overall performance of the superintendent during this evaluation period?				

*Superintendent's signature does not necessarily indicate concurrence; it indicates only that the document has been reviewed.*

Board Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

## Performance Improvement Assistance Plan (PIAP)

The following plan is developed to assist the Superintendent with performance concerns by outlining focused improvement areas.

Superintendent: \_\_\_\_\_

Date: \_\_\_\_\_

School Year: \_\_\_\_\_

### Targeted Criteria:

### Improvement Objectives:

### Procedures for Achieving Objectives:

- Superintendent will:
- Board will:

### Assessment Methods and Date(s):

### Summary and/or Comments:

**Signatures indicate information has been discussed. Copies are provided to all parties and sent to the Human Resources Department.**

*Plan developed and implemented:*

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Board Chair: \_\_\_\_\_ Date: \_\_\_\_\_

*Plan revised (if applicable):*

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Board Chair: \_\_\_\_\_ Date: \_\_\_\_\_

*Alternative plan developed (if applicable):*

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Board Chair: \_\_\_\_\_ Date: \_\_\_\_\_

*Plan revised (if applicable):*

Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

Board Chair: \_\_\_\_\_ Date: \_\_\_\_\_

### Procedure for Policy A21:

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

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

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



## School Board News -- Fall 2024

From Barb Wilson  
ACSD Board Chairperson

Welcome back and Happy Fall from the ACSD Board! Since our spring newsletter, the Board has been engaged in the following activities:

- In June, the Board officially welcomed Superintendent [Dr. Wendy Baker](#) to her new position. She has been visiting schools and working closely with the Board and ACSD staff to learn the needs of each learning environment and fill vacancies to serve students in the 2024-25 academic year. In August, Dr. Baker welcomed all teachers and staff to Opening Day, and has begun work on efforts to improve student success, fortify ACSD's stability and culture of belonging, and other initiatives in our [Strategic Plan](#).
- In June, the Board established its work plan for the 2024-25 academic year, with a focus on working toward compliance with the Agency of Education's new governance standards for school boards. Our emphasis this year will be equity-based budgeting and ensuring the FY26 budget aligns with the Board's stated priorities.
- In August, the Board attended training to learn about best practices for performing superintendent evaluations, and to develop a superintendent review process that is both inclusive and transparent. The Board also worked with Dr. Baker to set professional goals aligned with the District's Strategic Plan.
- Thanks to the work of the Negotiations Committee, the Board has approved master agreements with the Addison Central Education Association (ACEa) for both teachers and support staff. The agreements provide base pay increases for educators and support professionals over the course of their respective contracts.
- In September, in response to the curricular challenges associated with unstable student enrollment and unpredictable classroom configurations in some of ACSD's smaller elementary schools, the Board charged the Policy Committee with investigating policy updates to equip the Superintendent with tools to address these concerns. The Policy Committee will be prioritizing work on Policy D4 (Title I Comparability), D6 (Class Size), and C30 (School Residence) to create and support high quality, consistent classroom environments in service of the District's Mission and Vision.

Highlights of [Board Committee](#) work since the Spring 2024 Board Update include the following:

- The **Communications and Engagement Committee** drafted a Public Comment procedure document to support Policy A21 (Public Participation at Board Meetings), and hosted Board outreach information tables at Open House events throughout the District. The Committee is also developing online contact forms for stakeholder feedback, and is working to provide additional opportunities for community engagement throughout the year.

ACSD Board

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- The **Facilities Committee** would like to thank Breadloaf Construction and everyone who worked on the Mary Hogan A wing HVAC renovation. The work was completed on time and on budget! This fall, the school board has instructed the facilities committee to start the process of Capital Improvement Planning for Mary Hogan, MUMS and MUHS which will help to prioritize facilities improvements and could lead to the creation of a facilities improvement bond in the future.
- The **Policy and Governance Committee** has helped the Board to adopt and update the following [policies](#): A5 Code of Conduct, A20 Board Meetings, Agenda Preparation & Distribution, A21 Public Participation at Board Meetings, A30 Role and Adoption of School Board Policies, C9 Local Wellness Policy, E20 Community Use of School Facilities, and F1 Travel Reimbursement. The Board's adoption of Local Wellness Policy C9 requires the creation committee of community and district leaders to implement fully. We're now working on policies D4, D6, C30 that deal with Title I Comparability, class size, and possible changes to school residence rules.
- The **Finance Committee** continues to review and present ACSD bills for Board approval. The Committee will begin utilizing equity-based budgeting strategies as it considers the FY26 budget, starting in October. The Committee will review both the fourth quarter report for FY24 and the first quarter report for FY25 to provide continued oversight of the District's financial health.
- The **Negotiations Committee** completed its work to finalize master agreements with the ACEa for ACSD teachers and staff, and will be inactive until negotiations for new contracts begin in a few years.

As always, we welcome community input and participation in both board and committee meetings. Currently scheduled meetings are available on the [ACSD Events Calendar](#), but please check our [Board Meetings](#) page and [Committee Meetings](#) page frequently, as new Committee meeting dates are continuously added to the calendar.

Sincerely,

Barb Wilson, Chairperson, ACSD Board  
[bwilson@acsdvt.org](mailto:bwilson@acsdvt.org)