

## AGENDA

### Addison Central School District

### ACSD Board

### Board Meeting

**Monday, August 28, 2023, 6:30 pm - 8:30 pm**

**208 Charles Avenue, Middlebury VT & Virtual Connection**

### *ACSD District Vision and Mission*

#### **OUR VISION**

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

#### **OUR MISSION**

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

Please click the link below to join the webinar:

#### **Link to join Webinar**

<https://us06web.zoom.us/j/89872285714>

- |  |                     |
|--|---------------------|
| A. Call to Order Upon Reaching A Quorum  | Barb                |
| 1. Introductions - Board Members, Administrators and Staff                       | Barb 5 min          |
| 2. Public Comment on the Agenda Items  | Barb 10 min         |
| B. Recommendation to Approve Minutes of August 14, 2023                          | Barb 5 min          |
| C. Approve ACSD Bills  | Chip 5 min          |
| D. Report of the Superintendent  | Tim Williams 10 min |
| E. Report of the Board   |                     |
| 1. Discussion: Committee Updates   | Barb 10 min         |
| 2. Work Plan Creation Discussion   | Barb 10 min         |
| 3. Call for 2 Volunteers to serve as Board Liaisons on the Addison Central SEPAC | Barb 5 min          |
| 4. Board and Committee Meetings  | Barb 10 min         |
| F. Superintendent Search   | Barb 60 min         |
| 1. Review Criteria   |                     |
| 2. Review Search Process/Steps and Finalize timeline                             |                     |

3. Review and Finalize Brochure

4. Advertising Venues

G. Public Comment - Any Topic

Barb 10 min

H. Adjournment

Total Meeting Time: 2h 20m

**\*Public Comment Guidelines:**

Public comments are encouraged and welcome at each regular board meeting during the period designated for public comment. Comments are limited to three minutes per person. Citizens will be called to make their statement by the board chair. Public comments regarding personnel, students or legal matters will not be heard by the Board.

## MINUTES



### Addison Central School District

### ACSD Board

### Board Meeting

Monday, August 14, 2023, 6:30 pm - 8:45 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

### *ACSD District Vision and Mission*

#### **OUR VISION**

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

#### **OUR MISSION**

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

### **In-Person Attendance**

Barbara Wilson; Brian Bauer; Joanna Doria; Lindsey Hescocock; Mary Heather Noble; Steve Orzech; Suzanne Buck; Tricia Allen

### **Remote Attendance**

Ellie Romp; Jamie McCallum

### **Not In Attendance**

Ellen Whelan-Wuest; James Malcolm; Jason Chance

#### A. Call to Order Upon Reaching A Quorum Barb 5 min

Meeting called to order at 6:30 p.m. Barb Wilson opened the meeting with explanations about changes to the Agenda format: There will now be two opportunities for public comment -- one at the beginning of the meeting, inviting comments on agenda items only, and one toward the end of the meeting for all other ACSD matters. The Executive Committee has also removed the standing "Other" agenda item from the agenda format, and asks that anyone with topics/agenda items please submit their request to the Executive Committee. This will help efforts to improve meeting efficiency.

#### 1. Introductions - Board Members, Administrators and Staff Barb 5 min

ACSD Staff also present: Tim Williams, Interim Superintendent; Heather Crowley, Executive

Assistant to the Superintendent; Nicole Carter, Assistant Superintendent and Director of Equity and Student Services; Courtney Krahn, Director of Teaching and Learning; Will Hatch, Director of Technology; Emily Blistein, Director of Communications & Engagement; Matthew Corrente, Director of Finance & Operations; Caitlin Steele, Principal of MUHS; Kelly Landwehr, School Nurse at MUHS

Other presenters: Emma Mulvaney-Stanak, Consultant; Samantha Paige, Co-Chair Strategic Plan Action Team

2. Public Comment on Agenda Items Barb 10 min

No public comment.

B. Recommendation to Approve Minutes of 6/26, 7/17 and 7/18 Barb 10 min

Approval of 6/26/2023 Minutes:

Joanna Doria made a motion to approve the meeting minutes for the 6/26/2023 regular Board meeting. Suzanne Buck seconded. The motion passed with majority Board approval. Brian Bauer and Steve Orzech abstained.

Approval of 7/17/2023 Minutes:

Steve Orzech made a motion to approve the meeting minutes for the 7/17/2023 special Board meeting. Suzanne Buck seconded. The motion passed with majority Board approval. Tricia Allen, Lindsey Hescock, and Ellie Romp abstained.

Approval of 7/18/2023 Minutes:

Joanna Doria made a motion to approve the meeting minutes for the 7/18/2023 Board Retreat. Steve Orzech seconded. The motion passed with majority Board approval. Lindsey Hescock and Ellie Romp abstained.

C. Approve ACSD Bills Steve 5 min

Steve Orzech presented the summary of ACSD Bills for Committee Chair James Malcom on behalf of the Finance Committee:

Bills read on 7/14/2023:

General Fund: \$746,086.51

Payroll: \$624,278.91

Bills read on 7/28/2023:

General Fund: \$766,329.87

Payroll: \$6,352.23

Bills read on 8/14/2023:

General Fund: \$1,683,641.34

Payroll: \$588,242.03

Motion to approve and pay the ACSD Bills as presented.

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

#### D. Report of the Superintendent

Tim Williams 10 min

##### 1. Strategic Plan for Equity

30 min

Tim Williams introduced Emma Mulvaney-Stanak to lead the presentation on the Draft Strategic Plan for Equity. This has been a 2-year process with particular emphasis on diverse community engagement in its development. Emma presented a summary of the phases of the Strategic Plan development, culminating with the Draft Strategic Plan resulting from the Action Team's work. Samantha Paine, Co-Chair of the Action Team also provided input.

##### Summary/Highlights:

- The Strategic Plan for Equity has been a community-wide effort, and included participants from the School Board, ACSD staff, ACSD Students, and the community-at-large. The Advisory Committee that initiated Phase I work consisted of 12 members that met 7 times to identify the priority issue for the District to address. The Action Team involved in Phase 3 conversion of Board Goals into a draft Strategic Plan with Strategies and Actions included 15 members who met 12 times to focus the work into a few strategies & actions for each goal. Both the Advisory Committee and Action team were chosen to represent diverse, often overlooked perspectives to ensure the inclusion of marginalized voices into the planning work.
- The draft Strategic Plan is in its very early phase, and still need to have the narrative from the Advisory Committee's work added to the plan.
- All of the proposed strategies and actions are grounded in the Board's modified Mission and Vision Statements, as well as its definition of Equity and 3 approved strategic goals:

**BELONGING.** Everyone will feel safe, welcomed, and included in our schools and the district.

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 fiscally responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and

successful outcomes for all of our 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.

- The Action Team's proposed Strategies have been vetted by ACSD secondary students (note: 40% of MUMS students responded to the survey and 30% of MUHS students responded), and these priorities and strategies are supported by the students.
- The Board's work over the next ~6 weeks is to review/proposed edits to the draft Strategies and Actions, with projected approval by ~ end of September. Then the approved plan is handed off to ACSD staff to work with the Interim Superintendent to develop a timeline w/benchmarks for implementation. This work would be targeted for ~ October 2023, with a first review/evaluation anticipated in April or May of 2024.

#### Board Questions:

Brian Bauer asked Emma Mulvaney-Stanak about the best way to evaluate the strategies on an annual basis. She responded that some of this will be provided by ACSD staff in the development of the timeline & benchmarks, but also emphasized the importance of compiling and reviewing data/feedback from multiple sources to get a 360-degree perspective (e.g., surveying students and families, in addition to quantitative data).

Steve Orzech asked about providing a mental health professional in every school in addition to a school nurse. This will depend on the budget, but access to health professionals is a priority -- school nurses can also provide much of this support.

Mary Heather Noble noted the inherent conflicts that may come up with strategic staffing, as occurred with the strategic staffing models proposed during the facilities master planning process. There is a significant overlap here -- the FMP process is driven by both budget and equity, and there is likely to be opposition/resistance to decisions made with the use of an equity rubric. How can we augment the Strategic Plan to ensure that moderated trustbuilding/community consensus can happen alongside the work. We will need to have difficult conversations in the year(s) ahead and need to make sure that all of our community voices are invited into the process. Emma agreed with the observation and directed the Board to the End Notes in the draft plan. The important thing is for the Board to convey its expectations w/r/t process.

Joanna Doria appreciated the challenge to zero-sum thinking, as well as calling out the tension between the District's equity work and long-term facilities/consolidation issue. She underscored the importance of how data are classified, to both establish a baseline for the District and define how progress

will be measured (via anecdotal information? quantitative academic data? both?). Joanna also requested more thorough examples for some of the plan's proposed action steps.

Suzanne Buck questioned the thinking behind the proposal to explore criteria-informed school placement -- wondering about the potential negative impacts of removing kids from their town school. Emma directed the Board to End Note #3, acknowledging that this may/may not work for ACSD, but that other Districts had employed the strategy with some success.

Lindsey Hescok asked about a draft of the "Equity Rubric" -- and whether the Board would be involved in creating this, since the plan proposes crafting a budget that has been developed with and equity rubric. Emma noted that requiring the use of an equity rubric would likely be considered policy, which would involved Board approval. There are example equity rubrics available, but it would need to be tailored to fit ACSD's specific circumstances (e.g., emphasis on socioeconomic disparities, etc.). Lindsey also suggested having some of ACSD's Flexible Pathways specifically named, and provided a personal anecdote for supporting a school choice strategy. She also noted the timing of the proposed April/May evaluation of the Plan and its proximity to Board elections/Board turnover.

Barb Wilson asked about developing measures of success -- Emma again emphasized the work of the implementation team/ACSD staff to develop benchmarks, and repeated the suggestion to require multiple layers of data to get a 3-D perspective. Barb also questioned the use of the JEDI acronym, and whether this is the best way to capture equity, diversity & inclusion work.

## NEXT STEPS

Emma Mulvaney-Stanak suggested the Board set aside an hour for additional discussion/critique of the draft plan. If comments are generally word-smithing in nature, then the full Board can probably complete the work in a few meetings. If there are more substantial comments, she would suggest creating a small work group to help construct and clarify important additions in a separate setting and then bring that work to the full Board. Barb Wilson said that the Executive Committee would fit this into the agenda for upcoming meeting(s).

## E. Report of the Board

### 1. Action: Approve Policies C1, C15, D23, F3 & F4

Suzanne 10 min

Suzanne Buck provided a quick summary of the policies presented for approval. Policies F3 and F4 are mandated by the state, and were supposed to have been approved by August 1, 2023. All policies have been reviewed and previously presented to the Board for comment.

#### Approval of Policy C1- Education Records:

Mary Heather Noble made a motion to approve Policy C1 as presented. Tricia Allen

seconded. During Board discussion, Brian Bauer stated that he thought 45 days was too long for a party to wait to receive requested education records. Mary Heather Noble noted that the 45 day limit is likely based in statute and can't be changed. Joanna Doria agreed. Tim Williams explained that the District would be responding promptly to record requests -that it would never wait 45 days, but that this is the amount of time the State provides to Districts for a response. No amendments were proposed for the motion and the Board voted. The motion passed with majority Board approval and one 'Nay' from Brian Bauer. Policy C1 is approved.

#### Approval of Policy C15 - Student Conduct and Discipline:

Mary Heather Noble made a motion to approve Policy C15 as presented. Steve Orzech seconded. During Board discussion, Brian Bauer expressed his wish to see the word "disproportionalities" stricken from the policy. Suzanne Buck and Mary Heather Noble explained that the inclusion of the word was to make sure that disciplinary actions are reviewed to ensure consistency between ACSD schools and to make certain that the District does not take more frequent disciplinary action against particular classes or groups of students (e.g., students with disabilities, racial identities, etc.). No amendments to the motion were proposed, and the Board unanimously approved the original motion. Policy C15 is approved.

#### Approval of Policy D23 - Selection of Instructional Materials:

Suzanne Buck explained that the District is currently drafting the Procedure document to accompany this policy. It is similar to the Policy recently approved by the Board concerning election of school library materials. Steve Orzech made a motion to approve Policy D23 as presented. Mary Heather Noble seconded. There was no Board discussion, and the motion passed unanimously. Policy D23 is approved.

#### Approval of Policy F3 - Fire and Emergency Preparedness Drills:

Suzanne Buck noted that the State is likely sending additional procedure documents to accompany this policy. Tricia Allen made a motion to approve Policy F3 as presented. Steve Orzech seconded. There was no further Board discussion and the motion passed unanimously. Policy F3 is approved.

#### Approval of Policy F4 - Access Control and Visitor Management:



Mary Heather Noble made a motion to approve Policy F4 as presented. Tricia Allen seconded. There was no Board discussion and the motion passed unanimously. Policy F4 is approved.

## 2. Action: Approve Board Norms and 8 Characteristics of Effective Boards Barb 15 min

Barb Wilson introduced the idea of having the Board formally approve the Board Norms developed during the Board retreats, and also adopt the 8 Characteristics of Effective Boards from "The Governance Core" book.

### BOARD NORMS

Suzanne Buck made a motion to approve the Board Norms as presented in the meeting materials. Brian Bauer seconded.

Board discussion and Motions to Amend:

Lindsey Hescock suggested editing the document to remove redundancies. Several Board members agreed.

Amendment 1 -- Tricia Allen made a motion to amend Suzanne Buck's original motion to strike the last two sentences from Board Norm #3, to instead read, "We will be involved to our individual level of comfort. Each of us is responsible for airing disagreements during the meeting rather than carrying those disagreements outside the board meeting." Steve Orzech seconded. The Board voted and the motion to amend was passed unanimously.

Amendment 2 -- Joanna Doria made a motion to amend the original motion and strike Board Norm #6 "We will have fun together, as appropriate, for the betterment of the group" from the list. Brian Bauer seconded. There was no further Board discussion on the proposed amendment, and the motion to amend the Board Norms to remove #6 was unanimously approved.

Amendment 3 -- Lindsey Hescock made a motion to amend Suzanne Buck's original motion and modify the language of Board Norm #8 to include ACSD support staff in addition to administrators and teachers. The modified language proposed is "We will celebrate accomplishments and milestones, as appropriate, for our board members, district employees, and students." Joanna Doria seconded. There was no further Board discussion, and the motion to modify the language for Board Norm #8 was unanimously approved.

Barb Wilson then summarized the approved amendments to Suzanne's original motion to approve the Board Norms and called a vote. The motion to approve the Board Norms as amended was unanimously approved.

### CHARACTERISTICS OF EFFECTIVE BOARDS

Joanna Doria made a motion to adopt the 8 Characteristics of Effective Boards from The Governance Core book. Lindsey Hescocock seconded. The Board voted and the motion unanimously passed.

Barb Wilson thanked the group and said that she would have copies of the Board Norms and 8 Characteristics of Effective Boards laminated and placed on each table for future Board meetings.

### 3. Committee Updates

Barb 10 min

Barb Wilson mentioned that this and future agendas would have Committee Updates, allowing Committee Chairs to provide a brief summary of committee work as needed.

Mary Heather Noble spoke on behalf of the Communications & Engagement Committee, stating that the group had met a few times over the summer to review and edit the Board Website content. That work is continuing this week, and final edits will be uploaded by Emily Blistein. Mary Heather noted that the committee has been condensing the text on the website, and would like to consolidate Board bios. She will propose edits to everyone's bios and share them for approval before updating the website. Mary Heather also noted the Committee's interest in soliciting Board member volunteers to attend ACSD's back-to-school nights to provide a Board presence at regularly scheduled school community events. She will circulate a sign up document to the Board. Other upcoming work will include a quarterly Board Update for Fall 2023, which will hopefully include details on the timeline/process for the final superintendent search.

Steve Orzech said that the Career Center Board has a pamphlet that they have distributed at some of their events to educate the public on board and administrative roles. He will share with the C&E Committee. Steve also spoke on behalf of the Finance Committee -- Matt Corrente has drafted a timeline for budget development, which was shared in Tim Williams' weekly update. Steve also noted that the Negotiations Committee has not recently met.

Brian Bauer spoke on behalf of the Facilities Committee and said that they are still identifying a good time to meet.

### 4. Discussion: Meeting Schedule Structure

Barb 15 min

Barb Wilson opened the discussion around the frequency and duration of future Board and committee meetings by referencing the three models proposed by Tim Williams in a prior email. All proposed models structure meetings on Mondays, so Board members can block those days and prevent schedule conflicts. Model 1 proposed 1 full Board meeting/month with committee

meetings occurring on non-Board meeting Mondays; Model 2 proposes 2 full Board meetings/month with committee meetings distributed on Mondays (some committees would still meet on Board meeting days). Model 3 proposes only 2 meetings/month -- one for a full Board meeting, and the other for committee work.

Barb invited individual Board member responses. There was agreement about restricting meetings to Mondays to improve attendance, but some disagreement about whether meeting 1x or 2x per month for full Board meetings was best. Several expressed concern about the volume of work ahead, especially with a superintendent search; others noted the difficulty of adding meetings rather than cancelling already scheduled meetings. Model 3 was generally rejected due to the difficulty of accommodating Board members who serve on multiple committees. Barb asked Board members to email her privately about their preferences re: Model 1 or Model 2, and that the Executive Committee would discuss and proposed the best option. Steve Orzech noted that absent Board members (Jason Chance, James Malcolm, and Ellen Whelan West) should weigh in before the full Board takes any vote.

F. Public Comment - Any Topic Barb 10 min

No public comment.

G. Adjournment

Meeting adjourned at 8:35 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: Joanna Doria Status: Passed

Total Meeting Time: 2h 15m

\*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.

# Superintendent's Report

Timothy P. Williams, Ed. D.



[@DocTPW](https://twitter.com/DocTPW)



---

**August 28, 2023**

We will be welcoming back students for the 2023-24 school year on Wednesday, August 30, 2023. Everyone has been working hard to be prepared for the first day of school, and I would like to thank everyone, particularly the support staff, who have been working diligently to get the buildings ready for students and staff.

In my first few weeks at ACSD I have found everyone to be engaging and supportive, and people are excited for the school year to start.

Each month I will prepare a written report that will contain anything from student happenings to staff happenings to facilities happenings and everything in between. Here are the items for this month:

**Opening Day:** All staff returned on Wednesday for Convocation. Nicole Carter and Courtney Krahn did a great job of planning the events for the opening day and the professional development that followed. The first hour of the day was devoted to welcoming staff and honoring the elementary and secondary teacher of the year and staff member of the year. The recipients were:

- Teacher of the Year:
  - Lisa Maggio, Fine Arts Teacher at MUMS
  - Christina Wadsworth, Grades 4/5 teacher at Weybridge
- Staff Member of the Year:
  - Alex Cox, paraprofessional at Ripton
  - Linda Barrett, administrative assistant at Bridport

The session was closed by rising junior Bea Hooper who gave an inspirational speech about how she was positively impacted by the ACSD staff. Rising senior Asa Baker-Rouse also gave an inspirational recorded speech as he is currently hiking Long Trail. The remainder of the day was devoted to professional development activities.

**Vermont Assessment System:** The Agency of Education (AOE) made available preliminary proficiency information for the state assessments that were administered in the Spring of 2023. Here are the preliminary results for ACSD. (Preliminary results for 9th grade have not been released yet.) AOE said it will release official results in December:

|       |               |          | Preliminary State Assessment Results |          |         |          |         |          |         |          |         |
|-------|---------------|----------|--------------------------------------|----------|---------|----------|---------|----------|---------|----------|---------|
| Grade | Content Areas | Students | Level 1                              |          | Level 2 |          | Level 3 |          | Level 4 |          | % Prof. |
|       |               |          | Percent                              | Students | Percent | Students | Percent | Students | Percent | Students |         |
| 3     | ELA           | 123      | 13%                                  | 16       | 33%     | 40       | 16%     | 20       | 38%     | 47       | 54%     |
|       | Math          | 123      | 33%                                  | 40       | 28%     | 35       | 27%     | 33       | 12%     | 15       | 39%     |
| 4     | ELA           | 113      | 14%                                  | 16       | 25%     | 28       | 22%     | 25       | 39%     | 44       | 61%     |
|       | Math          | 113      | 30%                                  | 34       | 27%     | 30       | 37%     | 42       | 6%      | 7        | 43%     |
| 5     | ELA           | 126      | 27%                                  | 34       | 24%     | 30       | 21%     | 27       | 28%     | 35       | 49%     |
|       | Math          | 126      | 37%                                  | 47       | 20%     | 25       | 22%     | 28       | 21%     | 26       | 43%     |
|       | Science       | 126      | 13%                                  | 17       | 33%     | 42       | 36%     | 45       | 17%     | 22       | 53%     |
| 6     | ELA           | 112      | 9%                                   | 10       | 33%     | 37       | 32%     | 36       | 26%     | 29       | 58%     |
|       | Math          | 112      | 29%                                  | 32       | 19%     | 21       | 42%     | 47       | 11%     | 12       | 53%     |
| 7     | ELA           | 131      | 12%                                  | 16       | 27%     | 35       | 31%     | 41       | 30%     | 39       | 61%     |
|       | Math          | 131      | 32%                                  | 42       | 19%     | 25       | 24%     | 31       | 25%     | 33       | 49%     |
| 8     | ELA           | 113      | 18%                                  | 20       | 25%     | 28       | 24%     | 27       | 34%     | 38       | 58%     |
|       | Math          | 113      | 30%                                  | 34       | 33%     | 37       | 32%     | 36       | 5%      | 6        | 37%     |
|       | Science       | 110      | 25%                                  | 27       | 43%     | 47       | 33%     | 36       | 0%      | 0        | 33%     |
| 9     | ELA           | 125      | 0%                                   | 0        | 0%      | 0        | 0%      | 0        | 0%      | 0        | 0%      |
|       | Math          | 124      | 0%                                   | 0        | 0%      | 0        | 0%      | 0        | 0%      | 0        | 0%      |
| 11    | Science       | 84       | 15%                                  | 13       | 25%     | 21       | 58%     | 49       | 1%      | 1        | 59%     |

It will be interesting to see how ACSD results compare to that of the rest of the state. I am hoping that AOE provides state-wide data by district/SU so that we can have some context around these results.

**Strategic Planning Goals:** The Board was asked to develop goals around which the strategic planning team could craft strategies, and the Board adopted three goals on October 10th:

1. **BELONGING.** Everyone will feel safe, welcomed, and included in our schools and the district. Students and families will be able to engage with the school system in valuable ways.
2. **ACCESS.** ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and fiscally responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all of our students.

3. **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.

These goals drove the development of action items and strategies to finalize the strategic planning process.

**Strategic Plan Development:** As a follow-up to our first August board meeting, Emma Mulvaney-Stanak provided the following that will require little effort to address:

- Consider adding more background/context on the origin of the process in the final document.
- Address typo on JEDI term under Goal 1, Strategy 1, Action Step 1.
- Capitalize and use full formal names of programs, ex: Career Center.
- Add more examples to action steps to be consistent and avoid vague statements.

There are also areas that will require more in-depth discussion prior to the plan going before the Board:

- How can the facilities master strategic plan be integrated/referenced in appropriate ways in this strategic plan? Specifically as it relates to equitable funding, equitable budget making and staffing/facility decisions. This can mean adding a specific action step that directs the district to hold community dialogue in structured ways to explore the future structure of the district.
- Explore how existing data can be used to set benchmarks for assessment and accountability purposes, but also what is usable based on what the district has paid for already and what is really needed.
- Explore what elements are needed in the board evaluation and assessment process so people know the logic behind the baseline, what is being measured, and what the staff is asked to monitor/report on back to the board while being mindful of the timing of March elections and board turnover.
- Clarify what areas would likely need board involvement given their role/responsibility. This would be topics that require policy changes, budgeting, and structure/staffing changes. This can include equity rubric for decision making – adopting one that would be used for decisions at the Board level, district level, and school level.
- Explore the school placement policy recommendation more and what that can mean in more detail.

These items may be addressed at the September 11th board meeting where no action would be taken. The Board could then take action at the September 24th meeting.

**Budget Calendar:** Matt Corrente has been working on a budget calendar for the FY25 budget. Here is the current draft, and it is subject to change:

- 8/15/23 Personnel verification process begins. HR/Payroll, Principals, and Directors submit edits by October 1.
- 9/18/23 Finance Committee meeting. Review timeline, budget environment, and drivers.
- 9/25/23 Presentation: Budget Drivers to full Board
- 10/1/23 Data collection due. Principals and Directors meetings #1 of 2
- 10/13/23 Special education service plans complete
- 10/16/23 Finance Committee meeting. Review Budget development and discuss parameters.
- 10/30/23 Presentation: Budget Development #1 to full Board
- 11/1/23 Principals and Directors meetings #2 of 2.
- 11/6/23 Review budget environment and known fixed costs with Finance Committee
- 11/27/23 Presentation: Budget Development #2 to full Board
- 12/1/23 Tax commissioner recommends yield rates
- 12/11/23 Presentation: Cost Center Administrators Group Presentation
- 12/15/23 Statutory deadline for release of equalized pupil count; possible CLA
- 12/11/23 Budget Draft #1 to Finance Committee
- 12/18/23 Budget Draft #1 to Full Board. Presentation: Property Tax Rates
- 1/8/24 Distribute draft budget book. Presentation: ACSD FY25 Budget
- 1/22/24 Board vote on budget. Recommended motion to Adopt.
- 2/12/24 Final updates and publication of budget book. Meetings warned!
- 2/27/24 ACSD Annual Meeting. Presentation: ACSD FY25 Budget to Public.
- 3/5/24 Town Meeting Day - Budget Vote

**First Public Budget Presentation:** As of right now, we are anticipating a presentation on budget challenges at the late September or early October board meeting. That presentation will help establish the landscape from which we will need to build next year's budget.

**Volunteers:** A commonly sought for item on our website is volunteer information. Under the *Work with Us* section, there is a page called [Volunteer at ACSD](#). This should make it easier for prospective volunteers to find the information they need to become a volunteer.



**Timeline for**  
**Addison Central School District (ACSD) Superintendent Search**  
*McPherson and Jacobson*  
*Dr. Judy Sclair-Stein, Lead Consultant*  
**August-December, 2023**

Day, August 28, 2023 Time (approx. 60-90 min.)

**Meeting with Board**

- Review Criteria
- Finalize Timeline
- Posting
- Advertising Venues

Thursday, August 31<sup>st</sup>-Thursday, September 28<sup>th</sup> (11:59pm), 2023

**Post Position and Advertise**

September 28, 2023

**Position Closing Date**

September 28-October 16, 2023

**Intensive Vetting of Candidates, including deep reference checks**

Wednesday, October 18<sup>th</sup>, 2023 (Time: 5-9pm) Mtg. w/BOE in Exec. Session

**Presentation of Candidates to Board**

- Candidate Applications and Materials
- Video interviews of short-list candidates
- Selection of Finalists (2-4)
- Review/Establishment of Interview Questions

Week of November 6<sup>th</sup> or Week of November 13<sup>th</sup> (Monday thru Wednesday, 5:30 pm to 9:30 pm)

**Finalists' Interviews**

- Stakeholder Interview Teams
- Board Dinner with Finalists **5:15-9:30pm**
- Board Interviews Finalists in Executive Session

~~Friday, November 10<sup>th</sup> or Friday, November 17<sup>th</sup> 1:00-4:00pm~~

**Board Debriefs Finalists Interviews**

- Makes Decision Re: Superintendent Choice
- Board Chair Contacts Candidate to Make Offer and Negotiate Contract

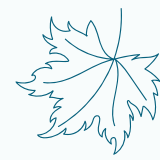
Thursday, November 9th or 16th  
from 6 pm to 9 pm

November 27<sup>th</sup>, 2023 or December 11<sup>th</sup>, 2023

**Board Meeting to formally announce New Superintendent**

July 1, 2024

**New ACSD Superintendent Begins**



# *An invitation to apply for the position of* **Superintendent**

## **Our Community**

Nestled in the agricultural valley of Addison County, our community is surrounded by natural beauty, spanning the eastern shores of Lake Champlain to the Green Mountains, with quilted hills of farms and forests between. The district includes the towns of Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, and Weybridge. Our collective population is roughly 15,600 people with Middlebury serving as the county seat and population center.

Our area is populated by multi-generational farming families, migrant farmer families, lifelong Vermonters and newly relocated folks seeking a simpler life. While we enjoy the safe, neighborly atmosphere of a small community, we have a rich culture and access to ample opportunities and services. Car, rail, and air travel make it easy to travel to Montreal, Boston, New York and beyond!

Our towns boast some of the best four-season outdoor recreation that New England has to offer. Besides the immediate Trail Around Middlebury (TAM), there is easy access to the Green Mountain National Forest, Branbury State Park, Snake Mountain Wildlife Management Area, or Rikert Nordic Center and Middlebury College Snow Bowl.

Area employers include world-renowned Middlebury College, local agriculture, retail and hospitality industry businesses, and Porter Medical Center, an acute care and skilled nursing facility with affiliated primary and specialty care practices belonging to the University of Vermont Health Network.

As home to Middlebury College, the community benefits from the academic and cultural opportunities that accompany a liberal arts institution. Our robust farm-to-table scene features agricultural products of local farms, dairies, apple orchards, and maple syrup producers. Middlebury is also home to Cabot Cheese, Otter Creek Brewery, Woodchuck Hard Cider, and AquaViTea Kombucha. And a number of annual county fairs and community events bring neighbors together to celebrate our riches. The magic that happens at the intersection of academia, environment, and agriculture is exactly what makes our community so special.



49 Charles Ave Middlebury, Vermont  
[acsdvt.org](http://acsdvt.org)  
[instagram.com/acsdvtschools](https://www.instagram.com/acsdvtschools)  
[facebook.com/acsdvt](https://www.facebook.com/acsdvt)



# Our District

The Addison Central School District (ACSD) serves approximately 1,650 students from Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, and Weybridge from preschool through twelfth grade. ACSD is a recently certified International Baccalaureate (IB) World School District which offers the IB PreK-12 continuum of Primary Years, Middle Years, and Diploma Programs. The coordinated curriculum provides proficiency-based learning and assessment, aiming for consistency in student instruction throughout the district.

Our seven elementary schools come together in 6th grade at Middlebury Union Middle School (MUMS) and continue to Middlebury Union High School (MUHS). The district is proud to provide its elementary students with a week of outdoor learning at the local Keewaydin Environmental Education Center, and the culmination of the IB Middle Years program incorporates student research and reflection into an independent passion project. ACSD also cultivates critical thinking in its students by requiring completion of Theory of Knowledge for graduation, a course that challenges students to examine what they know and how they know it. In addition to the IB Diploma Program, students at MUHS have the opportunity to access a diversity of technical programs at the Patricia A. Hannaford Career Center, which shares a campus with MUHS. The high school also offers an array of flexible pathways to graduation for students through Vermont's Dual Enrollment Program, Early College, and Virtual High School.

ACSD supports a wide range of extracurricular activities in its schools, including band and choir in its elementary schools, and sports, band, choir, art, theater, student council, as well as a number of special interest, academic, and social justice/environmental service clubs in the middle and high schools.



## Our Schools

### Bridport Central School

63 students grades preK-5th

### Cornwall School

94 students grades K-5th

### Mary Hogan School (Middlebury)

375 students grades PreK-5th

### Ripton Elementary School

46 students grades K-5th

### Salisbury Community School

65 students grades K-5th

### Shoreham Elementary School

76 students grades K-5th

### Weybridge Elementary School

44 students grades K-5th

### Middlebury Union Middle School

368 students grades 6th-8th

### Middlebury Union High School

521 students grades 9th-12th

# Points of Pride



- ACSD teachers honors: (1) 2022 Fulbright Distinguished Award in Teaching Research, (2) 2022 VT Outstanding Educator Awards, (1) 2022 VT Music Educator of the Year Award, (1) 2022 VT-NEA SHAPE Rising Star Award, and (1) 2022 VT-NEA Presidential Award for K-6 Excellence in Math & Science; (7) National Board Certified Teachers
- 20 MUHS student musicians qualified for the 2023 VT All State Music Festival in band, orchestra, and choir
- 25 National Honors Society students (2022)
- 5 Presidential Scholar Nominees (2022); 1 National Merit Scholarship Finalist and 2 Semi-finalists (2022)
- 20 IB Diploma recipients and 25 IB certificate recipients in 2022, representing 38% of the class
- 2 MUHS students honored at 2022 National FFA Convention
- D2 State Championship Teams: Girls Nordic (2022, 2023), Boys Nordic (2023), Bass Fishing (2022); D2 State Runner-Up Teams: Football (2022), Girls Tennis (2022), and Dance Team (2023)
- 66% of graduating 2022 MUHS students enrolled in post-graduate college; 9% enrolled in apprenticeships or career education; 22% sought employment, 3% gap year
- 32 Community-supported scholarships valuing \$153K awarded to graduating MUHS students in 2022
- 48 MUHS students in '21-'22 and '22-'23 participated in Dual Enrollment or enrolled in Early College through partner institutions, including CCVT, St. Michael's College, Vermont SU, UVM, and Middlebury College

### Staff

Total # of teachers: **223**

Total # of administrators: **20**

Total # of support staff: **174**

### Financials

'22-'23 Operating Budget: \$45,238,422

Debt Service Payment: \$172,073





## The ACSD Board and its Vision and Mission Statements

The ACSD Board consists of 13 members based on the relative populations of ACSD's member towns: 7 from Middlebury, and 1 from each of the six other towns. Board members are elected at large, and therefore represent the interests of all students in the District (not just the town in which they live). Each board member serves a 3-year term. Our community has overwhelmingly supported ACSD's budget over the past several years. The budget for FY23 passed by roughly 74%.

**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.**

The ACSD is currently developing its Strategic Plan for Equity, and is committed to achieving the following goals over the next five years:

- *Everyone will feel safe, welcomed, and included in our schools and the district. Students and families will be able to engage with the school system in valuable ways.*
- *ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and fiscally responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all of our students.*
- *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.*

## The Position

**The Qualifications:** The candidate must have the background, skills, and abilities essential for excellence in educational leadership. The Board recognizes that selecting a superintendent is one of the most important decisions it will make.

**The Addison Central School District Board of Education is seeking a Vermont licensed superintendent who:**

- has a proven record of success in leadership positions as evidenced by positive recommendations from former staff and work supervisors.
- is a data-driven decision-maker who prioritizes equity and understands the diverse needs of students, families, and staff.
- is collaborative and skillful at bringing people with different opinions together to build on common ground to reach consensus, a uniter.
- is dedicated to improving student outcomes for all, with a strong knowledge of special education, understanding of rural communities and socioeconomic diversity/disparity.
- is able to delegate and demonstrate accountability across their team, can assess the effectiveness of staff, and ensures staff have the necessary resources to be successful.
- is systems oriented around student outcomes and decision-making, monitors and adjusts actions as needed, and anticipates unintended consequences of actions.



MCPHERSON  JACOBSON, LLC

Application available at  
**[www.macnjake.com](http://www.macnjake.com)**

Must be certified as a Superintendent of Schools in Vermont; Candidates who are not currently certified should apply at: [education.vermont.gov/educator-licensure](http://education.vermont.gov/educator-licensure)

*Compensation will be regionally competitive.*

### Hiring timeline:

- Applications are due by midnight Thursday, September 28, 2023
- Candidates should apply to the application link found at: <https://macnjake.com/openings/>
- Board selects candidates to be interviewed: October 18, 2023
- Full-day finalist interviews: Nov 6th, 7th and 8th (or Nov 13th, 14th, and 15th)
- Selection of new Superintendent: early December 2023
- Anticipated start date: July 1, 2024

