

**BARRE UNIFIED UNION SCHOOL DISTRICT
BOARD MEETING**

February 25, 2021 at 5:30 p.m.
Via Google Meet

Click this link to join the meeting remotely:

**Meeting ID: meet.google.com/vxi-arvi-mgb
Phone Number: (US)+1 929-777-4801 PIN: 769 689 006#**

Please Note: If you attend the meeting remotely you must state your name for the record to satisfy the Open Meeting Law

AGENDA

1. Call to Order
2. Additions or Deletions with Motion to Approve the Agenda
3. Comments for Items Not on the Agenda
 - 3.1. Public Comment
 - 3.2. Student Voice
4. Approval of Minutes
 - 4.1. Meeting Minutes - February 11, 2021
5. Current Business
 - 5.1. First Reading Public Complaints About Personnel (B22) (Recommended) [**ACTION**]
 - 5.2. Administrative job descriptions:
 - 5.2.1. Superintendent of Schools
 - 5.2.2. Assistant Superintendent of Instruction
6. Old Business
 - 6.1. Modes of Instruction Update per BUUSD Policy D22
 - 6.2. Vision, Mission & Strategic Goals
7. Other Business/Round Table
8. Future Agenda Items:
9. Executive Session
 - 9.1. Superintendent Evaluation
 - 9.2. Administrator Evaluations
10. Adjournment

Reminder:

BUUSD Regular Board Meeting: March 11, 2021 at 5:30 pm via Google Meet

BOARD MEETING NORMS

- Keep the best interest of the school and children in mind, while balancing the needs of the taxpayers
- Make decisions based on clear information
- Honor the board's decisions
- Keep meetings short and on time
- Stick to the agenda
- Keep remarks short and to the point
- Everyone gets a chance to talk before people take a second turn
- Respect others and their ideas

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BOARD MEETING**

Via Video Conference – Google Meet
February 11, 2021 - 5:30 p.m.

MINUTES**BOARD MEMBERS PRESENT:**

Paul Malone (BT) - Chair
Sonya Spaulding (BC) – Vice-Chair
Victoria Pompei (BT) – Clerk
Gina Akley (BT)
Tim Boltin (BC)
Emel Cambel (BC) – joined at 5:40 p.m.
Giuliano Cecchinelli (BC)
Alice Farrell (BT)
Guy Isabelle (At-Large)

BOARD MEMBERS ABSENT:**ADMINISTRATORS PRESENT:**

David Wells, Superintendent
Mary Ellen Simmons, Assistant Superintendent of Instruction
Emmanuel Ajanma, Director of Technology
Josh Allen, Communications Specialist
Stacy Anderson, Director of Special Services
Penny Chamberlin, Director Central Vermont Career Center
Hayden Coon, BCEMS Principal
Jason Derner, Alternative Education Administrator
Chris Hennessey, BCEMS Principal
Carol Marold, Director of Human Resources
Jennifer Nye, BTMES Principal
Erica Pearson, BTMES Principal
Brenda Waterhouse, SHS Principal

GUESTS PRESENT:

Dave Delcore – Times Argus	Renee Badeau	Mel Battah	Linda Couture	Erika Dolan
Jody Emerson	Kara Erwin	Karen Fredericks	Jenny Hyslop	Prudence Krasofski
Amber Larrabee	Jake Larrabee	Hope Moulton	Christine Parker	Amy Richard
Abby Smith	Diane Solomon	Megan Spaulding	Michael	802 -***-***88

As the meeting was held via video conferencing, a roll-call vote was taken for each action item. Each Board Member was individually polled and voted to approve all motions that are listed as unanimously approved.

1. Call to Order

The Chair, Mr. Malone, called the Thursday, February 11, 2021, Regular meeting to order at 5:30 p.m., which was held via video conference.

2. Additions and/or Deletions to the Agenda

It was noted that this evening's meeting will follow the amended Agenda that was posted on 02/10/21.
Add 10.2 Personnel Matter Relating to Supervision – under Executive Session.

On a motion by Mrs. Pompei, seconded by Mrs. Spaulding, the Board unanimously voted to approve the Agenda as amended. Ms. Cambel was not present for the vote.

3. Public Comment for Items Not on the Agenda**3.1 Public Comment**

A parent addressed the Board advising that her 2 children have consistently faced racist incidents (including in the classroom, cafeteria, sporting events, and social media). The parent also advised that a BUUSD Board Member has recently posted racist memes

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on social media, including denying that racism exists in the Barre Community. There is much concern regarding the message these postings are sending to children in the school system, and this Board Member's postings are causing harm to the children they are supposed to be protecting. The Board was asked to use words and actions that demonstrate their support of students and that they are opposed to racism. It was requested that Board Members lead by example by taking active steps to denounce racism and take concrete steps to ensure that racist and divisive ideology is not a part of Board decisions. Mr. Malone thanked the parent for her input and advised that the Board recognizes there are issues, and is currently working on implementing policies on this issue. Ms. Simmons advised regarding current equity work, advising that an equity forum was held on 02/10/21, and that another forum will be held on 02/18/21. From the forums, the BUUSD will be developing a policy and procedures, and will also be conducting professional development relating to this issue.

A parent addressed the Board requesting information on the process for making decisions relating to moving to remote learning (due to COVID issues) and advised regarding the difficulty involved for parents who must work outside the home while students are home working remotely. Mr. Wells provided an overview of the decision making process, which involves a BUUSD team and the Vermont Department of Health, including directives from the Vermont Department of Health regarding individuals who must quarantine.

A parent queried regarding publication of plans for increased in-person instruction, should the Department of Health relax distancing guidelines. Mr. Wells advised that the Re-opening Team is currently working on a Recovery Plan, but that increased in-person instruction plans will be published if/when, the social distancing guidelines are changed.

3.2 Student Voice

None.

4. Approval of Minutes

4.1 Approval of Minutes – January 28, 2021 Regular Meeting

On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board unanimously voted to approve the Minutes of the January 28, 2021 Regular Meeting.

5. Reports to the Board

5.1 Superintendent/Central Office Report

A copy of the BUUSD Central Office Newsletter for February 2021 was distributed. There were no questions from the Board.

5.2 Building Reports

5.2.1 Spaulding High School

The Principal's Report dated 02/04/21 was distributed. A copy of the SHS Library Newsletter for February 2021 was distributed. Mrs. Waterhouse announced that David Poulin is a finalist for the 2021 National Merit Scholarship Awards, advising that only a small percentage of students across the country qualify for this and that during her tenure at SHS, only a handful of students have been able to reach this level of achievement.

5.2.2 Central Vermont Career Center

A document titled Director CTE Bytes for February 2021 was distributed. A copy of the CVCC 2021 Annual Report was distributed. Ms. Chamberlin announced that she received word from the Twelfth Annual Vermont Student Entrepreneurial Contest, that four CVCC Digital Media Arts students placed in the competition; Finn Cook (1st place for Bumper Stickers), and , LuLu Jennings, Jackson Lever, and Teka Marie-Phillips (2nd place for videos) Cash prizes and certificates will be presented to these students.

5.2.3 Barre City Elementary and Middle School

The Co-Principals' Report dated February 4, 2021 was distributed. Clarification was provided that both BCEMS and BTMES have in-person learning 5 days a week, but Wednesdays are half days at both schools (with remote learning in the afternoon).

5.2.4 Barre Town Middle and Elementary School

The BTMES Building Report dated February 11, 2021 was distributed. A copy of the BTMES February 2021 Newsletter was also distributed. There were no questions from the Board.

5.3 Committee Reports

5.3.1 Communications Committee

The Committee met on February 4, 2021. Discussion centered mainly on communication of the budget, including a review of the Draft Annual Report. In response to a query, Mr. Allen advised that a 'big reveal' of all budget information will occur on 02/12/21, including postings and e-mailing of budget information. Additionally, Mr. Allen advised that the Annual Report has been printed and it is expected that the reports will be mailed the week of 02/15/21.

The next meeting is Thursday, March 4, 2021 at 5:30 p.m. via video conference.

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5.3.2 Finance Committee

The next meeting is Tuesday, February 16, 2021 at 5:30 p.m. via video conference.

5.3.3 Facilities & Transportation Committee

The February 8, 2021 and March 8, 2021 meetings are cancelled. Mr. Cecchinelli advised that it was been an honor to participate and Chair this Committee. Much great work has been performed, including; installation of lights on the SHS Athletic fields, the upcoming installation of a generator at BTMES, and upgrades to the BCEMS bus loop. The next meeting date is to be determined. Mr. Cecchinelli was commended for his efforts on this Committee.

5.3.4 Policy Committee

The next meeting is Monday, February 15, 2021 at 5:30 p.m. via video conference. Mr. Cecchinelli advised that the next meeting will include discussion of policies B22 – Complaints About Personnel & Instructional Materials and E20 – Community Use of School Facilities.

5.3.5 Curriculum Committee

Mrs. Pompei advised that the last meeting included discussion of interventions and assessments for the current School Year. The next meeting will include an update of the Committee's Annual Work Plan, CVCC remote instruction, and student assessments.

The next meeting is Tuesday, February 23, 2021 at 5:30 p.m. via video conference.

5.3.6 Negotiations Committee

The next meeting date is to be determined.

5.3.7 Regional Advisory Board

Minutes from the February 8, 2021 RAB meeting were distributed. Mrs. Farrell advised that the Board received an extensive and enlightening presentation on the Medical/Health Fields Program. Mrs. Farrell encourages anyone who is interested in this field to look into what CVCC has to offer.

5.4 Financials

Three documents were distributed;
BUUSD FY21 Expense Report Summary (dated February 2021)
BUUSD Expense Report (dated 02/04/21)
BUUSD CVCC FY21 Budget (dated 02/04/21)

In response to a query regarding the \$64,000 overage in substitute wages at BTMES, it was noted that the overage is most likely related to having to hire long term substitutes.

6. Current Business

6.1 2021 Series 1 Vermont Municipal Bond Bank Sale

A cover letter and supporting documents from Primmer Piper Eggleston & Cramer PC (dated 01/25/21) was distributed. Mr. Wells advised regarding the motion recommended by legal counsel.

On a motion by Mr. Isabelle, seconded by Mrs. Spaulding, the Board unanimously voted to approve and adopt the terms of the Resolution and Certificate and the Bond Financing documents referred to there-in.

It was noted that a majority of the Board is required to sign the documents.

6.2 CVCC Governance Study Committee – Appoint Board Member

Mrs. Farrell moved to appoint Mr. Isabelle. Mrs. Pompei seconded the motion.
Brief discussion was held. There were no additional nominations.

On a motion by Mrs. Farrell, seconded by Mrs. Pompei, the Board unanimously voted to appoint Mr. Isabelle as the BUUSD Board Representative on the CVCC Governance Study Committee.

6.3 Healthcare Proposal from Vermont Legislature Discussion

A copy of a letter from Superintendent Wells to Members of the General, Housing and Military Affairs Committee (dated 02/02/21) was distributed. Mrs. Spaulding provided an overview of the letter which documents how statewide bargaining for health care is impacting the BUUSD budget. Mrs. Spaulding advised regarding the substantial increase to the BUUSD budget. It was stressed that recent bargaining is not sustainable. It was noted that the House is looking at 2 different Bills (to amend statewide bargaining) and the

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BUUSD wants the Committee working on this Bill to understand that much stronger guidelines need to be put in place, that bargaining needs to be proactive and budgets need to be able to sustain the amount being spent on healthcare for staff. Mrs. Spaulding encourages community and Board Members to reach out to their State Representatives regarding the issue of how health care costs are impacting budgets. Mr. Cecchinelli advised that he concerned regarding the portion of the letter that states the increases are causing the BUUSD to defer necessary maintenance and safety upgrades to buildings. Mr. Cecchinelli requested clarification on this statement. Mr. Wells advised that the statement is a generalized statement because healthcare costs are impacting the overall budget. Mr. Cecchinelli takes issue with the wording 'necessary maintenance' and safety upgrades. Mr. Cecchinelli provided information regarding necessary maintenance and safety upgrades that have been performed at the schools.

6.4 Administrative Job Descriptions

6.4.1 Superintendent of Schools

A copy of the Position Description for the position of Superintendent was distributed. Mrs. Spaulding queried regarding the possibility of comparing the new job description to the current job description. Mr. Wells believes the new Superintendent job description is the same as the existing one and that the job description for the Assistant Superintendent of Instruction is the same as the job description for the position of Curriculum Director (with changes pertaining to areas where duties will be shared with the Superintendent).

It was agreed that copies of the existing and new job descriptions will be provided in the next Board meeting packet and that discussions of these job descriptions will be added to the Agenda for the next Board meeting.

6.4.2 Assistant Superintendent of Instruction

A copy of the Position Description for the position of Assistant Superintendent of Instruction was distributed. Discussion was held under Agenda Item 6.4.1. **This item will be added to the next Board meeting agenda.**

7. Old Business

7.1 FY22 Tax Calculation Update

A document titled 'BUUSD Budget Development 2021 – 2022 – Draft 3, Projected Comparative Tax Rate Calculations – Revised' (dated 02/05/21) was distributed. It was noted that the draft document went to the printer prior to new information being provided by the State. The revised numbers will be posted on the BUUSD web-site. The Annual Report does have a disclaimer that the numbers are subject to change. The CLA for Barre Town is dependent on the lodging of the reappraisal on 04/01/21. Mrs. Spaulding provided an overview, advising that the Yield has changed (because of the position of the Education Fund), and proceeded to advise regarding how these changes will impact the tax rates. Mrs. Spaulding stressed that the change to the Yield has a large impact on the tax rate (the increase is lower). Mr. Allen will update the web site to indicate that information printed in the Annual Report has changed, and will provide an explanation as to why the change occurred.

7.2 Second and Final Reading Personnel Recruitment, Selection, Appointment and Background Checks Policy (B20) (Recommended policy)

Copies of policies referenced in Agenda Items 7.2 through 7.5 were distributed.

Mrs. Spaulding reached out to the VSBA regarding this policy, but has not heard back yet. Mrs. Spaulding will provide an update at a future meeting.

On a motion by Mrs. Farrell, seconded by Mrs. Pompei, the Board unanimously voted to approve the Second and Final Reading of the Personnel Recruitment, Selection, Appointment and Background Checks Policy (B20) and agreed to adopt said policy.

7.3 Second and Final Reading Transgender and Gender Nonconforming Students Policy (C28) (Recommended policy)

A parent voiced concern regarding how the schools will assure the safety of students, especially vulnerable students, if bathrooms are shared by those with 'opposite' body parts. Mr. Wells advised that he has spoken with all building principals regarding this matter, and principals have advised that they have dealt with this previously, and that concerns are addressed in the policy, and further advised that accommodations for students are made by offering the use of single stall bathrooms, and schedules. The schools have facilities and options to meet the needs of all students. In response to concerns relating to student safety, it was noted that student safety is addressed throughout the schools, not just bathrooms. The same safety expectations are applied regardless of the setting (bathrooms, locker rooms, hallways, classrooms etc.). Mrs. Akley advised regarding research she has performed and read a quote from The National Center For Transgender Equality; "Policies that allow transgender people to use the correct bathroom, do not legalize harassment, stalking, violence, or sexual assault, Those behaviors are and will continue to be against the law for anyone, anywhere". Mrs. Akley believes the main point of having this policy is to create an environment that is safe for all students. This policy does not undermine the safety of students. Mr. Boltin's concern is that adequate safety measures are in place. Administrators reiterated that they do not believe this policy would compromise student safety or prevent administrators from acting upon safety concerns. It was noted that research advises that transgender individuals are not predatory in nature. Concern was raised that there is no comparison between a past violent event that happened at one of the schools and this policy. It was requested that the rhetoric regarding a past incident stop as

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it is deemed to be inappropriate for public discussion at this meeting, does not relate to this policy, may cause harm to those struggling with gender identity, and is offensive to some who are listening to the meeting.

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to approve the Second and Final Reading of the Reading Transgender and Gender Nonconforming Students Policy (C28) and agreed to adopt said policy.

7.4 Second and Final Reading Substitute Teachers Policy (B1) (Required policy)

It was noted that the 3rd paragraph should be amended from '30 consecutive calendar days' to '30 consecutive student days'

On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board unanimously voted to approve as amended, the Second and Final Reading of the Substitute Teachers Policy (B1) and agreed to adopt said policy.

7.5 Second and Final Reading Electronic Communications Use & Retention Policy (F22) (Recommended policy)

On a motion by Mrs. Spaulding, seconded by Mrs. Pompei, the Board unanimously voted to approve the Second and Final Reading of the Electronic Communications Use & Retention Policy (F22) and agreed to adopt said policy.

7.6 Vision, Mission, and Strategic Goals

Mrs. Spaulding reported that the first round of forums is complete. The second round of forums is starting. Surveys have gone out. Surveys are for everyone (community members, students, staff, Board Members, etc.). All individuals are encouraged to complete the survey and provide feedback. The deadline for survey submission is 02/24/21.

8. Other Business/Round Table

Mr. Isabelle advised that he sent an e-mail regarding participation in the Racial Equity Meeting, but did not receive a follow-up. Ms. Simmons advised that the next forum is 02/18/21 at 5:30. Ms. Simmons will send an invitation to Mr. Isabelle. Ms. Simmons advised that based on feedback from the forums, a Racial Equity Policy will be drafted and presented to the Policy Committee and will then be presented to the Board. The policy will be followed by procedures which will be followed by professional development for faculty and staff. The current timeline indicates the draft policy will be presented to the Policy Committee in April 2021. Ms. Cambel requested an invitation to the 02/18/21 meeting.

Mr. Isabelle apologized to Ms. Hyslop for the issues her children have had to deal with and advised that he hopes the issues have been reported and that policies are being followed regarding dealing with these issues.

Mrs. Spaulding recognized Ms. Hyslop for sharing difficult information with the Board and advises she is committed to do a better job in dealing with racial issues. Mrs. Spaulding expressed her appreciation to parents who are attending the meetings, asking questions, and providing feedback. Mrs. Spaulding advised that she attended an on-line Racial Equity conference by the National School Board Association. Mrs. Spaulding advised that the key-note speaker was phenomenal, and she encourages other Board Members to attend one of these conferences. Mrs. Spaulding will try to share a link to the recording.

Mr. Malone recognized Ms. Cambel for serving on the Board for the 1 year appointed position. Mr. Malone recognized Mrs. Pompei for her BTMES and BUUSD Board work over the past 4 year, noting that she spent much time performing research and sharing important information and observations with the Board. Mr. Malone also recognized Mr. Cecchinelli for serving the district for over a decade.

9. Future Agenda Items

The next meeting is Thursday, February 25, 2021 at 5:30 p.m. via video conference – Google Meet

- Superintendent's Evaluation
- Administrators' Evaluations
- Superintendent of Schools Job Description
- Assistant Superintendent of Instruction Job Description

10. Executive Session as Needed

10.1 Superintendent Evaluation

10.2 Personnel Matter Relating to Supervision

Items proposed for discussion in Executive Session include the Superintendent's Evaluation and a Personnel Matter Relating to Supervision of an Employee.

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On a motion by Mrs. Pompei, seconded by Ms. Cambel, the Board unanimously voted to enter into Executive Session, with Mr. Wells in attendance, at 7:00 p.m. under the provisions of 1 VSA section 313 to discuss the items proposed for discussion. The remaining information was provided by the Board Clerk.

On a motion by Mrs. Akley, seconded by Mrs. Farrell, the Board unanimously voted to exit Executive Session at 8:15 p.m.

11. Adjournment

On a motion by Mr. Isabelle, seconded by Mrs. Spaulding, the Board unanimously voted to adjourn at 8:15 p.m.

Respectfully submitted,
Andrea Poulin

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY**

CODE: B 22

1ST READING: 02/25/2021

2ND READING:

ADOPTED:

PUBLIC COMPLAINTS ABOUT PERSONNEL

Policy

It is the policy of the Barre Unified Union School District (BUUSD) to see that complaints about school personnel are considered in a timely manner that is fair to all parties. The district places trust in its employees and desires to support their actions in such a manner that they are free from unnecessary, spiteful, or unjustified criticism or complaint. Further, it is the obligation of the board to ensure that the rights of the employee under the collective bargaining agreement and Vermont Law be protected through the administration of this policy.

In cases where the complaint is specifically addressed by another policy, the complainant should follow the procedures accompanying that policy. Examples include: Notice of Non-Discrimination (A22), Prevention of Employee Harassment (B5), Electronic Communications Between Employees and Students (B8), Policy on the Prevention of Harassment, Hazing, and Bullying of Students (C10 & C10-P), and Prevention of Sexual Harassment as Prohibited by Title IX (C12).

Resolving Complaints

It is the expectation of the BUUSD that concerns and conflicts be respectfully addressed and resolved directly between the complainant and the staff member. If the issue cannot be resolved directly with the individual, the complainant should communicate with the building Principal/Director by providing a summary of the concerns in writing, and including any examples or evidence supporting the complaint. In accordance with best practices and due process, the Principal/Director will afford the staff member with an opportunity for explanation, comment, and presentation of their perspective of the situation. The Principal/Director may use a variety of conflict resolution strategies to rectify the situation.

If the issue is not resolved to the satisfaction of the complainant, they may provide the written statement and evidence, including the Principal's/Director's actions, to the Superintendent, for their consideration and decision.

Appeal to the Board

If the complainant is not satisfied with the decision of the Superintendent, they may request the school board hear their case to review the Superintendent's decision. If the board decides to

honor the request of the complainant, a date will be set and appropriate administration invited to participate by presenting facts, providing context, and clarifying the issue. The board shall conduct such meetings in a fair and just manner, and shall render a decision.

**BARRE UNIFIED UNION SCHOOL DISTRICT #097
POLICY**

CODE: B 22

1ST READING: 02/25/2021

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If the issue is not resolved to the satisfaction of the complainant, they may provide the written statement and evidence, including the Principal's/Director's actions, to the Superintendent, for their consideration and decision.

~~The complainant shall be encouraged first to bring a complaint to the individual concerned. If the problem cannot be resolved with the individual concerned, it should be brought to the attention of the immediate supervisor or administrator. The complaint should be in writing stating the issues and supporting facts. The individual employee involved shall be given every opportunity for explanation, comment, and presentation of the facts as he/she sees them.~~

~~If the issue is not resolved by involvement of the immediate supervisor, the complainant may refer the issue to the principal for his or her review and decision. In the event the principal's review does not lead to a satisfactory resolution, the compliant may submit the issue to the superintendent for review and decision.~~

~~In cases of alleged discrimination, the complainant should follow the procedures accompanying the non-discrimination policy.~~

Appeal to the Board

If the complainant is not satisfied with the decision of the Superintendent, they may request the school board hear their case to review the Superintendent's decision. If the board decides to honor the request of the complainant, a date will be set and appropriate administration invited to participate by presenting facts, providing context, and clarifying the issue. The board shall conduct such meetings in a fair and just manner, and shall render a decision.

~~If the above steps do not resolve the concern of the complainant, he/she may request a session of the board for the purpose of reviewing the superintendent's decision. If the school board decides to hear the request of the complainant, it shall invite all parties involved including the appropriate school and supervisory union administrators to attend a meeting for purposes of presenting facts, making further explanations, and clarifying the issue. The board shall conduct such meetings in a fair and just manner and shall render a decision.~~

~~It is the intent of the board that the rights of employees under collective bargaining agreements~~

and Vermont law be protected through the administration of this policy.

<i>VSBA Version:</i>	
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	<i>16 V.S.A. § 1752 (Suspension, dismissal)</i>
	<i>1 V.S.A. §§ 310 et seq. (Open meetings)</i>
<i>Cross Reference:</i>	

SUPERINTENDENT JOB DESCRIPTION**Role of the Superintendent:**

The Superintendent shall be the chief executive officer for the Barre Supervisory Union (BSU) Board and for each school board within the Supervisory Union. The Superintendent shall accept all responsibilities and perform all duties required of a superintendent as prescribed by Federal law, Vermont State Statutes, rules and regulations of the Vermont Board of Education, and as stated herein.

Supervision and Evaluation:

The supervision and evaluation of the Superintendent shall be the responsibility of the BSU Board. The Superintendent's evaluation shall be performed annually, with input from each member school board within the Supervisory Union.

Superintendent's Responsibilities:

The Superintendent shall be expected to apply the knowledge and skills identified in the General Competencies for School District Administrators as established by the Vermont Standards Board of Professional Educators of the Vermont Agency of Education.

Performance Standards: Leadership

1. Visionary Planning

- (a) Develops and supports a shared vision with the board, administration, staff and community.
- (b) Identifies the need for systemic change and serves as an agent for that change.
- (c) Collaborates with others to develop and implement a comprehensive action plan to improve student learning and assesses student performance under the plan.
- (d) Develops an effective and interactive community public relations program with multiple communications applications.

2. Interpersonal and Collaborative Skills

- (a) Is articulate and clear in verbal and written communications.
- (b) Effectively uses skills and strategies of problem solving, consensus building, conflict resolution, stress management and crisis management.
- (c) Provides constructive feedback to others to further continuous improvement.
- (d) Models and promotes professional ethics and values.
- (e) Works with others to define problems, examine alternatives, and find solutions.

3. Partnerships

- (a) Collaborates and partners with parents, community, social service agencies, state agencies, higher education institutions, business, and industry to support student learning.
- (b) Informs legislators of the effects of pending legislation on the Supervisory Union and its member districts.
- (c) Demonstrates understanding of current and pending legislation and changes in state and federal laws and regulations affecting the Supervisory Union and assists the boards in complying with these changes.
- (d) Maintains liaisons and participation with the VT State Board of Education, VT Superintendents Association, VT School Boards Association, and other agencies in order to gain information and provide appropriate influence on pertinent matters.
- (e) Guides and assists the BSU Board and each member school board in executing its duties and authority.
- (f) Provides orientation and training for board members on their roles and responsibilities, and encourages attendance at related workshops.
- (g) Assists in preparing agendas for board meetings and attends meetings prepared to act as a resource person and advisor on matters before the boards.
- (h) Works with the boards in developing and articulating individual board policies and related procedures; coordinates policies of all boards within the Supervisory Union; and ensure implementation of adopted policies.

Management

1. Personnel

- (a) Oversees the recruitment, selection, and maintenance of qualified staff.
- (b) Recommends for board action the hiring, discipline and termination of all licensed personnel.
- (c) Approves the hiring, discipline and termination of all non-licensed personnel.
- (d) Conducts written evaluations of all administrators in the Supervisory Union on an annual basis.

(e) Oversees and provides information for labor relations, negotiations, and administrative contract management; administers the provisions of the negotiated agreements.

2. Curriculum, Instruction and Assessment

(a) Oversees a comprehensive and inclusive system of education that will foster success for all students.

(b) Oversees planning, implementation, and evaluation for the improvement of education programs as outlined in each school's Action Plan.

(c) Oversees the reporting and use of assessment results to inform the school community.

(d) Ensures that students in all cohort groups are making progress toward achieving the expectations of the Common Core State Standards.

3. Fiscal Planning and Budget Management

(a) Assumes responsibility for overall financial planning of the school districts and for preparation of the annual budget and budget calendar for review and approval by the boards.

(b) Oversees the development, authorization, and maintenance of appropriate budgetary procedures and ensures they are properly administered.

(c) Submits to the boards a clear and detailed explanation of proposals for any expenditures of a substantial sum.

(d) Clearly explains proposed budgets, needs, and priorities to the boards, community and local municipal officials.

(e) Seeks opportunities for increased revenue to offset district expenditures.

4. Safe and Effective Learning Environment

(a) Oversees school safety and security including school transportation programs.

(b) Oversees use of current technologies that support a safe and effective learning environment.

(c) Advises the school boards on required, legal, and effective policies needed to operate a well-managed school.

(d) Ensures that school facilities are safe, properly equipped and in good repair.

5. Educational Records and Reports

(a) Files, or causes to be filed, all reports required by state and federal law in a timely manner and accepts responsibility for accuracy.

(b) Oversees the maintenance of all school information as required by law and/or board policy.

(c) Serves as custodian of school records and other documentation.

Barre Unified Union School District

Position Description

POSITION: Superintendent

FLSA: Exempt/Salary

REPORTS TO: Barre Unified Union School Board

POSITION GOAL: The Superintendent shall be the chief executive officer of the Board and the administrative head of schools and departments of the district. The Superintendent shall be responsible for the development and implementation of a coordinated and articulated educational program, preschool through adult. The Superintendent may delegate responsibility for the operation of various segments of the district, but shall be responsible to the Board for the results produced.

PROFESSIONAL AND CORE/PRIMARY RESPONSIBILITIES:

The Superintendent will meet or exceed the following Professional Standards as adopted by the Vermont Standards Board for Professional Educators:

1. Develop, advocate, and enact a shared mission, vision and core values of high-quality education.
 - a. Develop an educational mission for the school to promote the academic success and well-being of each student.
 - b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
 - c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
 - d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
 - e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
 - f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
 - g. Model and pursue the school's mission, vision, and core values in all aspects of leadership.
2. Act ethically and professionally in personal conduct according to professional norms.
 - a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
 - b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
 - c. Place children at the center of education and accept responsibility for each student's academic success and well-being.
 - d. Safeguard and promote the values of democracy, individual freedom and responsibility,

- e. equity, social justice, community, and diversity.
 - e. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
 - f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.
3. Strive for equality of educational opportunity and culturally responsive practices.
- a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
 - b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
 - c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
 - d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
 - e. Address matters of equity and cultural responsiveness in all aspects of leadership.
4. Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment.
- a. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
 - b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
 - c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student's experiences, recognizes student strengths, and is differentiated and personalized.
 - d. Promote the effective use of technology in the service of teaching and learning.
 - e. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
 - f. Cultivate an inclusive, caring and supportive school community.
 - g. Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
 - h. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
 - i. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
 - j. Cultivate and reinforce student engagement in school and positive student conduct.
 - k. Infuse the school's learning environment with the cultures and languages of the school's community
5. Develop the professional capacity and practice of school personnel.
- a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
 - b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
 - c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of

- professional and adult learning and development.
- d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
 - e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
 - f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
 - g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
 - h. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
 - i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.
6. Foster a professional community of teachers and other professional staff maintaining workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- a. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
 - b. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
 - c. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
 - d. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
 - e. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
 - f. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
7. Engage families and the community in meaningful, reciprocal, and mutually beneficial ways.
- a. Are approachable, accessible, and welcoming to families and members of the community.
 - b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
 - c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
 - d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
 - e. Develop and provide the school as a resource for families and the community.
 - f. Create means for the school community to partner with families to support student learning in and out of school.

- g. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
 - h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
 - i. Advocate publicly for the needs and priorities of students, families, and the community.
 - j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.
8. Manage school and district operations and resources.
- a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
 - b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
 - c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
 - d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
 - e. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
 - f. Develop and manage productive relationships with the central office and school board.
 - g. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
 - h. Manage governance processes and internal and external politics toward achieving the school's mission and vision.
9. Act as an agent of continuous improvement.
- a. Seek to make school more effective for each student, teachers and staff, families, and the community.
 - b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
 - c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
 - d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
 - e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
 - f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
 - g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
 - h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
 - i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for,

process for, and outcomes of improvement efforts.

- j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

PROFESSIONAL STANDARDS:

The Superintendent will meet or exceed the Professional Standards as adopted by the Vermont Standards Board for Professional Educators.

[Professional Standards for Educational Leaders](#)

SUPERVISORY RESPONSIBILITIES: All administrative certified and non-certified staff.

QUALIFICATIONS: The Superintendent Vermont endorsement 3-90 (Superintendent).

TOOLS/TECHNOLOGY REQUIREMENTS: Proficiency in Google Suite and experience and knowledge of computerized database systems. Excellent computerized file management skills.

PHYSICAL EFFORTS AND STRESS: In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, public scrutiny, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary.

WORK ENVIRONMENT: Work is normally performed in a climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). No known environmental hazards are encountered in normal performance of job duties.

TERMS OF EMPLOYMENT: Full Year - 261 Days - Administrator Contract

EVALUATION: The Superintendent will be evaluated annually by the Barre Unified Union School District School Board.

***Disclaimer:** The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This job description is subject to revision at any time by the employer.*

Updated February 5, 2021

Barre Unified Union School District

Position Description

POSITION: Director of Curriculum, Instruction & Assessment **FLSA:** Exempt/Salary

REPORTS TO: Superintendent

POSITION GOAL: The Director of Curriculum, Instruction & Assessment will work with central office staff, building administrators, specialists and teachers to provide leadership in the coordination, organization, assessment and development of curriculum, improvement of instruction, and improvement and development of programs in the BUUSD. To support this work, the Director is responsible for administering grants, including the Consolidated Federal Programs grant. This position also includes oversight of the collection and analysis of data.

PROFESSIONAL STANDARDS:

The Director of Curriculum, Instruction & Assessment will meet or exceed the following Professional Standards as adopted by the Vermont Standards Board for Professional Educators. :

- Develop, advocate, and enact a shared mission, vision and core values of high-quality education.
- Act ethically and professionally in personal conduct according to professional norms.
- Strive for equality of educational opportunity and culturally responsive practices.
- Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment.
- Cultivate an inclusive, caring and supportive school community.
- Develop the professional capacity and practice of school personnel.
- Foster a professional community of teachers and other professional staff.
- Engage families and the community in meaningful, reciprocal, and mutually beneficial ways.
- Manage school and district operations and resources.
- Act as agent of continuous improvement.

[For more detail on these standards please see

<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf> pages 9 to 18]

CORE/PRIMARY RESPONSIBILITIES include the following. Other duties may be assigned.

- Direct the coordination, development, and assessment of PreK through adult curriculum and instructional services. This includes responsibility for documenting the working curriculum of the district.
- Develop and implement, in coordination with building and central office administration and curriculum office staff, an effective program of inservice education and staff development for instructional staff
- Provide overall coordination of CFP and other grants, including preparing, filing, and administration of these grants with input from building and central office administrative teams

- Work with the Superintendent to assure compliance with all laws and regulations related to programs, curriculum, instruction, assessment and the use of grant funds. This includes overseeing plans to meet standards in all areas related to curriculum.
- Direct the implementation of all local, state, and federal assessment and coordinates the compilation, use, and interpretation of assessment results
- Oversee, along with the Superintendent, Continuous Improvement Plans for the Central Office and all schools in the district.
- Oversee all staff committees related to curriculum, instruction, assessment and professional development
- Serve as the Central Office liaison for all school board committees and functions related to curriculum, instruction, assessment and professional development
- Attend and represent the curricular interests of the BUUSD at local, regional and statewide meetings and with the Vermont Agency of Education
- Stay current in best practices related to curriculum, instruction, assessment and professional development and incorporates these best practices into the function of the district
- Provide supervision and evaluation for curriculum specialists and office staff
- Other duties as assigned by the Superintendent

QUALIFICATIONS:

The Director of Curriculum, Instruction & Assessment must hold or be qualified for Vermont endorsement 3-93 (Director of Curriculum)

SUPERVISORY RESPONSIBILITIES:

PROFESSIONAL RESPONSIBILITIES:

Active in professional organizations and associations

Remains current in information and research about curriculum, instruction and assessment

TOOLS/TECHNOLOGY REQUIREMENTS: Proficiency in Microsoft Word, Excel, Powerpoint, and Google (or similar e-mail system). Experience and knowledge of computerized database systems. Excellent computerized file management skills.

PHYSICAL EFFORTS AND STRESS: In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, public scrutiny, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary.

WORK ENVIRONMENT: Work is normally performed in a climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). No known environmental hazards are encountered in normal performance of job duties.

TERMS OF EMPLOYMENT: Full Year - 261 Days

Administrator Contract

EVALUATION: The Director of Curriculum Instruction and Assessment will be evaluated annually by the Superintendent.

***Disclaimer:** The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. This job description is subject to revision at any time by the employer.*

Updated July 2017

Barre Unified Union School District

Position Description

POSITION: Assistant Superintendent of Instruction

FLSA: Exempt/Salary

REPORTS TO: Superintendent

POSITION GOAL: The Assistant Superintendent for Instruction will provide leadership and work with the Superintendent in the coordination, organization, assessment and development of curriculum, improvement of instruction, and improvement and development of programs in the Barre Unified Union School District. To support this work, the Assistant Superintendent is responsible for administering grants, including the Consolidated Federal Programs grant. This position also includes oversight of the collection and analysis of data.

PROFESSIONAL STANDARDS:

The Assistant Superintendent of Instruction will meet or exceed the Professional Standards as adopted by the Vermont Standards Board for Professional Educators.

Professional Standards for Educational Leaders

CORE/PRIMARY RESPONSIBILITIES include the following. Other duties may be assigned.

- In coordination with the Superintendent, direct the coordination, development, and assessment of PreK through adult curriculum and instructional services.
- Develop and implement, in coordination with building and central office administration and curriculum office staff, an effective program of inservice education and staff development for instructional staff.
- Provide overall coordination of CFP and other grants, including preparing, filing, and administration of these grants with input from building and central office administrative teams
- Assure compliance with all laws and regulations related to programs, curriculum, instruction, assessment and the use of grant funds. This includes overseeing plans to meet standards in all areas related to curriculum.
- Direct the implementation of all local, state, and federal assessment and coordinate the compilation, use, and interpretation of assessment results.
- Oversee the district and school Continuous Improvement Plans.
- Work with the Superintendent to oversee all staff committees related to curriculum, instruction, assessment and professional development.
- Serve with the Superintendent as district liaison for all school board committees and functions related to curriculum, instruction, assessment and professional development.

QUALIFICATIONS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily, in addition to the following:

- Vermont endorsement 3-93 (Director of Curriculum) and Vermont endorsement 3-90 (Superintendent).
- Master's Degree in Education or Administration and a concentration in educational administration, experience teaching at the high school level and experience serving as a School

Principal or other leadership capacity within a PreK-12 school or a combination of education and experience from which comparable knowledge and skills are acquired.

- Knowledge of contemporary instructional theory and practice; commitment to standards-based curriculum and instruction, success for all learners, parent and community participation in school life, and life-long learning; and dedication to the highest level of student and staff performance; plus competence in the following areas:
- Fundamentals of educational administration/leadership, School law, School finance or school business management Staff evaluation/development.
- Curriculum management (e.g. development, supervision, an evaluation).
- Excellent school and community relations

SUPERVISORY RESPONSIBILITIES: The Assistant Superintendent shall supervise the curriculum team,. administrative assistant and administrators as assigned.

PROFESSIONAL RESPONSIBILITIES:

Remains active in professional organizations and associations for both CIA and Superintendent

TOOLS/TECHNOLOGY REQUIREMENTS: Proficiency in Google Suite and experience and knowledge of computerized database systems.

PHYSICAL EFFORTS AND STRESS: In general, a moderate degree of physical stamina is required to perform the essential functions of the job. The employee is regularly required to move around the office. Prolonged periods of sitting in front of a computer, reading, and keyboarding are often necessary. Stress can result from deadlines, conflicts, public scrutiny, and other daily occurrences. The employee frequently reaches with hands and arms, with some bending and twisting to access file cabinets, office machinery and supplies. Close visual acuity is necessary..

WORK ENVIRONMENT: Work is typically performed in a climate controlled office environment, with very limited exposure to extreme heat/cold, poor ventilation, fumes, and gases. Noise level is moderate and includes sounds of normal office equipment (computers, telephones, etc.). No known environmental hazards are encountered in normal performance of job duties.

Work may also be performed in the school/classroom environment. The noise level in this environment is quiet to loud depending upon the activity in the particular part of the day and location.

TERMS OF EMPLOYMENT: Full Year- 261 Days- Administrator Contract

EVALUATION: The Assistant Superintendent of Instruction will be evaluated annually by the Superintendent.

***Disclaimer:** The above statements are intended to describe the general nature and level of work being performed by people assigned to this classification. All of the listed functions are important and are in no particular order. This is not an exhaustive list of all responsibilities, duties, and skills required. All employees may be required to perform duties outside of their normal responsibilities from time to time, as needed. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. This job description is subject to revision at any time by the employer.*

Updated February 5, 2021