

AGENDA



**Addison Central School District
ACSD Board
Board Meeting
Monday, February 13, 2023, 5:30 pm - 8:00 pm
48 Deerfield Ln, Middlebury VT & Virtual Connection**

ACSD District Vision and Mission

OUR VISION

All students will reach their full academic potential and be prepared for success as engaged citizens.

OUR MISSION

To provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility.

Please click the link below to join the webinar:

<https://us06web.zoom.us/j/82045646293>

- A. Call to Order Upon Reaching A Quorum
 - 1. Introductions - Board Members, Administrators and Staff
 - 2. Public Comment
- B. Recommendation to Approve Minutes of January 23, 26, and 30, 2023
- C. Approve ACSD Bills
- D. Middle School Presentation 20 min
- E. Report of the Superintendent
 - 1. Discussion: Addison County Middle School Program 20 min
- F. Report of the Board
 - 1. Action: Amend Article 14 45 min
 - 2. Action: Accept Superintendent's Resignation 2 min
 - 3. Discussion: Superintendent Search 30 min
 - 4. Policy Revision
 - a. Amend C10: Prevention of Harassment, Hazing and Bullying of Students 5 min
- G. Other
- H. Adjournment

Total Meeting Time: 2h 2m

***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, January 23, 2023, 5:30 pm - 8:00 pm

208 Charles Avenue, Middlebury VT & Virtual Connection

ACSD District Vision and Mission

OUR VISION

All students will reach their full academic potential and be prepared for success as engaged citizens.

OUR MISSION

To provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility.

In Attendance

Barbara Wilson; Brian Bauer; James Malcolm; Jamie McCallum; Jennifer Nuceder; Joanna Doria; Lindsey Hescocock; Mary Gill; Mary Heather Noble; Steve Orzech; Suzanne Buck; Victoria Jette

Please click the link below to join the webinar:

<https://us06web.zoom.us/j/86453546660>

A. Call to Order Upon Reaching A Quorum

Meeting called to order at 5:33 p.m.

1. Introductions - Board Members, Administrators and Staff

ACSD Administrators and Staff present: Peter Burrows, Superintendent; Heather Crowley, Executive Assistant to the Superintendent; Caitlin Steele, Assistant Superintendent of Teaching and Learning; Nicole Carter, Director of Equity and Student Services; Matt Corrente, Director of Finance and Operations; Will Hatch, Director of Technology

Narges Anzali, ACSD Board Student Representative also present.

2. Public Comment

No public comment.

B. Recommendation to Approve Minutes of January 17, 2023

Minutes approved with the following corrections:

Joanna Doria's comment in #4 of Report of the Board should be revised to just say that she suggested the budget book include information about how Title 1 funds are being spent at Title 1 schools.

The summary under ACSD Bills should be corrected to say that the TrueEx Cullins bill was to evaluate the 208 Charles Ave space for possible repurposing as the ACP program space.

Motion to approve the minutes of January 17, 2023.

Move: Suzanne Buck Second: Barbara Wilson Status: Passed

C. Approve ACSD Bills

James Malcolm reported that there were no ACSD bills since the January 17, 2023 meeting.

D. Report of the Superintendent

Peter Burrows opened with an acknowledgment of Justin Campbell's resignation as Principal of MUHS. He said that the Central Office is focused on supporting MUHS students and teachers in the wake of this news. He acknowledged that everyone is in shock and absorbing the information. He met with MUHS teachers, and students were sent emails -- they will have time during TA to discuss. Caitlin Steele will step in as the interim Principal for the remainder of the academic year while they begin a search process for a new principal.

Peter then provided updates regarding pending legislation that impacts how school budgets are warned. The bill is on the Governor's desk awaiting his signature -- if he signs it in time, most school districts are opting to remove the second part of the language from their budget warnings - specifically the cost per equalized pupil and the percent increase in cost/eq pupil since the last academic year. The reason, most superintendents argue, is that the figures are misleading -- especially in a year like this when inflation significantly impacts the percent increase in cost/eq pupil figure. The increases look larger than the actual spending increases, which puts school budgets at risk of being misinterpreted and rejected by voters. Peter recommends scheduling a special meeting to allow the Board to change the language if it is authorized by the Governor in time.

E. Report of the Board

1. Action: Superintendent Search Consultants

The Board heard presentations from Elaine Pinckney of the Vermont School Board Association and Judy Sclain-Stein of McPherson & Jacobson LLC recruiting consultants. Both described hiring the superintendent as the most important job of a school board, and provided summaries of their Superintendent Recruitment services. They also took questions from Board members. Highlights:

Elaine Pinckney of VSBA:

- Timeframe is usually 8-10 weeks
- Community participation in the process is key for support of chosen candidate
- She works with Board to identify characteristics & qualities of desired superintendent based on the Board's strategic plan, mission & vision, and District needs
- Position is posted until filled, with preference toward earlier candidates. Includes School Spring, AASA, Ed Week, and others if desired (note: some of the posting includes selling the community)
- Board creates a landing page for the SI search so community can follow the process and provide input
- Assemble search committee of 10-12 people, including 2-3 Board members, Admin, teachers, staff, and community members -- should be a good cross section of community interests. The committee meets 2-3 times to determine how to get stakeholder input (e.g., google form) and determine the interview process and questions. Search Committee reviews applicants, identifies which ones to interview based on the rubric provided by the Elaine.
- Usually 2 rounds of interviews, then the committee brings finalists in for meet & greet, site visit, etc.

- Reference checks conducted
- Then candidate is chosen and the Board tells the story to the community.
- Possible timeline: Post position around 1/30; Committee meeting 2/7 and 2/14; First round of interviews 3/8; Second round of interview 3/15; Board interview 3/20 -- final choice at end of March.

Judy Sclain-Stein of McPherson & Jacobson:

- Timeline is 2-3 months
- Process includes 5 phases;
- Phase 1 includes working with the Board to determine important qualities and characteristics in a new SI -- distilled down to 3-6 criteria statements. Determine advertising and finalize timeline.
- Phase 2 includes McPherson & Jacobson meeting with stakeholders (without the Board) to gather stakeholder concerns, desires, etc. They will gather parents, teachers, students, community leaders and ask them what is good about the district, what they're looking for, what issues exist, etc. They gather info through anonymous community surveys to get authentic feedback.
- Phase 3 includes McPherson & Jacobson consultant working to interview and vet applicants, based on interview questions influenced by the second phase. References are checked -- this replaces the "search committee's" work -- since the process is front-loaded with stakeholder input.
- Phase 4 includes having top candidates meet with the Board -- they are presented based on what the consultant has learned from the Board and community, and which candidates they think best align with what everyone is looking for. Finalists meet with stakeholder groups.
- Phase 5 includes selection of candidate and assistance with contract negotiations. Then the consultants check back in with the Board and new SI to determine performance goals, and additional professional development so roles are clearly established for success.
- Potential timeline -- completion of process by late April/early May. There is ample time to attract high quality candidates.
- Variable fees depending on consultant travel, range and duration of position advertisement, etc.

After completion of presentations, Victoria Jette summarized the main differences she sees between the two consultants: VSBA seems more streamlines, regionally focused on New England, and requires significant work from the Search Committee. McPherson & Jacobson are not local but do all the heavy lifting and may have a broader reach. They have done successful searches for Burlington, CVU, and Harwood.

Jen Nuceder expressed concern about the expense of using McPherson & Jacobson, mainly due to consultant travel -- do they have a closer consultant? Brian Bauer wondered why we wouldn't work with the McPherson & Jacobson consultant who did the other Vermont searches -- how did those work out? Victoria Jette and Suzanne Buck explained that he wasn't available at the time. Joanna Doria asked if we could ask McPherson & Jacobson if they have a more local consultant to help us keep travel costs down.

Suzanne Buck and Steve Orzech spoke highly of Judy Sclain-Stein, who has done the SI search for PAHCC -- it was thorough, transparent, and within the quoted price. Barb Wilson expressed that she likes how they guarantee their work. Jamie McCallum said that he initially preferred VSBA because of the Steering Committee's involvement, but is now wondering whether the stakeholder input for McPherson & Jacobson's process is better -- perhaps we

can ask for even more of that?

Brian Bauer expressed concerns about the process, noting that the Board should be in agreement about Superintendent characteristics first, before hiring a consultant. He also feels the establishing performance criteria after a new hire begins is too late -- the person would need to know this before accepting the position. Mary Heather Noble suggested that hiring a consultant first to help moderate the Board's desired criteria is the most efficient way to get that task done.

Lindsey Hescock expressed reservations about bringing an outside firm to assist us in the process, especially given Vermont's unique culture -- but is somewhat comforted by Steve and Suzanne's experience with them. She is also curious about how internal candidates would be handled. Victoria said that she asked both consultants this question and they both advised having all internal candidates go through the same process that external candidates experience -- this sets the selected party up for success with community buy-in.

Motion to pursue hiring McPherson & Jacobson was approved. Lindsey Hescock voted against the motion. Victoria Jette agree to inquire about closer consultants within the firm to reduce expenses.

Motion to pursue hiring McPherson and Jacobson to assist with the recruitment of a new Superintendent for ACSD.

Move: Jennifer Nueder Second: Suzanne Buck Status: Passed

2. Action: Amend Warnings (Tentative)

Board members agreed to schedule a special meeting to revise the warning language on Thursday, January 26, 2023 at 9:00 a.m.

3. Discussion: Appointment of ACSD Cornwall Resident Board Member Vacancy

Victoria Jette welcomed three candidates for the Cornwall position on the ACSD Board: Ellen Whelan-Wuest, Chris Kramer, and Jeff Taylor. She asked each one to introduce themselves and explain why they are interested in filling the vacancy. James Malcolm clarified that all of the candidates are seeking a 1-month appointment, and that they are all planning to run for the remaining year of the position's term.

Ellen Whelan-Wuest introduced herself -- she has a lot of professional experience in collaboration, bringing disparate groups together. She has participated in other ACSD efforts, including the Community Partnership Council. She admires the work of the Board and is deeply committed to nurturing the health and vitality of the community -- she believes that ACSD has a huge role in maintaining the strength of its Towns. She understands the fiscal and infrastructure challenges of the District, the fallout of the pandemic on students and teachers, the work ahead to find a new superintendent, and transitioning into new leadership. She is personally interested in student/teacher ratios, and improving decision making processes that incorporate lots of voices. She is very interested in taking care of ACSD's most vulnerable students. She acknowledged needing to learn a lot about the Board and education laws.

Chris Kramer acknowledged that most of the Board already knows him as a result of his advocacy. He has been co-leading Friend of Cornwall School, and most know where he stands on the issues. Is transparent about his process. He believes the priorities for ACSD include: the Superintendent search and making it open to community participation,

coordinating with other community agencies on child care & after school care, fiscal challenges of sunsetting Federal relief money, and equity. He wants to see Article 14 of the ACSD Charter changed to include a Town vote. He also thinks MUMS continues to have a lot of problems and believes the reasons are due to a failure to listen to teachers. He also thinks the estimated cost of capital improvements (\$100M) is much too large for a bond measure, that the estimate includes unnecessary work and that a much smaller amount (\$10M) is more appropriate.

Jeff Taylor introduced himself -- he has lived in Cornwall for 11 years, and is a parent of students at MUMS and MUHS. He was very involved in the elementary school, and is looking for a way to continue his involvement in ACSD while giving back to the community. His personal background: He trained as an engineer, earned his PhD and taught in academia/research for a while. Also has experience with project management in biotech. He moved to Vermont to follow his wife and start a family, and has been the primary caregiver for the kids. He knows his experience is not specific to education, but believes his skills translate well with respect to working with people, creating systems to solve problems, and working within budgetary constraints. He is also involved in the community via recreational nonprofits (biking & trails). Jeff said that he is not coming in with any preconceived agenda about priorities -- would come in with an open mind and expects that priorities will change as circumstances change. He is interested in long-range planning for ACSD -- wants to make sure the District ready for families who may be looking to come to Vermont as a result of climate change.

Jen Nuceder specifically thanked all candidates for volunteering their time and interest. Mary Heather Noble asked each candidate to identify their priorities for ACSD into the next year -- responses summarized above.

Steve Orzech asked Chris Kramer about the number of Freedom of Information Act requests with the District, lawsuits/complaints filed against the District, and how much those actions have cost. Chris responded that he filed two FOIA requests -- one in 2021 and one in Dec 2022. Cost was around ~\$1,800. Steve then asked Chris about how much he spent in the last election, during which he ran against Peter Conlon for the Cornwall position. Chris answered that he spent \$7,000 of his own money for that 2021 election and \$2,000 in support of both Joanna Doria and Jamie McCallum in the 2022 election. Steve then asked about Chris's position as an officer of Save Our Schools -- Chris responded that he just recently resigned from that position. There was some discussion about whether SOS legally qualifies as a political action committee. Chris does not believe that they are currently a PAC. Steve wondered whether the total amount of money spent might have been better directed toward a school.

James Malcolm spoke up about how Board members do not generally enter Board service as politicians, and that the issue of fiscal sustainability and potential closure of small schools has made it political. He wanted to publicly state that it is very important for all candidates to come into Board service with a pragmatic approach to the problems facing the District and not come in with an absolute agenda. He stated that he and other Board members took great affront to the accusations directed at them after they spent hundreds of hours researching and identifying District issues and possible solutions to the community. Many Board members felt angry and insulted about the insinuations about dishonesty.

Suzanne Buck pointed out that being on the school Board requires some training and education to learn about the role of the Board vs administration, and what is appropriate for the conduct of a school Board member. She asked all candidates if they are willing to complete recommended trainings. All responded that they were.

Lindsey Hescock expressed appreciation for the candidates, and noted the tendency people have about entering Board service without a full understanding of the time commitment and work that goes into it. Her experience is that everyone is currently serving for the right reasons: all students in the District. She cautioned against serving unless all students of the entire District is the focus of the effort. There is a lot of time, energy, and conflict -- and feels that this Board has been civil and works together despite disagreement.

Victoria Jette again thanked the candidates for their time and willingness to serve and excused them.

4. Executive Session - For the purpose of the Appointment of a Public Officer [1 VSA 313 (a) (3)] and Personnel

Entered Executive Session at 7:38 p.m.

Left Executive Session and re-entered Open Session at 8:35 p.m.

Motion to enter Executive Session to discuss personnel matter and for deliberation on appointment of a candidate to the Board.

Move: Mary Heather Noble Second: Jamie McCallum Status: Passed

5. Action: Appointment of ACSD Cornwall Resident Board Member Vacancy

Board member votes were conducted by paper ballot.

Motion to appoint Ellen Whelan-Wuest to fill the Cornwall position on the ACSD Board of Directors.

Move: James Malcolm Second: Mary Gill Status: Passed

F. Other

Suzanne Buck and Mary Heather Noble told the Board that the Ad Hoc Committee wanted clarification from the full Board on whether its charge was to create motions to amend Article 14 to add either a Town or District vote to the existing Supermajority Board approval required to close a school (and preserve the Supermajority), or whether the charge included the possibility of removing the Supermajority requirement. Mary Heather explained that this issue came up during the Ad Hoc Committee meeting, and that there had been some confusion/disagreement on this matter. She wanted to know if the full Board was intending to preserve the Supermajority requirement with the amendment. Steve Orzech explained that he was the one who brought up the issue and disagreed with including the Supermajority requirement. Mary Heather and Joanna Doria verified that the rest of the Ad Hoc Committee understood the Board had intended to preserve the Supermajority requirement. Jen Nuceder noted that was also her understanding, but if the Ad Hoc Committee felt the Board should consider removing it, she was open to that. Victoria also stated that her understanding was to preserve the Supermajority but also noted that if the Ad Hoc Committee deemed it necessary to create more motions for the Board to consider language that did not include the Supermajority, they could do so. Jamie McCallum asked for clarification on that -- expressing concern about the change. Joanna noted that the majority of the committee did not agree about removing the Supermajority requirement. Most members agreed that this was their understanding as well.

Barb Wilson announced that she has been serving as a rep on the MCTV Board and asked

Board members to submit any ideas they have about how MCTV can provide additional services to ACSD. Lindsey Hescock spoke highly of the Youth Media after school program that Kurt Broderson has provided and requested more programming like that.

G. Adjournment

Meeting adjourned at 8:47 p.m.

Motion to adjourn.

Move: Steve Orzech Second: Suzanne Buck Status: Passed

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MINUTES



Addison Central School District

ACSD Board

Special Meeting

Thursday, January 26, 2023, 9:00 am - 10:00 am

49 Charles Avenue, Middlebury, VT & Virtual Connection

ACSD District Vision and Mission

OUR VISION

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OUR MISSION

To provide an innovative, rigorous, and supportive educational community that inspires a passion for learning and cultivates empathy and responsibility.

In-Person Attendance

Victoria Jette

Remote Attendance

Barbara Wilson; James Malcolm; Jamie McCallum; Joanna Doria; Mary Gill;
Mary Heather Noble; Steve Orzech; Suzanne Buck

Not In Attendance

Brian Bauer; Jennifer Nueder; Lindsey Hescock

Please click the link below to join the webinar:

Link to join Webinar

<https://us06web.zoom.us/j/87606869093?>

A. Call to Order Upon Reaching a Quorum

Meeting called to order at 9:01 a.m.

B. Introductions - Board Members, Administrators and Staff

ACSD Administration present: Peter Burrows, Superintendent; Heather Crowley, Executive Assistant to the Superintendent; Matt Corrente, Director of Finance and Operations

C. Report of the Board:

Victoria Jette opened the meeting and asked Peter Burrows to update the Board on the legislation regarding required language for school budget warnings.

Peter reported that the Governor signed the legislation yesterday, which authorizes a change in the way school boards can warn proposed budgets on the ballot. As previously discussed, the secondary portion of the existing warning includes a cost per equalized pupil and percent increase in that cost, which can be confusing to voters in post-pandemic conditions (increased

expenditures due to inflation and COVID recovery). Peter said that almost all the districts in Vermont are amending their warnings to present only the general fund figures; he recommends the ACSD Board do the same.

1. Action: Amend Australian Ballot Warning

Victoria Jette opened the meeting and asked Peter Burrows to update the Board on the legislation regarding required language for school budget warnings.

Peter reported that the Governor signed the legislation yesterday, which authorizes a change in the way school boards can warn proposed budgets on the ballot. As previously discussed, the secondary portion of the existing warning includes a cost per equalized pupil and percent increase in that cost, which can be confusing to voters in post-pandemic conditions (increased expenditures due to inflation and COVID recovery). Peter said that almost all the districts in Vermont are amending their warnings to present only the general fund figures; he recommends the ACSD Board do the same.

Board questions:

Barb Wilson asked if it would be possible for the amended language to specify "general fund" since last year's budget warning use the total expenditure figure, which was different. Peter Burrows wondered if it would be necessary, whether voters are generally aware of the distinction, or whether we might confuse them further. James Malcolm agreed with Peter, and noted that when ACSD Bills are reported, the payroll and general fund bills are reported separately -- which can further confuse people.

Peter asked Matt Corrente if Barb's concern had been addressed in the budget book -- whether it has been explained that the requested amount presented in this year's budget book was the local expenditure figure, represents a change from last year, and does not include Federal ESSER funding. Matt confirmed that he had added that explanation to the budget book and read it aloud. Barb thanked him for that. Mary Heather Noble noted that time is of the essence here -- and because there is not a figure from last year included on the warning that would require an explanation of the difference, it may not be worth holding up this amendment. But she appreciates Barb's attention to the detail and agrees with her.

Motion to amend Article 1 of the budget warning as presented: Shall the voters of the Addison Central School District vote to authorize the ACSD school board to expend \$42,269,305, which is the amount the ACSD school board has determined to be necessary for the ensuing fiscal year?

Move: Barbara Wilson Second: Joanna Doria Status: Passed

2. Action: Macpherson and Jacobson Contract

Victoria Jette explained the latest development regarding securing a consultant to assist with the superintendent search. McPherson & Jacobson agreed to match VSBA's baseline quote for consulting services and has also identified a closer consultant (John Gratto in Plattsburgh, NY) to help keep travel expenses down for the District. Victoria had added this item to the agenda with the hope of inviting John to introduce himself and give the Board opportunity to ask questions -- but ultimately decided to wait until Monday so absent Board members will have a chance to participate.

Victoria noted that one question had come up: Does the Board need to re-do the motion to enable us to actually enter into contract? Peter Burrows and Matt Corrente did some research to look into it. Their discussion with other districts in the area suggested that no

secondary motions were needed to empower the Board Chair to sign a contract once the Board has approved hiring a firm. Peter said that Jen Nuceder's original motion language authorizing the Board to "pursue hiring McPherson & Jacobson" could be stronger, so it might be worth re-doing the motion now while there is a quorum of Board members. He also noted that because it is the same firm, the Board should still have the flexibility to decide which specific consultant from McPherson & Jacobson to go with.

There was some discussion about McPherson & Jacobson's offer to match the VSBA quote, and what services might be excluded as a result. Victoria clarified that Judy had told her they would probably only need one consultant involved and could keep the in-person meetings down to help save costs. Peter Burrows noted that with a closer consultant, there might be more in-person meetings -- so he would be wary of specifying an exact cost in the motion because it's difficult to pin down.

Suzanne Buck asked if Peter had actually submitted a letter of resignation yet -- it would be awkward to the Board to begin a superintendent search before that has been done. Peter said it will be officially submitted this week, and will be on the agenda for the Feb 13th meeting.

Motion to authorize the Board Chair to enter into contract with McPherson & Jacobson LLC to assist ACSD with recruitment of a Superintendent.

Move: Barbara Wilson Second: Joanna Doria Status: Passed

D. Adjournment

Meeting adjourned at 9:20 a.m.

Motion to adjourn.

Move: James Malcolm Second: Barbara Wilson Status: Passed

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MINUTES



Addison Central School District

ACSD Board

Special Meeting

Monday, January 30, 2023, 5:30 pm - 6:30 pm

208 Charles Avenue, Middlebury, VT & Virtual Connection

ACSD District Vision and Mission

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In-Person Attendance

Barbara Wilson; Ellen Whelan-Wuest; James Malcolm; Jamie McCallum;
Joanna Doria; Mary Heather Noble; Steve Orzech; Suzanne Buck; Victoria
Jette

Remote Attendance

Mary Gill

Not In Attendance

Brian Bauer; Jennifer Nueder; Lindsey Hescok

Please click the link below to join the webinar:

Link to join Webinar

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A. Call to Order Upon Reaching a Quorum

Meeting called to order at 5:33 p.m.

B. Introductions - Board Members, Administrators and Staff

ACSD administration also present: Will Hatch, Director of Technology

C. Public Comment

No public comment.

D. Report of the Board:

1. Discussion: Dr. John Gratto - MacPherson and Jacobson

Victoria Jette welcomed Dr. John Gratto to the meeting, and asked him to provide information about his background and experience with superintendent recruitment.

Dr. Gratto described the highlights of his career in education. He worked as a K-12 principal in small schools in New York State, then moved up to superintendent and worked at that level for about 12 years, and finally taught professional education leadership at Vermont Tech. He retired from that work in May 2022, but has continued consulting in education recruitment. He has been working with McPherson & Jacobson since 2014. Dr. Gratto conducted the superintendent searches for Burlington School District, Champlain Valley SD, Harwood, and Windsor.

Victoria told Dr. Gratto that Judy Sclain-Stein had already described McPherson & Jacobson's general recruitment process, but asked him to describe any details he would like to add, and whether he has any lessons learned from his previous work with Vermont school districts. Dr. Gratto explained the hallmark of their process: transparency. He emphasized the importance of doing stakeholder input very early in the process to incorporate their desired attributes into the search, and noted that the feedback from stakeholder forums should be posted on the Superintendent Search landing page of the District's website. He will work closely with the ACSD point person to develop content for a recruitment brochure -- which will describe the ACSD community, the positions, and the desired attributes. Dr. Gratto also advised forming a stakeholder group to help with the interviewing process in maintain community engagement. The goal would be to hire someone in May for a July start date. He would cast a wide net -- his prior searches resulted in ~25 candidates per position, with at least 10 quality candidates.

Questions from the Board:

Suzanne Buck asked Dr. Gratto about the portion of his proposal that suggested sharing candidate interview videos with the stakeholder group -- how do we maintain confidentiality during the process if this is a component? Dr. Gratto responded that the Board does not have to use video interviews in its process -- this is just another possibility. But for this Districts that have, he asks stakeholders to sign a confidentiality agreement. The benefit of utilizing video interviews is that it allows the Board and stakeholder group to distill candidates and tease out this who are "good on paper" from those who are dynamic in person. It's another way to refine the number of candidates that are brought in for in-person interviews.

Mary Gill asked how references are check. Dr. Gratto responded that he conducts the background check process as well as talking with the candidate's references. He usually asks about the work history, their dependability, leadership style, etc. And then he asks who else he can talk with. He generally speaks with 5-6 people per candidate. Mary also asked about who determines the video questions. Dr. Gratto responded that 3 questions are asked: 1) work experience and why they are interested in the position; 2) what is their leadership style; and 3) their 90 day plan if they were offered the position.

Joanna Doria asked how Dr. Gratto would navigate the consideration of internal candidates. He responded that internal candidates go through exactly the same process that all other applicants follow. In 3 of the 4 districts he worked with in Vermont, the Board decided to go with an external candidate, but one felt their internal candidate was the best choice.

James Malcolm asked about how to work around the changing Board during the recruitment process. Dr. Gratto suggested forming a small committee of 3-4 people who will be consistent throughout the process.

Mary Heather Noble asked about Dr. Gratto's preference/flexibility with in-person vs. virtual consulting and moderating. Dr. Gratto indicated that his search with Burlington SD was all in-person, but that the other superintendent searches conducted post-COVID included zoom forums as well. He said the zoom forums were surprisingly effective, in part because people could participate from the comfort of home. But he emphasized that he only lives 1.5 hours from Middlebury, so either option is feasible.

Barb Wilson followed up on this question to ask whether in-person moderating was preferred for certain phases of the process. Dr. Gratto explained that it depends on the Board and the dynamic within. Some Board benefit from having a moderator guide them, others have worked together long enough to do much of that work themselves.

Mary Heather asked if Dr. Gratto ever varied the questions asked of the Stakeholders during his stakeholder forums. He said that he doesn't -- in part because the 4 questions get right to the heart of what people care about during a search for a new superintendent. The questions include: 1) What makes your community a good place to live? 2) What makes this a good school district for students and staff? 3) What are the issues that a new superintendent needs to know about when he or she comes into the district? and 4) What skills, qualities, and characteristics will the new superintendent need in order to be successful?

James Malcolm asked Dr. Gratto about his familiarity with VT's education history and the recent transition to unified districts. He indicated that the transition has been a bit of a struggle, and this culture shift is a very important issue to ACSD stakeholders. He wants to make sure the moderator (whomever is chosen) is aware of that. Dr. Gratto acknowledged the impact of Act 46 on VT school Districts and some of the angst the changes have created. He said that this will likely influence the kinds of qualities that the Board will seek: strength in community relations, communication, etc. Dr. Gratto also explained that once all of the Board and stakeholder input is compiled, he will help the Board to formulate interview questions to get at the core of the attributes the community is looking for. He will often provide a few question suggestions that the Board can modify or use to generate their own.

Suzanne Buck asked if Dr. Gratto had helped a Board generate their own questions -- he responded that he usually provides a few examples and that is enough of a catalyst to inspire the Board to create some additional ones. She also asked if there is room at the end of the process to include stakeholder groups in the final interviews. Dr. Gratto reassured the Board that there is -- the final round of interviews can include sessions with students, teachers, and parents before the finalists interview with the Board. The process is flexible.

Ellen Whelan-Wuest asked if McPherson & Jacobson provided any anti-bias training to help Boards through the hiring process. Dr. Gratto responded that he wasn't sure -- but he would check. He has not provided that in his prior recruitments.

Victoria Jette thanked Dr. Gratto for his time and said that she would be in touch. He advised the Board to identify a point of contact as soon as possible. The Board discussed the decision to be made: whether to select Judy Sclain-Stein or John Gratto as the consultant to help with the search. She brought John to the Board in response to the concern about travel expenses associated with hiring a consultant. The Board had already approved hiring the McPherson & Jacobson firm.

Jamie McCallum asked a question to clarify the Board's choice between the two consultants. James Malcolm said both seem great, but that Dr. Gratto has a bit of an advantage given his proximity to Middlebury and experience working with Vermont districts. Steve Orzech agreed -- working with Judy on the PAHCC Superintendent search has been great, and he is certain

both would be well supported by their firm. Barb Wilson commented on the benefit of having the flexibility of a more local consultant. Several agreed. Suzanne Buck noted that having a facilitator helps take the weight of the process off the Board, and helps to ensure that all tasks in the process have been completed.

Motion to select Dr. John Gratto as the McPherson & Jacobson consultant to assist ACSD with its superintendent search process.

Move: Barbara Wilson Second: Mary Heather Noble Status: Passed

E. Other

Victoria Jette asked the Board about identifying a point person to work with Dr. Gratto on the search. Steve Orzech asked about having central office involved, since they will be able to do most of the scheduling required to set up stakeholder forums.

Suzanne Buck explained some of the duties she has had to complete as the point person for the PAHCC search: reaching out to stakeholders, helping to generate the content for the recruitment brochure, arranging lodging for the candidates, etc. She emphasized that whomever it is will need to be available and able to jump to task at a moment's notice.

James Malcolm noted that a lot of heavy lifting needs to be done to get the process initiated, and that this must be an efficient process. Victoria suggested that the Executive Committee could serve as the point since Mary Heather and Suzanne are on it. Steve and others noted that the committee could change, and underscored the importance of consistency. Joanna Doria wondered if Emily Blistein might be able to serve as a contact, especially since she is already familiar with setting up stakeholder groups. Mary Heather and Barb agreed -- but Mary Heather cautioned against overwhelming Emily with this work since she may be shouldering more strategic planning work with Caitlin's coverage of MUHS principal duties. Victoria agreed to reach out to Peter Burrows to inquire about Emily's availability. Victoria suggested having Mary Heather be the point person, with assistance from Emily if possible. Mary Heather agreed to the task, but suggested that a small committee might need to be established -- especially if Emily is already buried with work.

Ellen Whelan-Wuest wondered if McPherson & Jacobson have a "defining the role" worksheet so that participants can review expectations prior to any focus groups.

Joanna Doria asked if waiting until the February 13th Board meeting would be too late to get enough done to stay on track with Dr. Gratto's proposed timeline. Barb Wilson reminded the group that the Stakeholder groups can/should proceed without the Board's involvement -- that was one of the key features of their approach.

Mary Heather asked about fitting this into already scheduled Board meetings, especially with the Charter change issue planned for the February 13th Board meeting. James Malcolm firmly stated that he does not want to bump the Charter Change matter for the superintendent search work -- he strongly believes this board needs to make a decision on that issue before the election.

F. Adjournment

Meeting adjourned at 6:36 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: James Malcolm Status: Passed

***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.



ACSD Superintendent's Board Report

Date: February 13, 2023

Strategic Plan Goals

Educational Success, Equity & Student Services - Nicole Carter & Caitlin Steele

2022 was the last year of Smarter Balanced Assessments (SBACs) in Vermont. The new state tests will be provided through Cognia, and the assessments will now be known as the Vermont Comprehensive Assessment Program (VTCAP) tests in English language Arts (ELA), mathematics, and science. The new tests cover the same topics at the same grade levels and represent a similar time commitment. The testing window is shorter this year, April 12 through May 26.

The Agency of Education has begun training district test coordinators (curriculum leaders) to implement the new assessments. We will train building leaders and staff when the final materials are released, and we will provide updates to families when we have more information.

Finance and Operations - Matthew Corrente

1. With the Budget Book hitting the presses, we shifted focus to our upcoming Transportation Contract bid process. Together with the ANWSD and MAUSD, we developed a robust and legally substantial RFP document that will go to all interested bidders. In addition to BetCha, we have identified two other interested providers, First Student and Butler's. This chart summarizes the process timeline:

Event	Date	Time
Issue Request for Bid	February 8, 2023	
Pre-Bid Webinar (email to register)	February 17, 2023	10:00am
Deadline for Final Questions	March 10, 2023	4:00pm
Final Question Response	March, 17, 2023	4:00pm
Bids Due; Opening	April 3, 2023	1:00pm
School Boards Approval	Mid-April to May 2023	tbd
Project Start	July 2023	tbd

2. We are working with the Association to finalize the pay schedule for Year 3 of the Teachers Agreement.
3. We will be seeking routine bids for Auditor services this spring.
4. The mid-year report and forecast has been completed and presented to the Finance Committee. Budgeted salary and benefits for unfilled positions are driving a projected surplus.
5. In Foodservice: we have sent out letters to families regarding the p-EBT program for food assistance due to Covid-related absence.
6. In HR: we have started testing mobile device timeclock services.
7. In Facilities, we have met with our Master Plan Architect, Truex-Cullins to discuss the timeline and scope of work needed to move forward from the Report to Conceptual Design Stage.
 - a. Based on our projected scale, they have advised us to target a Bond referendum on the NOVEMBER 2024 ballot. In addition to allowing the timeline to proceed at a normal pace, general elections are considered the most favorable times for Bond votes.
 - b. Truex has offered to assist with the Public facing aspects of the Bond process but has strongly encouraged us to form a committee of diverse stakeholders to serve as the conduit between the Planners and the Public.
 - c. We are continuing to work with Honeywell Energy on how Performance Service Contracts could be used strategically to offset Bond spending via guaranteed energy savings.

Communications and Engagement - Emily Blistein

ACSD Schools

Bridport Central School - Matthew Brankman

I am proud of the work that our teachers and staff have done to build trust with the parents and other community members in Bridport. My predecessor started this work, and I am thankful for the support that we continue to receive as we work to make BCS the learning community that we know it needs to be.



The trust and support for our school was on full display at our Winter Concert on February 6th. It was literally standing room only (I think we need some new chairs, hint...hint)! Ms. Cunningham empowered our students to showcase their learning, creativity and passion for music. Our parents, grandparents, siblings, aunts and uncles packed the auditorium, IN PERSON, as we all shared the experience of what a community feels like. As with most experiences as an administrator, I had the opportunity to

be part of something that our team worked on, our students created...I really didn't do anything but sit back and enjoy it!

On February 15th, we will again invite our community into our school for our first annual Community Meeting. As our district has become more centralized and local boards have become an ACSD board, there seems to be a void in terms of gathering feedback about how our school is meeting the needs of our community. Sometimes we are a district and rightfully so, but often we are an individual school, and we need guidance from our people.

To that end, Wednesday the 15th will be an opportunity to share ideas, ask questions, voice concerns, and plan for the future as we share a meal together. Honestly, this is an experiment, and we are purposefully leaving the goals vague other than to have a conversation that puts our students in the center and helps everyone understand where we are, and where we want to go. Together.

Selfishly, this is a chance for me to be nudged (maybe even pushed) by the community I serve, in the spirit of Town Meeting Day when I served in other parts of Vermont. I am looking forward to this opportunity, and look forward to continuing to adjust things, as necessary, to better serve our students and families.

Cornwall School - Heather Raabe

One thing that I am consistently in awe of and appreciative of is the creativity of students and teachers. As I spend time in classrooms and talk with students, teachers, and parents, I see more and more examples of curiosity and creativity.

In third grade, students have been researching important people in history. They asked and then created a "living museum" with booths to share their research. The museum will be open today for classes and families to come visit! In second grade, students have planned for a "fancy day" - they are dressing up, greeting each other politely, eating lunch with flowers and tablecloths, and being sure to hold the door for each other. First graders have been writing very, very detailed specific directions so that they can teach their teacher - who is from Planet Teacher in outer space and thus unfamiliar with some of Earth's ways - how to do things like pop popcorn. Then, of course, they got to test it out to see if their directions were specific and accurate enough!



We have also had a lot of visitors at school. Students created dances focused on connection (and to tell stories) with Middlebury College students from Children and the Arts. Some students learned about Chinese New Year and practiced calligraphy with Language in Motion, while other students participated in a lesson on animal survival with guest teachers from the college.



We are currently focusing on kindness and how to show kindness to others both with our buddy classes and in our multi-age groups as part of All School Meeting. Following the IB Action Cycle of Reflect, Choose, Act, in the next few weeks, students will be acting on the ideas and decisions they've made on how they can show kindness toward others.

Mary Hogan School - Jennifer Kravitz

Over the last month or so we have been digging into winter. Some are special activities in PE that are generously funded through the McGilton Fund. The 1st and 2nd graders had the chance to get back to swimming lessons at the Middlebury College pool. The college swim team members have been great mentors in helping all students learn and progress in their swimming skills. The 2nd and 4th graders have just started their ice skating unit over at Memorial Sports Center. The Kindergarten is planning a trip next week up to Rikert to go cross country skiing. And, the 5th

graders have a downhill ski session at the Snowbowl coming up. Our preschool students are still getting out and about in the snow and ice, tromping over the MUHS to learn with high schoolers and explore Middlebury in the winter. The 3rd graders are also getting out and about as they start a scat and tracks unit to think about form and function of animals as they adapt to their habitat.



Within the building, there has been some tremendous learning happening. Students in 3rd grade spent a lot of January researching a person from history and learning how to write a timeline and biography of them. They then applied these skills to write an autobiography. This was all part of their How We Express Ourselves inquiry. Kindergarteners are also exploring how we express ourselves, thinking about how an elephant communicates through painting and how they might as well. Fourth graders are thinking deeply about math strategies and what is most efficient in adding three digit numbers. Examples of this learning abound throughout the school each day.

Student council has also been active in working to lead change at school. They have sent out a survey to gather information about students' and adults feelings about the playground and how we can take steps to improve this. They will be looking at the results and helping to plan next steps for our school. We are lucky to have such great leaders!

Ripton Elementary School - Tracey Harrington

Winter at Ripton Elementary School is always a fun time. Thanks to our Gift in Kind agreement between the town and Middlebury College, we are fortunate to be able to go cross country skiing at Rikert for a five week series of lessons for all students. We are grateful to the Rikert staff for helping make this possible. The last week in January was The Great Kindness Challenge, which is developed by Kids for Peace and takes place all over the world. We enjoyed a week of special school-wide activities that helped us spread kindness and strengthen our kind and supportive school culture. Learn more at



<https://thegreatkindnesschallenge.com/>. Students read with buddies, wrote notes and made signs to spread kindness, enjoyed spontaneous dance parties throughout the day, and played games and swapped jokes with each other at Friday's All School Meeting. We will continue to plan activities and have conversations around creating a kind and respectful school community throughout the months ahead. The end of January is always a time when teachers and I are busy compiling student data and reflecting on progress to write students' mid-year report cards. It's a nice opportunity to share with families and students the growth and progress each child is making. From the many teacher comments I read, I feel assured students are engaging in many meaningful units of study, are strengthening critical foundational skills in reading and math, and gaining new knowledge about many different science and social studies concepts. Lastly, I want to thank Nicole Carter for leading the principal search for my replacement. The staff and larger community have gathered to discuss what they're looking for in a new principal and a hiring committee has been formed. I feel confident we will find an excellent new leader for this amazing school. It will be a bittersweet transition, but I know the students, staff and school community will continue to thrive for years to come.

Salisbury Community School - Bjarki Sears

January was a pretty mellow month at Salisbury Community School. While the period before Winter Break was filled with events, January featured pretty consistent weeks of our regular schedule, with focus on our academic curriculum. Weather gave us a few disruptions to that rhythm, but our students were rewarded with some snow, and fun snowbanks to play with as a result. It's always



so rewarding to watch our students' creativity as they apply their imagination to their play: separate snowbanks become houses, forts, stores, and even cars! On our wet, soggy days students will sometimes stay inside and have "Legos in the Library", a fun activity that also allows them to explore their imaginative and constructive sides.

Our twin themes of community and literacy continued to be a focus this month. With our mind on community, we had an all school meeting where we sang songs together and talked about what we think our "essential agreements" should be as

a school. It was inspiring to hear that what students want is really consistent: a happy place where they can be safe as they learn, where they feel heard and seen, and where people look out for each other. It's an honor for our staff to work to provide that environment in as reliable and authentic a way as possible. With our minds on literacy, teachers met with ACSD Literacy Coordinator Heather Gebo, who is working with us to help us continue to apply new research about how children read to our classroom work. We also have developed a "Title 1 Community Partnership Council", made up of members of the Salisbury Community, who will be working to plan several Family Literacy Nights that will occur over the next few months.

One staff member who worked incredibly diligently over the last month to provide an opportunity for our students to be seen and heard was music teacher Sarah Metcalf, who led band and choral students from many of ACSD's rural elementary schools in their first evening concert in 4 years! The level of practice and coordination needed to put this on was substantial, especially as none of the students had ever been part of a combined concert before. Salisbury Community School was honored to host, and our gym was packed with guests. We look forward to bringing even more guests into our gym in early February, as we host our first "Movie Night" in several years. It's so great to bring these traditions back!

SCS was also joined by a new staff member, nurse Haysal Jones! When our nurse position opened up in early January, it looked a little bleak at first. But we were incredibly fortunate to be able to hire Nurse Jones, a 30 year veteran who came to us from schools in Texas. She is incredibly calm, engaged, and kind, and our students took to her immediately.



Shoreham Elementary School - Andy Johnson

Here at Shoreham Elementary School, there have been quite a few events over the past month. Students, staff, parents, and community have come together to learn and support the school. With the winter weather, students have enjoyed being outside in the snow.



We had an amazing experience on Friday, January 20, where students ate food from local farms, learned about agriculture, and interacted with local farmers. The food came from Daona Farms, Champlain Orchards, Golden Russet Farm, Woodnotch Farm, and Richville Farms. Two guests came from the farms, Pauline Stevens and Lance Wood, to talk about the local food that was brought in, their work, being a farmer, and answer so

many questions. An amazing amount of effort went on between the farmers and our food service - Sheri Sullivan and Jenn Graham. Students and staff learned so much about the community of Shoreham. Both how many people are connected within the community through farming, but also how this work serves the rest of the country and world to bring them food.



Learning in the outdoors has included Ms. Danforth leading PE classes in snowshoeing and sledding. Students are developing lifelong skills and appreciation through this work. We have established a relationship with the Middlebury Area Land Trust that began in January. We are welcoming five in class visitations where staff from the organization co-plan with our classroom teachers to augment learning in the curriculum. In cooperation with MALT staff, our student council is making decisions and taking action to build our outdoor classroom. Finally, the beautiful snowfall allowed our tracking club to get started in late January.

Teachers at Shoreham Elementary School are using collaborative time to meet around student data to make measurable improvements. Two teacher teams are collecting data, planning together, and implementing strategies to change outcomes for students.

Increasing our capacity to take action and measure progress is vital to our ability to continuously improve.

Weybridge Elementary School - Christina Johnston



The children and trout are thriving and growing rapidly! The past month has been full, albeit a bit choppy given the days off. A strand throughout the month was a joyful, loud, very physical five day residency with Stuart Paton of Burlington Taiko, which culminated in a well-attended performance. Students learned about Japanese culture and language as they learned drumming, dancing and singing skills. Stuart's pedagogy was instructive for all of us, especially his strategies to create group focus and his use of repetition and storytelling to activate memory. Parents and teachers had the opportunity to see students' perform with intensity and precision in a new and demanding context. Working with skillful teachers like Stuart who have thought deeply about their practice (e.g., routines, language and interactions) allows us - students and staff - to learn new ways of thinking and to at least begin to gain greater understanding of our own culturally based assumptions and values and how they play out in teaching and learning.

January was also a month for Weybridge to absorb the news of current and anticipated staff changes. Patty Guilimette, our former custodian, moved to the MUMS custodial team, and Jordyn Walker and Tyler Hotte have just begun as our new custodial team.

Additionally, we have recently been taking in the news that Kirsten Leavstrom is leaving as of March 6 for an exciting position at Keewaydin. Kirsten has served over the past several years as the person who keeps all systems working in her roles as administrative assistant, health

designee, paraprofessional, etc. She is the kind, generous, unflappable, highly skilled and flexible person who sees what to do, knows what to do or figures it out, and does it. It is an understatement to say we will all miss her! And wish her all the best.

Finally, Christina Wadsworth, our 4/5 teacher, announced her retirement as of this June. It is hard to imagine Weybridge without her as she has been such an integral part of the school community for so long, first as a parent, then as a school board member and finally as a teacher. Her deep and extensive knowledge base, curiosity and intellectual engagement have always meant that her students have been introduced to rich and thought-provoking content. She is sincerely committed to supporting each student's learning and social/emotional growth. As students have transitioned to middle school from her classroom, it has been so clear that Christina has worked hard and strategically to ensure their readiness to do so successfully.

As I mentioned in the last report, the teachers and I worked throughout the month preparing the progress reports. It was once again a wonderful opportunity for us to take time to think about each student and also to notice patterns in our practice that bear further thought and inquiry as a staff. I look forward as well to future conversations with families about what sense they make of the reports. How is what we think we are telling in the reports being understood?

Middlebury Union Middle School - Michael Dudek and Michaela Wisell

January has come and gone at MUMS allowing us lots of time to reflect on all that needs to be re-taught, modeled and practiced following an extended break from school. Staff have embraced that need while also putting a significant focus on preparing students for formative and summative assessments necessary to include in our progress reports which were published just a few days ago.

Additionally, January was filled with many extra-curricular activities. Our clubs and athletics were in full swing with events planned every day of the week. In addition to core subject areas, students engaged in clubs like Dungeons and Dragons, Magic, Tiger TV, Art club, outdoor running club and student ambassadors to name a few. Our student athletes competed in Gymnastic meets, wrestling tournaments and basketball competitions. During these events our athletes demonstrated learner profile attributes such as balance, open-mindedness, being principled and being a risk taker. Our students have worked hard to represent *The MUMS Way* throughout their winter season and we are very proud of them.

Our Friends of MUMS community group met last week to review all of the work that they've done since the start of the school year. We have adults who have supported different initiatives that our staff have been excited about getting off the ground. We are looking forward to our "March Madness Volleyball club in the coming weeks as well as a potential Chess tournament. Additionally, we are looking forward to integrating our volunteers into some FLEX options for students who are interested in expanding their experiences throughout their school day.

Our student Ambassador group is sponsoring a Winter Carnival the week before February break which we are excited to experience. In their current plan, we will experience fun activities outdoors, recreational games inside as well as a TA cooking contest! These experiences continue to bring us together as a school community and we are grateful for the

commitment our Student Ambassadors have made to making MUMS connected and adding joy to our days.

As we enter our classrooms, we continue to observe engaging learning experiences that have been developed by our teachers. Students in science class have been designing and building energy efficient homes. Math classes have been filled with visual representations helping students see math in all things. Language and Literature and Individual and Societies classes are filled with text analysis and real-world case study projects. Additionally, students have moved into their quarter 3 MIXT classes and are eager to switch into art, general music, or Design/STEAM classes.

Lastly, our 8th graders visited the career center last week to learn about opportunities they might have in their coming years at MUHS. This week our MUHS counselor visited our 8th graders at MUMS and students were excited to sign up for classes. Our 8th graders are looking forward to their transition to MUHS and as a school we are working on ways to honor their time at MUMS and send them off in a memorable way!



Middlebury Union High School - Caitlin Steele

Middle Years Program (MYP) News:

PERSONAL PROJECT: Grade 10 students are working on their personal project reports in their advisories, using evidence to support the good work they've done on their products. The report, which is due in late February, has three parts: planning, applying skills, and reflecting, and must include evidence to document the process they followed to complete their project.

Here is Sophia teaching tennis to a group of first grade students at Salisbury, who loved learning how to play!



PROFESSIONAL DEVELOPMENT: One of the most important ways we can ensure our students are experiencing an equitable, robust, and coordinated curriculum is when our colleagues collaborate. Last week, the MUMS and MUHS science departments dove deep into MYP training with an IB science specialist: they asked great questions, examined and refined their units of study based on this new learning, and reflected on how to improve learning for our students and how to engage them as scientists and global citizens. Thanks for your dedication and commitment to this process, MUMS and MUHS science departments! Ask them about their takeaways from this experience!



Diploma Program (DP) News:

On January 19th we hosted our 5th Annual Diploma Information Night. This meeting was held virtually and had over 40 attendees, most parents were signed in on the same computer as their student so really we had over 80 attendees. This meeting was recorded and you can access it from our website. [Here is the link](#) if you are interested.

The Grade 11 full diploma candidates have completed their Research & Writing course and are now on their own to work on their Extended Essays (EE). There are many check-ins with their supervisor throughout the writing process. The final due date for the EE is in the fall of 2023. These students should have emailed their EE Supervisors by now to set up their first meeting. The Grade 12 full diploma candidates have completed their Extended Essays along with their Theory of Knowledge (TOK) class. These students will have two required pieces of TOK work submitted to the IB for assessment, their EEs will also be submitted.

School Counseling Department:

The school counseling team is focused on a wide range of activities including:

- Hosting an informational session for 8th grade parents from MUMS geared towards the transition from middle to high school.
- They spent a morning at MUMS to start the registration process with the 8th graders.
- Course scheduling for the 2023-24 academic year is in full swing.
- Post-secondary counseling is moving forward with our juniors.
- Seniors are awaiting news of college decisions.
- We hosted two representatives from the Department of Labor in January to help students work on resumes and discuss employment opportunities for those who are graduating in June and not seeking to pursue higher education.

- In March we will take a group of sophomores and juniors to a VSAC sponsored event in Colchester focused on college and career pathways.

Activities News:

Student Council

The Student Council has been busy planning this year's Winter Carnival. Festivities will kick off on Saturday, February 11th with the Winter Ball from 8-11 pm in the MUHS Cafeteria.

Throughout the week of February 13th students will have the opportunity to engage in many different interclass competitions during lunch/advisory times. The big events of the week include the Talent Show, Penny Wars (the profits of which will be donated to the University of Vermont Children's Hospital), and the ever anticipated Student Basketball Game. The class with the most points at the end of the week will win the coveted Winter Carnival trophy.

Senior Play

Senior Play rehearsals are underway. The class of 2023 will perform *Madagascar Junior* on March 16th and 17th at 7:00 pm and March 18th at 2:00 pm.

Winter Sports

We are a little over half-way through our winter sports season. Some of our teams are still looking to find their groove while some others seem to be hitting their stride. We look forward to cheering our teams on in the postseason.

Music Department News

February 6th - Middlebury Music Department Winter Recital- 7 PM MUHS Band Room

Featuring Solo Instrumental Repertoire, DP Music Students, Camerata Singers

February 10, 2023 GMMDV District Music Festival, Mt Anthony High School

HS Wind Ensemble, MS Jazz, MS Choir, HS Strings

March 3, 2012 GMMDV District Music Festival, Vergennes Union High School

HS Choir, MS Band, HS Jazz, MS Strings

Congratulations to the following students who were accepted into the Vermont All State Music Festival:

Chorus: Asa Baker-Rouse, Avery Hamilton, Fiamma Battistini, Piper Farnsworth, Subia Khan

Orchestra: Carter Lee, Elsa Burrows, Lila Cook Yoder, Mary Johnson

Jazz Band: Ethan Spritzer, Jonathon Kafumbe, Konan Pasciak, Stella Andrews, Zachary Nevins

Concert Band: Eva Andrews, Jessie Bodette, Sarah Benz

Scholarship Honorable Mention: Ethan Spritzer, Mary Johnson, Zachary Nevins

Quarter Two Student Recognition:

Quarter 2 Student Recognition Breakfast was held at the Glass Onion on Tuesday, January 31, 2023. Eight students were nominated for awards by members of the faculty for a variety of reasons including: curiosity, role modeling, strong communication skills, open mindedness, and courage. All of these students serve as role models for other students at MUHS. Parents, students, and nominating teachers enjoyed a wonderful breakfast prepared by Woody Danforth and his culinary students. Interim Principal Caitlin Steele and Assistant Principal Ben Weir congratulated all the students and their families, as well as the nominating teachers, before presenting the award certificates to the students.



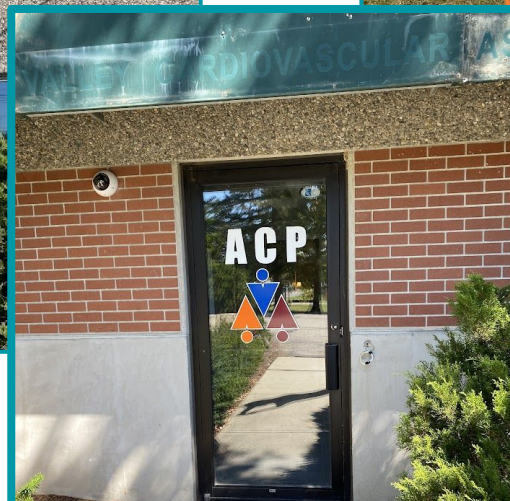
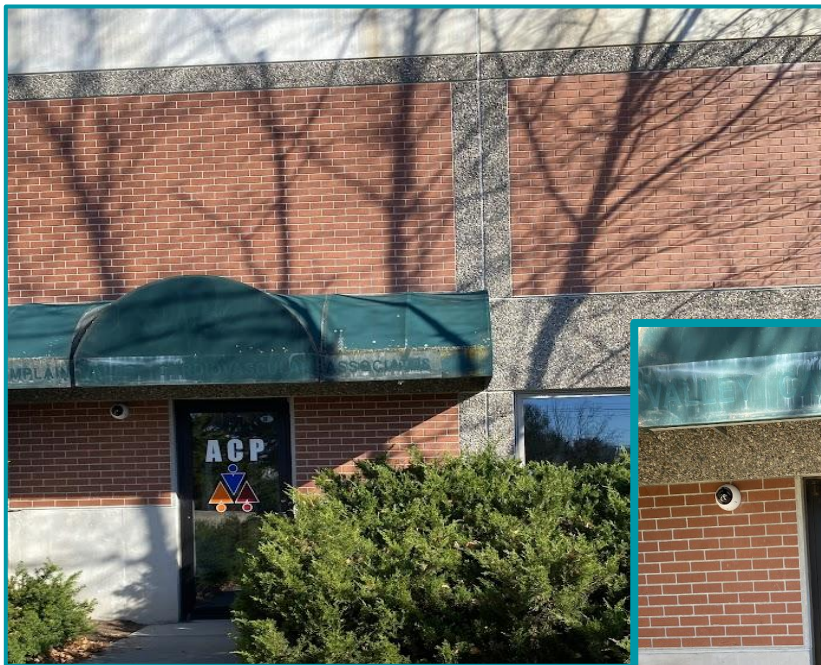
Left to right: Monse Garcia Ramirez (nominated by Fernada Canales), Gedeleine Franklin (nominated by Liz LeBeau), Finch Goetz (nominated by Liz Lebeau), Lexi Orleans (nominated by George Rooney), Austin Gero (nominated by Dave Richardson & Michelle Steele), Makyliah Tellier (nominated by Amy Masefield). Absent: GG Musanase (nominated by Henry Lang), and Stephen Nuciolo (nominated by Steve Colangeli).



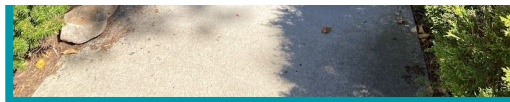
Addison Consortium Program

ACSD, ANWSD, MAUSD

[ACP Website](#)



WELCOME TO ACP, WE'RE SO GLAD YOU'RE HERE.



MEET THE ACP STAFF

DIRECTOR | GINA FUCCI MA, LSC

I am very excited to welcome you to A.C.P. I will be serving as the Director of this program with this amazing team. My experience working in education goes back over 12 years with a focus in Alternative Education and Therapeutic Programming. My training in Trauma Informed interventions is extensive and I have implemented programs in academic settings serving Kindergarten through High School.

Fun Facts About Gina: My favorite television show is NCIS and I have a cat named Ziva. (True NCIS fans will understand).



SPECIAL EDUCATOR | ROB MCCUEN

Hi, I'm Rob! I've been in the education field for over 20 years, and have a passion for bringing nature into the classroom. I love to incorporate hands-on learning into my teaching, and look forward to embarking on fun projects with students this year!

Fun facts about Rob: When I'm not teaching, I love to spend time with my family, mountain bike, backcountry ski, garden, cook, and play guitar, mandolin, and banjo.



BEHAVIOR INTERVENTIONIST | MARCI LAMBERT

Hi, I am excited to be a part of this new program after being in education for the past 20 years. I have an Elementary Education degree paired with a minor in Psychology. I am a Cornell native and love this area. I live with my husband and two kids, plus fur and feather pets. I enjoy camping, sports of all kinds, and playing anything with my kids!

Fun facts about Marci: I am good at Wheel of Fortune and love devil's food cake.



SCHOOL SOCIAL WORKER | CLAIRE EWING, LISCW

I received my Master's in Social Work from the University of Denver in 2019 with a focus on trauma-informed practices, youth mental health, and animal-assisted interventions. After moving from Colorado to beautiful Vermont, I settled in the Burlington area and spent three years as a clinician with elementary school students and families. I'm so excited to be joining this community for a fantastic school year!

Fun Facts About Claire: I have a cocker spaniel named Coco and I'm a trained singer (opera and musical theater). I can often be spotted enthusiastically singing in my car.



BEHAVIOR INTERVENTIONIST | AMANDA BLIVEN

My name is Amanda Bliven. I live in the beautiful town of Middlebury with my husband and three children. I enjoy adventures and spending time having fun with my family and friends. I love books and learning new things.

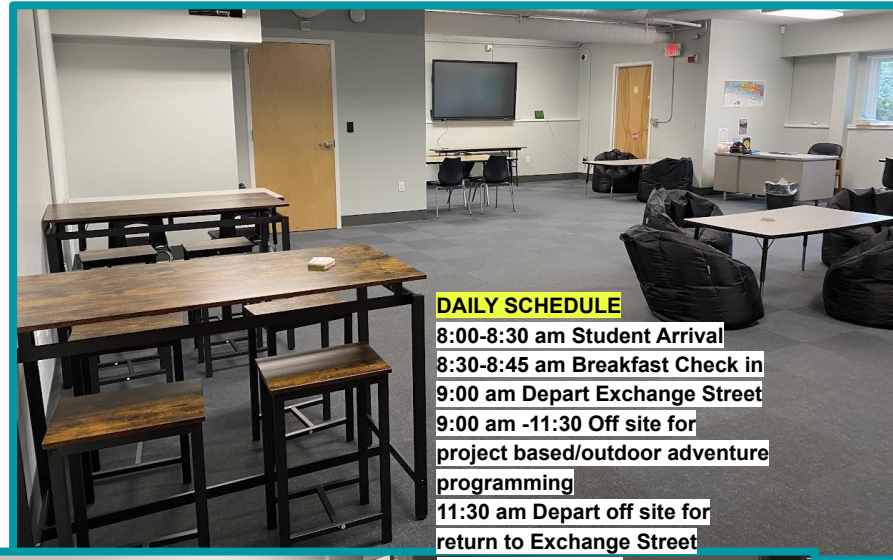
Fun Facts About Amanda: I love to go four wheeling, and I have won a bbg competition!



What is ACP?



- An 8-12th grade alternative program organized and implemented by Mount Abe, Vergennes and Middlebury School Districts
- Students are referred to ACP from all of the participating districts.
 - ACP works with the sending schools and has its own learning Teams for ensuring students meet identified educational and social emotional goals.
- Programming is considered an “immersive learning environment” designed to support students to access academic and social emotional learning.



FROM BOATS TO FARMING, IMMERSIVE, EXPERIENTIAL LEARNING IS CORE TO WHAT WE DO AT ACP.



SUGAR MOON

Under the guidance and supervision of Nick Patch, Director of the Lake Champlain Maritime Museum students engage in a year long immersion of learning. [The journey is completed with a maiden voyage on their boat at the end of the school year.](#)



LESTER FARM

Lester Farm in Middlebury VT offers [immersion in daily farming, how a Vermont farm works](#). During the fall students will be involved in harvesting and marketing produce. In the spring time they will learn about planning for planting, the economy of crop selection and soil composition.



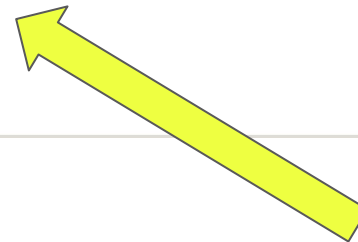
OUTDOOR ADVENTURE

Based on current research, engaging in nature is a beneficial practice for young adults (all of us, in fact). [Students will participate in outings ranging from hiking, fishing, snowshoeing to fun outdoor games.](#)





[VIEW THE FULL GALLERY](#)



See more here:
[ACP Photo Gallery](#)



ACP Collaborative Funding Structure

	Out of District Placement in Vermont	Addison Consortium Program (ACP)
Individualized/Small Group Academic and Social Emotional Program <i>per student for 9 month school year</i>	\$50,000-200,000	\$34,768
Transportation <i>per student for 9 month school year</i>	\$56,000-120,000	\$8,750
Other Important considerations	Minimum travel is 45 minutes each way No ability to influence programming beyond IEP services	School is in home community Programming is designed by us Connections and belonging in Addison County Flexible reintegration to home school
Total Cost <i>per student for a 9 month school year</i>	\$106,000-320,000	\$41, 962
Total Cost for 4 students	\$400,000-1,200,000	\$167,848



Next Steps....

ACSD/ANWSD/MAUSD OPENING for 2023-2024

ACP Middle School Program

Capacity 12 students

Location: TBD in Middlebury

Staffing Model

Principal/Director (hiring in process now)

Clinician or BCBA (posted)

Special Educator (posted)

2 Behavioral Interventionists (posted)

Possible Language for Amending ACSD Article 14

Note: Highlighted language indicates a change/addition from the original language of Article 14

Type(s) of Requirements	Article Language
Public Hearings and Supermajority Board Approval	<p>Current Article 14 Language</p> <p>An affirmative vote of ten members of the Addison Central School District Board of Directors shall be required to approve the closure of a school. Prior to holding a vote on whether to close a school, the Board shall hold public hearings regarding the proposed school closure, at least one of which must be held in the town in which the school is located. Following the public hearings, the Addison Central School District Board of Directors shall give public notice of its intent to hold a vote on whether to close a school, stating the reason for the closure, at least ten days prior to the vote.</p>
Binding District Vote , Public Hearings and Supermajority Board Approval	<p>Optional Language to include District Vote:</p> <p>An affirmative vote of ten (10) members or more of the Addison Central School District Board of Directors and the consent of the Addison Central School District electorate shall be required to approve the closure of a school. Prior to holding a vote on whether to close a school, the Board shall hold at least three (3) public hearings regarding the proposed school closure(s). At least one (1) of the public hearings shall be held in the town(s) in which the school(s) is (are) located. Following the public hearings, the Addison Central School District Board of Directors shall give public notice of its intent to hold a vote on whether to close a school, stating the reason for the closure, which shall include identifying the impacts of school closure and mitigation strategies, at least ten (10) days prior to the vote.</p> <p>If the Board votes to close a school, a binding referendum to that effect shall be submitted to an annual or special meeting for approval by the voters of the Addison Central School District. The school closing shall become effective only if approved by a majority of the electorate voting by Australian ballot. The votes shall be counted and reported by towns, but shall be commingled and approval of the referendum shall require a majority of all those voting.</p>
Binding Town Vote , Public Hearings and Supermajority Board Approval	<p>Optional Language to include Town Vote:</p> <p>An affirmative vote of ten (10) members or more of the Addison Central School District Board of Directors and the consent of the electorate of the affected town shall be required to approve the closure of a school. Prior to holding a vote on whether to close a school, the Board shall hold at least three (3) public hearings regarding the proposed school closure(s). At least one (1) of the public hearings shall be held in the town(s) in which the school(s) is (are) located. Following the public hearings, the Addison Central School District Board of Directors shall give public notice of its intent to hold a vote on whether to close a school, stating the reason for the closure, which shall include identifying the impacts of school closure and mitigation strategies, at least ten (10) days prior to the vote.</p> <p>If the Board votes to close a school, a binding referendum to that effect shall be submitted to an annual or special meeting for approval by the electorate of the affected town. The school closing shall become effective only if approved by a majority of the electorate voting by Australian ballot.</p>

Possible Language for Amending ACSD Article 14

[To get your own editable copy of this template, click here.](#)

This resource contains two items: [a blank worksheet](#), and one sample for a [policy director role](#).

Figuring Out the Role – Worksheet

Being crystal clear on the role is key to recruiting top talent. Use this worksheet to develop the competencies a top candidate must have. This list can also be translated into a job description.

1. Define the role

I am hiring for the following position: _____

The 3-5 major areas of responsibility (i.e., the most important, time-consuming “buckets of work”) include:

-
-
-

Specific things this person would be doing now:

-
-

2. List your must-haves, nice-to-haves, and not-haves

What does it take to do the role well? Clarity here is essential. Think about the skills, knowledge, and qualities this person needs to have. Distinguish between “underlying” traits (such as critical thinking or work ethic) and “teachable traits” (such as how to use a particular software program). Separate your list into must-haves (see [examples](#)), nice-to-haves, and not-haves. Note: not-haves aren’t negative qualities or “deal-breakers,” but rather skills that aren’t essential to this role, so you don’t need to test for them.

Must-haves <i>Skills and qualities you will not compromise on and must test for</i>	Nice-to-haves <i>Skills and qualities that are a plus, but not a requirement</i>	Not-haves <i>Skills and qualities that you will not actively screen for</i>
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

Pause here and do a bias check. Did you list any must-haves that might exclude great candidates? Examine your [PTRs](#). Focus on the competencies required to do the role.

3. Draft a one sentence profile of your ideal candidate:

Figuring Out the Role – Sample

State Health Care Now: State Policy Director

Areas of Responsibility

- Build and maintain relationships with key actors in state—policy makers, NGOs, industry execs, leading experts on the issue, and constituents
- Lead implementation of state advocacy agenda—current activities include three major programs and one annual conference
- Supervise 3 state-based project staff, 2-4 consultants, and 10-20 volunteers
- Monitor legislative proposals and trends
- Serve as a member of the organization’s leadership team

Specific things this person would be doing now

- Call Joan at Citizens United and convince her ED should speak at their state conference
- Manage development of c4 voter guide—get input from national team members and from allies; oversee communications team process to make sure on track
- Let lobbyist know we’re not renewing contract, without burning bridges
- Sit in on health care caucus retreat and give input on legislative strategy

Must-haves	Nice-to-haves	Not-haves
<ul style="list-style-type: none"> • Relationship-building: able to connect with individuals and build alliances among wide range of players in the state. Works well with diverse or marginalized populations; can bring in allies across diverse communities • Results-orientation: has a track record of achievement and producing results (rather than getting immersed in process), perseveres despite obstacles • Project management skills: stays on top of multiple projects, plans backwards, anticipates obstacles, identifies and involves stakeholders appropriately, uses resources wisely • Commitment to social justice & racial equity: recognizes role of race, gender, and other identities in shaping health disparities, is driven to improve conditions, and proactively learns re: race, equity, and identity 	<ul style="list-style-type: none"> • Issue familiarity: prior knowledge of or experience in healthcare policy • Legislative experience: this would be good to have, but we’ve seen that we can teach the general approach • Writing: should be good enough to send emails on our behalf, but doesn’t need to be stellar—policy papers and testimony will be drafted by national team; will work with communications department on reports and media/outreach products • Strategic thinking: will be an important helper in spotting opportunities and thinking of smart ways to move our issue forward, but ED will drive Policy Director’s work in setting strategic direction 	<ul style="list-style-type: none"> • Public speaking/charisma: we will use ED and/or allies for most major public appearances • Research skills: should become able to monitor trends and be fluent in healthcare policy and related issues, but can rely on research and reports from our analysts and outside sources

One-sentence profile

Relentless, results-oriented person who excels at building relationships and at managing complicated projects to advance equitable public health legislation.

NOMINAL GROUP TECHNIQUE TO IDENTIFY PREFERRED CHARACTERISTICS OF THE NEXT SUPERINTENDENT

February 14, 2023

Step One: Silent Generation of Ideas

Each Board member will list on a sheet of paper the characteristics, qualities, or skills the new superintendent will need in order to be successful in the Addison Central School District and community.

Step Two: Round Robin Recording of Ideas

Each board member, in turn, will state the first item on his or her list. These attributes or skills will be typed and displayed on a screen for all to see and numbered sequentially. The process continues until all the ideas are recorded.

- If someone gives an idea that is also on their list, cross it off.
- Likewise, if they think of something more, they may add it to their list at any time.
- This is simply a listing of ideas.
- Discussion of the ideas will occur in a later step.

IDEAS: *(these are just examples to demonstrate the recording of ideas)*

1. Experience with data driven decision making
2. Leads active community engagement
3. Knowledge of VT state and local laws and state funding
4. Instructional leader and expert
5. Approachable disposition
6. High-cultural and emotional intelligence
7. Demonstrated ability to supervise building level leaders
8. Dedicated to rigorous academic achievement throughout the district
9. Experience negotiating union contracts
10. Demonstrated experience in addressing the achievement gap

Step Three: Clarify and Combine

- Is there any need to clarify any ideas? If so, the person who stated the idea elaborates on the meaning of it.
- Combine like ideas

Step Four: Ranking of Ideas

- Each board member is given five Post-It Notes.

- Each board member selects their five most important items - writing the number of the item (which is displayed on the screen) in the middle of a Post-It Note and circling it.
- After each board member has selected their top five items, they must choose their top 5 attributes and arrange their Post-It Notes in order, one through five.

Step Five: Round Robin Recording

Each board member, in turn, will state the number of their number one item.

- A number 1 will be put by the number of the item given by each board member.
- The process will continue with numbers 2, 3, 4, & 5 until all the numbers are recorded.

Step Six: Identification of Top Criteria

The item that receives the greatest number of votes is the most important criterion.

The item that receives the second most number of votes is the next, etc. If two or more items receive the same number of votes, add up the total and the one with the lower total is more important.

Step Seven: Reporting and Recording

The top five criteria are rewritten into complete sentences or phrases by the facilitator. These criteria and attributes will be put in the district brochure and application materials.

SKILLS: *(these are just examples to demonstrate the recording of ideas)*

1. Strong instructional leadership skills based upon extensive teaching experience
2. Strong, collaborative, empathetic, enthusiastic leader
3. Knowledge of the needs of all students and experience with closing the achievement gap
4. Strong cultural proficiency; able to lead the implementation of an equitable culture and climate
5. Strong financial acumen
6. A strong communicator
7. Results driven based upon data; strategic problem solver.

Addison Central School District

Policy: Prevention of Harassment, Hazing and Bullying of Students

File Code: C10

Warned: January 6, 2017

Adopted: January 17, 2017

Amend: Pending February 13, 2023

Statement of Policy

The Addison Central School District (hereinafter "District") is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity, or disability. Harassment may also constitute a violation of Vermont's Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

According to the procedures accompanying this policy, the District shall address all complaints of harassment, hazing, and bullying and shall take appropriate action against any person - subject to the jurisdiction of the board- who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct that otherwise violates one or more of the board's disciplinary policies or the school's code of conduct even though it does not rise to the level of harassment, bullying, or hazing as defined herein.

Implementation

The superintendent or his/her designee shall:

1. Adopt a procedure directing staff, parents, and guardians how to report violations of this policy and file complaints under this policy.
2. Annually, select two or more designated employees to receive complaints of hazing, bullying, and/or harassment at each school campus and publicize their availability in any publication of the District that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding

discrimination. This role may be also be assigned to one or both of the Designated Employees.

4. Respond promptly and effectively to notifications of possible violations of this policy in order to address all complaints of hazing, harassment, and/or bullying.

5. Take action on substantiated complaints. In cases where hazing, harassment, and/or bullying is substantiated, the District shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment, and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s) where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the District's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

Constitutionally Protected Speech

It is the intent of the District to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate, or intimidate students in a manner as defined under this policy.

Definitions.

For the purposes of this policy and the accompanying procedures, the following definitions apply:

A. **"Bullying"** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

- a. Is repeated over time;
- b. Is intended to ridicule, humiliate, or intimidate the student; and
- c. (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school sponsored activity; or
(ii) does not occur during the school day on school property, on a school bus or at a school sponsored activity and can be shown to pose a clear and substantial interference with another student's right to access educational programs.

B. **"Complaint"** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

C. **“Complainant”** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment, or bullying, or a student who is the target of alleged hazing, harassment, or bullying.

D. **“Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment, and bullying pursuant to subdivision 16 V.S.A. 570a (a)(7). The designated employees for each school building are identified in Appendix A of this policy.

E. **“Employee”** includes any person employed directly by or retained through a contract with the District, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes supervisory union staff.

F. **“Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the District and for coordinating the District’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The Equity Coordinator is also responsible for overseeing implementation of the District’s Preventing and Responding to Harassment of Students and Harassment of Employees policies. This role may also be assigned to Designated Employees.

G. **“Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from, interfering with a student’s educational performance or access to school resources, or creating an objectively intimidating hostile or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

1. Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:
 - (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
 - (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent, or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.

(2) Racial harassment, which means conduct directed at the characteristics of a student's or a student's family member's actual or perceived race or color and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

(3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student's or a student's family member's actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

H. **"Hazing"** means any intentional, knowing, or reckless act committed by a student, whether individually or in concert with others, against another student in connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization that is affiliated with the educational institution and that is intended to have the effect of, or should reasonably be expected to have the effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

(1) The goals are approved by the educational institution; and

(2) The activity or conduct furthers the goals in a manner that is appropriate, contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, **"Student"** means any person who:

(A) is registered in or in attendance at an educational institution;

(B) has been accepted for admission at the educational institution where the hazing incident occurs; or

(C) intends to attend an educational institution during any of its regular sessions after an official academic break.

I. **"Notice"** means a written complaint or oral information that hazing, harassment, or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school's response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe

has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

J. **“Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

K. **“Pledging”** means any action or activity related to becoming a member of an organization.

L. **“Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

M. **“School administrator”** means a superintendent, principal, or his/her designee assistant principal or his/her designee and/or the District's Equity Coordinator.

N. **“Student Conduct Form”** is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

APPENDIX A

Designated Employees:

The following employees of the Addison Central Supervisory Union have been designated by the District to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. § 570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Title: Superintendent or Designee

Contact Information: 802-382-1274

Addison Central School District

Policy: Selection of Instructional Materials

File Code: D23

Pending Board Discussion: February 13, 2023

Pending Adoption: March 13, 2023

Policy

It is the policy of the Addison Central School District (ACSD) to provide students with a broad variety of instructional materials to support individual student learning. As such, instructional practices will include a range of evidenced-based instructional practices that most effectively improve student learning, as required by national and Vermont guidance and locally collected and analyzed student data. Instructional practices will promote personalization for each student, and enable each student to successfully engage in the curriculum and meet the graduation requirements that are aligned with mandated Vermont Standards.

Implementation

The District shall use the standards issued by the State Board of Education as the basis for the development and selection of curriculum, methods of instruction, locally developed assessments, and the content and skills taught and learned in school.

The board will ensure the written and delivered curriculum that each school implements the SU/SD's written and delivered curriculum, which will be:

- a. aligned with the standards approved by the State Board of Education;
- b. coordinated across all grades to prepare students for graduation;
- c. coordinated across the SU/SD, including sending high schools and technical centers;
- d. informed by ongoing review of new research and evidence, changing learning opportunities, and updates to the standards approved by the State Board of Education;
- e. designed to enable all students to achieve the graduation requirements; and
- f. integrated with technology across all disciplines.

Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in:

- a. literacy (including critical thinking, language, reading, speaking and listening, and writing);
- b. mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10);
- c. scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design);
- d. global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history);
- e. physical education and health education as defined in 16 V.S.A. §131;
- f. artistic expression (including visual, media and performing arts); and
- g. transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology).

Further, each school with a pre-kindergarten early education program shall offer high-quality programs as outlined in State Board Rule 2600.

Administrative Responsibilities

The superintendent or designee will develop procedures addressing access to instructional materials to ensure that each school:

- a. provides a learning environment with sufficient supplies and infrastructure to allow for learning;
- b. develops, maintains, and expands as needed a collection of print, digital and technology resources, administered by a certified library media specialist;
- c. ensures that the curriculum is supported by necessary digital and print resources;
- d. ensures that students, teachers, administrators and paraprofessionals have access to an organized collection of digital and print materials sufficient and appropriate to support all students in meeting or exceeding the current state and national standards at no cost to the student;
- e. provides students access to the library on a regular basis to use materials for reading, research, and for instruction in the skills needed to select and use information effectively;
- f. provides access to a variety of up-to-date information, assistive, and other technology to support students in meeting or exceeding the standards;
- g. provides broadband Internet service for students and educators to access educational resources;
- h. adopts and implements written policies on electronic resources, acceptable internet usage, and procedures for handling complaints for both staff and students;
- i. supports a schedule that provides opportunities for a library media specialist to collaborate with teachers as they integrate information research skills into their curriculum; and
- j. ensures that students are afforded the opportunity to learn the skills to locate, evaluate, synthesize, and to present information and ideas within content areas using technology integration.

The superintendent or designee shall ensure the implementation of developmentally appropriate curriculum which is aligned with Vermont's Early Learning Standards in any prequalified public prekindergarten program.

The superintendent or designee will develop procedures to 1) address the selection of instructional materials within the context of the alignment with mandated state standards and 2) respond to requests for reconsideration of instructional materials. All concerns regarding the selection of instructional materials shall be directed to the superintendent for handling consistent with those procedures.