

AGENDA



**Addison Central School District
ACSD Board
Board Meeting
Monday, August 14, 2023, 6:30 pm - 8:45 pm
208 Charles Avenue, Middlebury VT & Virtual Connection**

Please click the link below to join the webinar:

Link to join Webinar

<https://us06web.zoom.us/j/86325211021>

A. Call to Order Upon Reaching A Quorum	Barb	5 min
1. Introductions - Board Members, Administrators and Staff	Barb	5 min
2. Public Comment on Agenda Items	Barb	10 min
B. Recommendation to Approve Minutes of 6/26, 7/17 and 7/18	Barb	10 min
C. Approve ACSD Bills	Steve	5 min
D. Report of the Superintendent	Tim Williams	10 min
1. Strategic Plan for Equity		30 min
E. Report of the Board		
1. Action: Approve Policies C1, C15, D23, F3 & F4	Suzanne	10 min
2. Action: Approve Board Norms and 8 Characteristics of Effective Boards	Barb	15 min
3. Committee Updates	Barb	10 min
4. Discussion: Meeting Schedule Structure	Barb	15 min
F. Public Comment - Any Topic	Barb	10 min
G. Adjournment		

Total Meeting Time: 2h 15m

***Public Comment Guidelines:**

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MINUTES



**Addison Central School District
ACSD Board
Board Meeting
Monday, June 26, 2023, 6:30 pm - 8:30 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; Ellen Whelan-Wuest; Ellie Romp; James Malcolm; Jason Chance; Joanna Doria; Lindsey Hescocock; Mary Heather Noble; Suzanne Buck; Tricia Allen

Not In Attendance

Jamie McCallum; Steve Orzech

A. Call to Order Upon Reaching A Quorum

Meeting called to order at 6:37 p.m. by Board Chair Barb Wilson.

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

ACSD Staff present: Matt Corrente, Director of Finance & Operations; Heather Crowley, Executive Assistant to the Superintendent; Caitlin Steele, Director of Teaching and Learning (final Board meeting in this capacity); Will Hatch, Director of Technology (remote).

2. Public Comment 10 min

No public comment; however Brian Bauer took the opportunity to thank everyone who had wished him well during his total knee replacement surgery.

B. Recommendation to Approve Minutes of 6/9, 6/12 5 min

Joanna Doria made a motion to approve the minutes from the June 9, 2023 Special Board Meeting. Suzanne Buck seconded. The Board voted and approved the minutes. Tricia Allen, Brian Bauer, and Ellen Whelan-Wuest abstained.

Suzanne Buck made a motion to approve the minutes from June 12, 2023 Regular Board Meeting. James Malcolm seconded. Ellen Whelan-Wuest noted the total time indicated on the minutes was 1.5 hours, but the actual meeting time greatly exceeded that time. Barb Wilson explained that the time was a reflection of the time allotted to each topic when the agenda was prepared, and not a sum of the time the meeting actually took. There was some brief discussion about making accurate estimates and attempting to enforce the time allotments. Lindsey Hescock volunteered to do so for the evening's meeting. The Board voted and approved the minutes. Brian Bauer abstained.

C. Approve ACSD Bills 5 min

James Malcolm reported that the bills had been reviewed by himself and Jason Chance on June 26, 2023. They were presented as follows:

General Fund: \$494,479.85 (~ \$150K of this were transportation expenses)

McGilton Fund: \$383,661.29 (for Keewaydin Environmental Education)

Payroll: \$383,661.29

Payroll: \$19,270.08

Payroll: \$2,547,984.47 (this large sum is due to summer paid to faculty under the current FY)

Motion to approve and pay the ACSD Bills as presented.

Move: James Malcolm Second: Brian Bauer Status: Passed

D. Report of the Board

1. Action: Approve Professional Appointments 10 min

Suzanne Buck made a motion to approve the ACSD Professional Appointments, Departures, and Transfers for the 2023-2024 academic year as presented in the meeting materials. Tricia Allen seconded.

Lindsey Hescock asked about the appointment of Jennifer Urban to the Shoreham

Elementary School Assistant Principal position; the Board was told that she and Matthew Brankman were going to co-lead both Bridport and Shoreham schools as assistant principal and principal, respectively. Why doesn't this reflect that detail? There was some discussion about whether the Board should require Gail Leach to edit this detail before Board approval.

Ellen Whelan-West made a motion to amend the original motion to approve ONLY new appointments and departures, but not transfers (which includes Jennifer Urban's new position). Brian Bauer seconded. Suzanne Buck asked

about whether Ms. Urban has received her administrative licensing (Heather Crowley confirmed that she has completed training and is in the process of obtaining it). Matthew Corrente clarified that the assignment of Ms. Urban's position to Shoreham Elementary was purely for budgeting purposes -- per position needs to be assigned to a cost center. Jason Chance asked whether the change would prevent Ms. Urban from being able to start by July 1st. The Board voted on the proposed amendment to the motion, and it passed: 7 Ayes, 2 Nays.

Ellie Romp asked for clarification on what the Board just approved: the motion on the table was amended to allow the Board to vote & approve ONLY new appointments and departures, not transfers. She asked those who voted Nay to explain their votes. Joanna Doria and Mary Heather Noble both indicated that they felt Matt Corrente's explanation about assigning the position to a cost center was sufficient, and that the amendment did not seem necessary for Board approval. Jason Chance brought up his question again about Ms. Urban being able to start July 1 if the Board does not approve the appointment tonight. Heather Crowley spoke up and indicated that it might be problematic. Brief discussion about how to proceed: Mary Heather Noble recommended that Barb Wilson call the vote -- the proposed amendment can be voted down if members do not believe it to be necessary. Barb Wilson called a vote on Ellen Whelan-Wuest's motion to amend the original motion. All voted 'Nay.' The proposed amendment failed.

Suzanne Buck repeated her original motion to approve the ACSD Professional Appointments, Departures, and Transfers for the 2023-2024 school year. Tricia Allen seconded again. Barb Wilson called the vote, and the motion unanimously passed.

2. Action: Approve Auditor bid 10 min

James Malcolm noted that the Board had already discussed the selection of an auditor at the last meeting, and reminded members that the Finance Committee's recommendation is to approve the bid from RHR Smith Co. for auditing services because their proposal was the most cost-effective, and they already have demonstrated experience providing comprehensive auditing services for the District.

Motion to approve bid from RHR Smith Co. for ACSD's auditing services. Move: James Malcolm Second: Joanna Doria Status: Passed

3. Action: Approve Transportation bid 10 min

James Malcolm and Matt Corrente explained the proposed contract between the Addison County Consortium (ACSD, ANWSD, and MAUSD) and Betcha

Transit for provision of transportation services to the three school districts. They explained that this is a 3-year contract, but that the Finance Committee recommends initiating the bidding process again soon for the time after that, so other contractors have the opportunity to enter the pool and have time to scale their operations to meet the Consortium's needs.

Brian Bauer announce that he will recuse himself from this vote because the outcome impacts him and his employment with Betcha. But we would like the Board to discuss transportation in other terms besides finance.

Lindsey Hescoock suggested that it would be helpful for the Board and public to have a timeline for starting the bidding process again. Transportation is a hot-button topic. She also asked who does the negotiations on behalf of the District? (Matt Corrente and his counterparts at ANWSD and MAUSD) Lindsey indicated that she would like to see transportation on a future meeting.

Jason Chance noted how the contract sometimes refers to the ACC collectively, and that in other places there are provisions specific to a particular district. Matt Corrente clarified that those elements are part of transitioning into the Consortium, but that ACSD is still entering into the contract as a District, and that the participation of the other Districts does not impact Betcha's obligation to uphold the requirements (nor does it hinder ACSD from seeking damages for cancelled routes, etc).

Suzanne Buck asked about the cameras on buses and where that information is stored (Mary Heather Noble recalled that Betcha stores it, but that it must be furnished to ACSD upon request -- Will Hatch has looked into this as part of his IT work). Suzanne also suggested that the District consider clarifying when drivers can use buses for personal use -- ACSD should not pay for this gas.

The Board approved the contract -- Brian Bauer abstained due to his recusal.

Motion to approve the ACC Contract Proposal for FY25-28 as presented. Move: James Malcolm Second: Ellen Whelan-Wuest
Status: Passed

4. Discussion: Review Policies C1, C15, D23, F3 & F4

10 min

Suzanne Buck introduced the discussion as the Chair of the Policy Committee. All of the following policies have been presented for the Board's first read. The second and final read will occur on July 18, 2023 (the Board Retreat date).

Policies F3, Fire and Emergency Preparedness Drills and F4, Access Control and Visitor Management are both required by the State, and must be on the books by August 1, 2023.

Policy D23, Selection of Instructional Materials is also a new policy from VSBA, and is similar to the policy the Board recently passed for selection of library materials.

Policy C1, Education Records is an updated version of an existing policy -- this policy update was requested by MUHS Guidance Counseling office, who wanted clarity on which records they must keep, how long, etc. This reflects the latest VSBA model policy.

Policy C15, Student Conduct and Discipline is also required by the State, and the Policy Committee has received requests to include an updated policy in Student Handbooks.

Ellen Whelan-Wuest noted that Policy C15 requires building administrators to develop procedures to implement the policy, and that she could not see a mechanism to ensure consistency in disciplinary practices across ACSD's 9 schools. She wondered whether the draft policy should be revised to specifically state this requirement. Brian Bauer echoed this concern, noting his observations about different expectations and consequences for student behavior on field trips. James Malcolm stated that this concern could either be addressed in the policy itself, or in the development of procedure documents. Suzanne Buck reminded the Board that it is only responsible for policy, but that the Leadership Team would probably be developing the Procedure on Student Conduct and Discipline as a team, which would address the concern. Joanna Doria suggested that the Policy Committee work to align the language in the draft policy so that there is an understanding of Board expectations regarding Superintendent oversight and consistency among elementary schools in the district.

Brian Bauer proposed having the Policy Committee do a more comprehensive review of policies to determine whether policies are indeed accomplishing their intended purpose.

5. Discussion: Board Retreat

20 min

Barb Wilson announced that the final date & time for the Board retreat would be July 18th at 4:30 p.m. It will be held in 208 Charles Ave, and dinner will be provided. Elaine Pinckney, who facilitated the Board Training in April, will be leading the meeting. She will be joined by VSBA's new trainer. She expects the session to last 3-4 hours.

Suzanne Buck expressed the importance of Board members attending the Board retreat -this is a time for the group to work with the new interim superintendent to set goals. We are all elected to serve and represent the voters of the district. Attending the Board retreat is extremely important. Mary Heather Noble concurred.

Ellie Romp wondered if there was a better way to have a discussion about which dates get chosen. We need to get better at scheduling. She suggested using Survey Monkey so members can indicate which dates they can/can't/might be able to attend. Barb explained that this particular range of dates largely depended on Tim Williams and Elaine Pinckney's availability.

James Malcolm agreed with Suzanne, but also noted the difficulty of scheduling during the summer. Ellen Whelan-Wuest cautioned against a tone implying that board members aren't committed. Lindsey Hescocock agreed, and listed challenges with her own schedule. Jason Chance suggested targeting Mondays for future retreats/meetings since the Board is already trained to keep Mondays open.

The Board then turned the discussion toward the topics members would like to cover during the retreat. Some of the ideas included: Additional training/understanding of governance and Board member roles & responsibilities, Planning the process for the search for a permanent superintendent; Anticipating FY25 budget issues with the sunseting of ESSER funds, Evaluating Board effectiveness, Finalizing Board Norms and collective priorities, Strategic Plan for Equity, and Continuation/Expansion of IB program evaluation. There was some discussion about the on-boarding and need for additional guidance on Board rolls & responsibilities. Joanna Doria invited Tim Williams to contribute his thoughts:

Tim Williams agreed that that Board members should have a firm understanding of their roles & responsibilities, so it makes sense to include governance as part of the retreat. He also noted the urgency of budget work and finding a permanent superintendent. One of his highest priorities is to help the Board secure a permanent superintendent, and in order to do so, the Board needs to work well and efficiently to attract top quality candidates. He suggested coming away from the Board Retreat with 3 goals to keep a clear focus for the upcoming year.

Joanna asked Barb about including a few chapters from The Governance Core to help shape the retreat, and perhaps finalize the Board Norms. Mary Heather Noble asked if Barb could share a Retreat Agenda and required reading beforehand so everyone is prepared for the July 18 retreat. Members can bring their top goals as well, and the group can find the collective priorities during the retreat. Barb agreed to have materials distributed to Board members by July 11.

E. Other 5 min

Mary Heather Noble thanked Caitlin Steele for her work as the Director of Teaching and Learning. She complimented Caitlin's work in that position, and expressed gratitude for her current leadership of MUHS.

F. Adjournment

Meeting adjourned at 8:02 p.m.

Motion to adjourn.

Move: Suzanne Buck Second: Joanna Doria Status: Passed

Total Meeting Time: 1h 30m

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DRAFT

MINUTES

**Addison Central School District
ACSD Board
Special Meeting
Monday, July 17, 2023, 8:00 am - 8:30 am
Virtual Connection**



Remote Attendance

Barbara Wilson; Brian Bauer; Ellie Romp; James Malcolm; Jason Chance;
Joanna Doria; Mary Heather Noble; Steve Orzech; Suzanne Buck

A. Call to Order Upon Reaching A Quorum Meeting called to order at 8:04 a.m.

ACSD Administrators present:

Tim Williams, Interim Superintendent

Matt Corrente, Director of Finance and Operations

Note:

Brian Bauer present via telephone.

B. Public Comment

No public comment.

1. Action: ACSD Behavioral Specialist Petition to join the Association

Steve Orzech made a motion to enter Executive Session to discuss the petition submitted by ACSD Behavioral Intervention staff because the matter relates to negotiations, per 1 VSA Section 313 (a) (1). Mary Heather Noble seconded. The motion passed unanimously.

Entered Executive Session at 8:10 a.m. Exited Executive Session at 8:31 a.m. After numerous technical difficulties, a new zoom link was created and the meeting resumed at 8:45 a.m.

Motion by S. Buck and seconded by Mary Heather Noble to allow for those petitioning to join the union to hold a Consent Vote. Motion passed unanimously.

Matt Corrente will reach out to C. Leopold for him to continue the process with the Labor Board.

C. Other

None.

D. Adjourn

Motion to adjourn made by Suzanne Buck and seconded by James Malcolm.
Motion passed.

Meeting ended at 8:52 am.

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DRAFT

MINUTES



Addison Central School District

ACSD Board

Board Retreat

Tuesday, July 18, 2023, 4:30 pm - 8:30 pm

208 Charles Avenue, Middlebury VT

In Attendance

Barbara Wilson; Brian Bauer; Ellen Whelan-Wuest; James Malcolm; Jamie McCallum; Joanna Doria; Mary Heather Noble; Steve Orzech; Suzanne Buck; Tricia Allen

Not In Attendance

Ellie Romp; Jason Chance; Lindsey Hescoock

A. Call to Order Upon Reaching a Quorum Meeting started at 4:45 p.m.

1. Introductions: Board Members, Administrators & Facilitators

Attendees included ACSD Board members, ACSD Interim Superintendent Tim Williams, Facilitator Elaine Pinckney, and VSBA Director of Board Services Debbie Singiser.

B. Board Member Retreat with Elaine Pinckney

Elaine Pinckney led the Board in a retreat that included the following:

- Review of key concepts from The Governance Core by Davis Campbell and Michael Fullan;
- Distinction between Board responsibilities and Superintendent/Admin Team responsibilities;
- Team-building exercises based upon the True Colors Personality Test;
- Discussion and review of Board Norms proposed from the May 9, 2023 Board Training;
- Characteristics of Effective Boards; and
- Development of Board Goals and a Board Work Plan

C. Adjournment

Meeting adjourned at 8:35 p.m.

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DRAFT

Bridport, Cornwall, Middlebury, Ripton, Salisbury, Shoreham, Weybridge



ADDISON CENTRAL SCHOOL DISTRICT

2023
STRATEGIC PLAN

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EXECUTIVE SUMMARY



The Addison Central School District (ACSD) Action Team offers the following final report, which centers on recommended strategies and action steps to advance the ACSD School Board's three major strategic goals. We developed these strategies and action steps with the intention that they will be implemented over the course of five years under the guidance of a district staff implementation team. The recommendations are informed from the 2021-2022 work of an Advisory Committee which was comprised of diverse community members, school community stakeholders, input and data collected to-date by the District, and the Action Team's own deliberations to find the actionable items that will have the greatest impact while addressing inequities within our district. The Team also offers a short list of actions that we identified in our work that advance the Board's goals and can be implemented immediately and with minimal cost or system redesign. Thank you for engaging a diverse team of our school community to develop these recommendations for our community.

BACKGROUND & PROCESS

The Addison Central School District (ACSD) is currently designing a new, equity-informed strategic plan that will prioritize the success of every student. The final strategic plan is anticipated to be reviewed and approved by the ACSD school board in the early fall of 2023.

There have been many opportunities for students, families, staff, and community members (stakeholders) to help shape the direction of a strategic plan. You may find additional information on the timeline, initial work by the 2022 ACSD Advisory Committee on Equity on the District's strategic plan webpage: www.acsdvt.org/district-link/strategic-plan

FOUNDATIONAL BOARD WORK

The ACSD Board adopted the following Mission and Vision statements, Equity Definition, and Strategic Goals on October 10, 2022. This work served as the foundation for the ACSD Action Team to develop strategies and action steps to meet the ACSD Board's strategic goals.

Mission

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

Vision

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

Strategic Goals

BELONGING. Everyone will feel safe, welcomed, and included in our schools and the district. Students and families will be able to engage with the school system in valuable ways.

ACCESS. ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and fiscally responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all of our students.

SUCCESS. ACSD's learning environment will inspire a passion for learning and value diverse identities and abilities, while preparing our students to make positive contributions to the community and beyond.

Equity Definition

Educational equity means that our schools provide each student with a high-quality, universally designed, and culturally responsive curriculum. It also means students will be able to access programs and services that meet their needs. Our students succeed when we are responsive to their academic, social, and emotional wellbeing.

Educational equity means valuing various identities because diversity enriches our school community. This includes, but is not limited to, identities based on race, ethnicity, religion, family economics, class, geography, ability, language, sexual orientation, gender, immigration status, or initial proficiencies.

Educational equity requires ongoing efforts to identify, acknowledge, and disrupt inequitable practices in our district. It requires us to acknowledge our biases as individuals and as a district. We also must commit to making changes to address inequities to improve outcomes for all students.

ACSD adopted an equity policy (C29) in 2020, which includes a more detailed equity definition and implementation statement. The policy can be found on the district policy [website](#).

STRATEGIC PLAN ACTION TEAM

DESIGN

The ACSD Action Team was comprised of students, parents, staff, administrators, and community members. Particular attention was given to selecting members who hold underrepresented identities (ex: Black, Indigenous, people of color, LGBTQ+ folks, people living in poverty, people living with a disability, etc.). The committee had 15 members; 4 students, 3 parents/caregivers, 3 educators/staff, 1 principal, the Director of Equity and Student Services, Director of Finance and Operations, and Director of Teaching and Learning.

The ACSD School Board and school district tasked the Action Team with:

- Reviewing the work of the Advisory Committee, district data, and inviting other stakeholders in to advise on where ACSD is doing well and where we are falling short to meet the diverse needs of our community.
- Drafting strategies and action steps that identify the greatest leverage points that ACSD can act upon to meet the Board's strategic goals and vision/mission (adopted October 2022), while using the District's equity definition as a lens in their analysis.
- Sharing draft recommendations with the ACSD Board for consideration and approval.

MEMBERS

Alixis Williams, 9th grade student MUHS
Aislynn McGill, 10th grade student MUHS
Camila Blanco, 12th grade student MUHS
Chad Fredette, 12th grade student MUHS
Samantha Paine, parent Shoreham and MUHS
Jess Vennable-Novak, parent Mary Hogan
Linda January, parent Bridport
Ben Long, MUHS math teacher and parent
Kelly Landwehr, Lead Nurse and parent
Meg Baker, Pre-K Coordinator and parent
Bjarki Sears, Principal Salisbury School
Esther Charlestin, MUMS Dean of Culture and Climate
Nicole Carter, Director of Equity and Student Services
Caitlin Steele, Asst. Superintendent of Teaching and Learning
Matthew Corrente, Director of Finance and Operations



Co-chair's Samantha Paine & Camila Blanco

STAFF & CONSULTANTS

Emily Blistein, Director of Communications and Engagement
Emma Mulvaney-Stanak, Consultant
Lisa Ryan, Advising Consultant

PROCESS

The Team met from January 2023-June 2023. ACSD hired consultant Emma Mulvaney-Stanak of EMStrategies to plan and guide their work. The Team began by establishing norms, agreements, and electing co-chairs (one student and one adult) to help serve as leaders and liaisons to the District. The group then began to review the work of the 2022 ACSD Advisory Committee and ACSD board. They also reviewed data and input collected to-date by the district through surveys and community meetings. The Team began to create an initial list of strategies and action steps from their analysis that aligned with the Board's strategic goals. Additional stakeholders were identified to help identify gaps in knowledge and insights in how the District could deepen its work to address inequities. Those stakeholder groups included numerous school and community members with a perspective and/or lived or professional experience on:

- Current resource allocation within the district
- Poverty and socioeconomics
- Marginalized identities
- Special education and students living with disabilities

The Team deliberated on the additional feedback received from stakeholders and refined its recommendations. They used an equity rubric planning tool to help identify strategies and action steps that would leverage the biggest impact on existing inequities while engaging as much of the school community as possible.

Throughout the Team's work, the group worked to intentionally design meetings and ways to engage participants with best practices for youth-adult partnerships. This included holding youth advisory meetings where youth were in the majority to help advise the ACSD consultant and staff on ways to continually improve our work together.

Minutes from each of the Team's meetings can be found on the District's strategic plan webpage. These documents include a summary of who met with the Team from various stakeholder community groups.

[RECOMMENDED] STRATEGIC PLAN STRATEGIES AND ACTION STEPS

Goal 1: Belonging - Everyone will feel safe, welcomed, and included in our schools and the district. Students and families will be able to engage with the school system in valuable ways.

Strategy 1: Build a system for universal wellbeing, positive culture, and a sense of belonging based on evidence-based practices that support youth.

Action Steps:

1. Expand learning opportunities outside of school by prioritizing JEDI (Justice, Diversity, Equity, and Inclusion) education for all school community members in partnership with JEDI education professionals.
2. Create restorative communities, proactive practices, and policies by implementing a human-centered versus rules-centered system of conflict resolution for the entire school community.
3. Create student-centered systems where staff intentionally check-in with students and use tools such as affinity spaces to promote student well-being. Provide staff training to promote student connection. Encourage students' agency to develop these systems and tools.
4. Ensure all school spaces and experiences are welcoming and create a sense of belonging to marginalized school community members—students, staff, families, and community. Invite marginalized community members to inform how to create these spaces and experiences.

Strategy 2: Elevate and prioritize students' mental health.

Action Steps:

1. Starting in PreK, develop appropriate understanding of mental health among students. Offer differentiated mental health support based on students' needs.
2. Train teachers and staff to help identify students that may need mental health support. Include teachers and staff in support plans.
3. Support staff to understand, support, and celebrate the diverse make-up of the ACSD community. Design support systems that are culturally responsive to our community.
4. Recognize that mental health for the majority of students is most supported by choosing to implement approaches to learning that provide students with strong and consistent relationships.
5. Prioritize age appropriate sensory, movement, outdoor time, and creative experiences into the school day from PreK to graduation.

Strategy 3: Put students who traditionally and historically experience marginalization first when engaging in decision making and planning.

Action Steps:

1. Amplify and celebrate student voice and experiences, especially diverse and historically marginalized students.
2. When there is a district or school-wide decision to be made, use an equity rubric¹ to examine if the decision benefits marginalized students/school community members. Ensure it does not contribute to inequities experienced by marginalized people.
3. Provide and match families with support needed to negotiate the school systems. Consider family mentors, advocates or liaisons, parent advocacy groups, and district welcome resources.

Goal 2: Access - ACSD will allocate resources to address students' needs across the district in equitable, sustainable, and fiscally responsible ways. ACSD will maintain infrastructure and facilities that support varied learning and successful outcomes for all of our students.

Strategy 1: Create Data-informed, equity-based resource allocation systems.

Action Steps:

1. Fiscal Management Systems.
 - a. Create an equity-informed budget² preK-12 by using weights and other metrics to factor in small schools and equity needs of students by researching other district's approaches.
 - b. Identify and remedy inequitable approaches to accessing resources within schools.
 - c. If students are not able to access the services they need in their elementary school, consider a criteria-informed, equity-informed school placement³ at another school within the district.
 - d. Optimize resource access and allocation to move the district towards a more unified and "one community" structure⁴ and culture.
 - e. Create an equity-based rubric⁵ for assessing the district's programs and systems.
2. Equitable Staffing
 - a. Develop a strategic staffing model among the schools. Look at recruitment and retention strategies for staff, especially during challenging times.
 - b. Provide students with access to medical services by having at least a minimum of one full time nurse at each school and adequate medical and support staffing.⁶
 - c. Look at positions (ex: mental health) that need to be paid on a different scale than teachers to more effectively recruit and retain.
 - d. Diversify educator and staff workforce. Specifically, hire BIPOC teachers and administrators and understand the importance of all youth/families seeing BIPOC educators/leaders.
 - e. Create a hiring process that uses an equity lens, accounts for implicit bias in hiring, and prioritizes skills/expertise among applicants' inclusion/equity knowledge and practices.
 - f. Be transparent about the logic, funding sources, and school-level and district-level decision making process behind staffing levels in each school. Use equity rubric⁷ in these decisions.
 - g. Wrap equity into staff supervision and evaluation systems.

Strategy 2: Collect, analyze, and report on resource allocation data⁸

Action Steps:

1. Collect data necessary to inform equity-based decisions in the district and align decision making based on data.
2. Prepare an annual report to the Board. Specifically address initiatives and feedback on initiatives for:
 - a. School Buildings
 - b. Staffing
 - c. Marginalized identities
 - d. Poverty
 - e. Special Education
 - f. PreK
 - g. After School
3. Integrate data into fiscal management and staffing systems.
4. Analyze system responsiveness and favor those that are quick and responsive, vs. sluggish, especially related to addressing issues of harm and inequity, but also special education (efficient response), mental health. Minimize red tape.
5. Include an Equity Narrative in the Budget Book detailing historical process, annual intentional progress, budget effects, and next year goals.
6. Evaluate and address whether our after school and preK programs meet community needs. Address equity gaps in collaboration with community partners.

Goal 3: Success - ACSD's learning environment will inspire a passion for learning and value diverse identities and abilities, while preparing our students to make positive contributions to the community and beyond.

Strategy 1: Identify and address systemic barriers that affect student success in every classroom due to but not limited to, primary language spoken, socioeconomic status, disability status, or marginalized identities.

Action Steps:

1. Leverage staff knowledge and skill to support general education teachers to adapt and strengthen lesson plans and investigate inconsistencies in classrooms.
2. Use modeling to better anticipate students' needs for accommodations in learning, address inconsistencies in the referral process for special education, and reduce the stigma for special education students.
3. Increase accessibility of curriculum by using evidence-based tools and strategies most effective for all students regardless of ability.

Strategy 2: Build capacity for culturally responsive practices by bringing in voices to help diversify the curriculum, facilitate difficult or courageous conversations, and put diverse resources into the community.

Action Steps:

1. Offer role-appropriate professional development for teachers, staff, and administrators that creates a responsive and inclusive environment. Add more family education and provide them resources about diversity and culturally responsive communities.
2. Improve and use year-round diverse curriculum content that reflects different cultures, marginalized identities, and socio-economic privilege. Offer curriculum in inclusive, safe, and engaging ways for all students, especially for students with marginalized identities. Create a consistency in curriculum between schools. Seek and incorporate student feedback on curriculum improvements. Incorporate state's new District Quality Standards and Education Quality Reviews from AOE (Act 1, 2019).
3. Create accountability for all staff based on their role and responsibilities in the district in creating an inclusive and responsive environment.

Strategy 3: Provide multiple pathways for students that are equally dynamic and celebrated to assure student success.

Action Steps:

- Establish consistent grading practices, allowing for effective analysis of fairness and equity in assessment.
- Continue to value and enhance celebrating student success beyond traditionally celebrated high achievements in sports, grades, and college placement.
- Ensure all pathways are seen and valued as equally viable and vibrant options beginning in elementary school. This includes access to outdoor time, unified arts subjects, and alternative learning environments.
- Make flexible pathways, including early college, more accessible to students during the transition to the start of high school.
- Better utilize the career center and introduce it to families and students before high school.

GLOSSARY

Affinity Space: An affinity space is a physical or virtual space intended to be free of bias, conflict, criticism, or potentially threatening actions, ideas, or conversations. The purpose of an affinity space is to provide a positive, affirming environment for groups, often those who feel marginalized, to come together and engage in open and honest dialogues.

Bias: A form of prejudice that results from our need to quickly classify individuals into categories.

Cultural Competency: Cultural competency involves an ability to increase one's awareness about personal biases, assumptions, attitudes and worldviews; specific knowledge of cultures, history, worldviews, languages, and diverse experiences; and a repertoire of skills that allow one to effectively intervene in personal and professional domains.

Equity: The fair treatment, access, opportunity and advancement for all people, while at the same time striving to identify and eliminate barriers that prevent the full participation of some groups. The principle of equity acknowledges that there are historically underserved and underrepresented populations and that fairness regarding these unbalanced conditions is necessary to provide equal opportunities to all groups. Also, see ACSD's educational equity definition on page 2 of this report.

Equity Rubric: A comprehensive tool with a series of categories, questions, and/or criteria to help people better understand equity and make decisions that result in more equitable outcomes.

Flexible Pathways: Flexible Pathways are any combination of high-quality expanded learning opportunities, including academic and experiential components, which build and assess attainment of identified proficiencies and lead to secondary school completion, civic engagement and postsecondary readiness. Flexible pathways allow students to apply their knowledge and skills to tasks of personal interest as part of the personalized learning planning process.

Implicit Bias: Negative associations expressed automatically that people unknowingly hold and affect our understanding, actions and decisions; also known as unconscious or hidden bias.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Justice, diversity, equity, inclusion (JEDI): A more detailed summary of the ways aspects of diversity and equity work together. Justice refers to a goal of vision for social change that requires redressing past inequities. Equity refers to a practice where people receive resources they need to participate in society. Diversity is the difference between people, things, and experiences. Inclusion is the practice of valuing unique experiences and contributions people have to offer.

Marginalization: A social process by which individuals or groups are (intentionally or unintentionally) distanced from access to power and resources and constructed as insignificant, peripheral, or less valuable/privileged to a community or "mainstream" society. This term describes a social process, so as not to imply a lack of agency. Examples of marginalized groups include, but are by no means limited to, groups excluded due to race, religion, political or cultural group, age, gender, or financial status.

Multicultural Competency: A process of embracing diversity and learning about people from other cultural backgrounds. The key element to becoming more culturally competent is respect for the ways that others live in and organize the world and an openness to learn from them.

Restorative Practices: Restorative practices are used in schools to foster an equitable and positive school culture. Restorative practices focus on strengthening relationships and connections between individuals, both youth and adults, in a school community. Restorative practices offer schools an alternative to traditional disciplinary actions that center on punishment for misbehavior and breaking rules.

END NOTES

1. ACSD is still developing its understanding and consistent use of equity as a concept across the district. This includes understanding how to use tools that help address inequities and proactively move the district towards more equitable outcomes. Rubrics are often used in public education settings. The Team recommends ACSD seek additional resources and models from other districts or professionals to find a **decision making equity rubric** that works well for ACSD's size and capacity. The Team's objective is for the district to consistently use a rubric tool by district and building leaders when making decisions and have it be well understood by those who use it.
2. **Equity based budgeting** is a concept ACSD should seek additional resources, models, and case studies to learn how such tools are used effectively. The Team learned the Burlington School District uses an equity based budgeting process, which may be a useful reference point. The Team recommends using weights and metrics as part of the calculations to inform such a budget. The group did not have the expertise or time to explore these concepts in more detail. However, they suggest looking to the State of Vermont education funding weights formulas to begin to understand how weights could be developed to fit ACSD's needs. The team's objective is to encourage the board to move away from per pupil budgeting that does not account for the unique needs of individual students who may need more resources to be successful (Goal 2). The group also encourages the board to challenge concepts of "zero sum" thinking where funding one new initiative would directly mean another initiative would be cut or initiatives are set up to compete against each other. Building a budget committed to student access and equity requires analyzing the budget across all budget items so the district can prioritize what needs to be funded to meet the strategic plan goals. It will also allow the district to identify new areas where additional revenue can be raised in creative ways.
3. The group's objective is to encourage the district to be clear and consistent with school placement criteria it would use to allow students to be placed in schools other than the school in their town. The group also noted there are many reasons why a student would benefit from school placement ranging from special education services, language access, students living between multiple households, and experiences of harassment/bullying. The Team encourages the district to examine its current school placement criteria and other school district placement models to find the best approach. They also encourage the district to be careful not to create criteria that would create more inequity for a student/family such as unmet transportation needs.
4. The group observed schools within the district act very independently of each other which contributes to a lack of **community and continuity** throughout the district. The group encourages the board and district to consider the multiple ways the district can work to unify programs, systems, and approaches to delivering education separate from school consolidation. In particular, things such as joint fundraising across elementary schools for student activities and/or a consistent staffing model between schools would begin to address inequities between schools. Other efforts, such as one athletic team name across the district and efforts to bring elementary classes together for projects, can support more successful transitions for students between elementary and middle school. The Team wanted to note that ACSD's continued conversation about **school consolidation** and the needs of small schools may present conflicting approaches for how to advance equity based decision making, especially related to budgeting resources. The Team did not have the time to adequately explore the question of consolidation and there are conflicting opinions among the group (and larger community) on whether the district should pursue it. However, the Team did agree the board and district should proactively dialogue about consolidation with the school community, as it is a critical part of how ACSD defines equitable outcomes for its students.
5. See decision making equity rubric endnote.
6. The Team made this recommendation based on stakeholder feedback on the critical physical and mental well-being of students. The Team recognizes staffing levels in small schools can be a challenging balance. The group encourages the district to examine how equity based budgeting and challenging "zero sum" thinking can reimagine how past staffing decisions often are made, e.g. one new position means the loss of a pre-existing position. Also, there was some disagreement about the recommendation of a minimum full time nurse at every school among the group due to concerns about negative impacts on other staff positions being cut.
7. See decision making equity rubric endnote.
8. When conducting assessments and analyzing data, the Team recommends the district use culturally competent and equity-informed practices. This includes using a variety of tools to collect data and feedback from the school community.

DRAFT



Addison Central School District

Policy: Education Records

File Code: C1

Warned: August 1, 2023

Adopted:

Policy

The Addison Central School District recognizes the importance of keeping accurate and appropriate education records for students as part of a sound educational program and is committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students.

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records. It is the policy of the District to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the district will inform parents, guardians, and students eighteen years and older of their rights with respect to the student's education records and the available procedures for exercising those rights. This shall include notification of the following:

1. The right to inspect and review the student's education records within 45 days after the day the district receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that the law authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA).
5. The procedure for exercising the right to inspect and review education records.
6. The procedure for requesting amendment of records.
7. The types of personally identifiable information that the district has designated as directory information, and a parent or eligible student's right to opt out of the disclosure of directory information. 4
8. The procedure for a parent or eligible student to notify the district that they want to opt out of the district's disclosure of directory information.
9. The criteria for determining who constitutes a school official and what constitutes a

legitimate educational interest as defined by FERPA.

Administrative Responsibilities

The building principal will be the custodian of all education records in a given school. The superintendent has overall responsibility for education records throughout the District and for assuring that adequate systems are in place to maintain such records and to provide parents with access to them in accordance with state and federal law. The superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure, and destruction of education records.

Definitions

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that Act.⁶

1 The federal Family Educational Rights and Privacy Act (FERPA) does not explicitly require a school board policy on the protection of student records. Its requirements are stated in the negative...“no funds shall be made available to any educational agency...which has a policy of denying...the right of parents...to review and inspect educational records. 20 U.S.C. § 1232g; 34 C.F.R. Part 99. Nor does the State Board Manual of Rules and Practices explicitly require a school board policy on student records. “Each supervisory union shall develop, and each school shall implement, a system of maintaining student records that aligns with Agency of Education statewide data collections; which enables accurate and timely reporting in connection with state and federal data collection requirements; and ensures the accuracy, relevancy and confidentiality thereof, and accessibility thereto; and which is in compliance with the federal Family Education Rights and Privacy Act of 1974 (P.L. 95-380 as amended from time to time.” SBE Rule 2113.

2 A “record” means any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. The term “education records” means those records that are (1) directly related to a student; and (2) maintained by the school district, a school within the district, or a party acting for the school district or a school within the school district. It does not include a teacher’s notes that are in the teacher’s sole possession and shared only with a substitute teacher or records that are exempted from the definition under 34 C.F.R. § 99.3(b). 20 U.S.C. § 1232g; 34 C.F.R. § 99.3.

3 School districts are required to find an effective way to notify parents or eligible students who are disabled, and parents whose primary language is not English. 20 U.S.C. § 1232g; 34 C.F.R. § 99.7(b).

4 The Family Educational Rights and Privacy Act allows schools to designate certain information as “directory information” and release it after providing public notice of the categories of information it seeks to release. “Directory information” includes, but is not limited to, a student’s name, address, telephone listing, date and place of birth, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors, and awards received, and the most recent previous educational agency or institution attended by the student. Additional information may be released with specific parental consent. 12 U.S.C. § 1232g; 34 C.F.R. § 99.3.

The Family Educational Rights and Privacy Act allows schools to disclose student personally identifiable information to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, consultant, or other party who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. 12 U.S.C. § 1232g; 34 C.F.R. § 99.3; 34 CFR § 99.31(a).

6 12 U.S.C. § 1232g; 34 C.F.R. § 99.3.

Legal Reference(s):

20 U.S.C. §§ 1232g (Federal Family Educational Rights and Privacy Act of 1974) 20 U.S.C. § 7908

16 V.S.A. § 563(27) (NCLBA Armed Forces Recruiter/Higher Education Access) 34 C.F.R. Part 99

1 V.S.A. § 317 (Definitions)

15 V.S.A. § 670 (Non-custodial parents)

33 V.S.A. § 5536a (Juvenile court records)

VT State Board of Education Manual of Rules and Practices § 2113

Addison Central School District

Policy: Student Conduct and Discipline

File Code: C15

Warned: August 1, 2023

Adopted:

Policy

It is the policy of the Addison Central School District to maintain a safe, orderly, civil and positive learning environment via a system of classroom and school management practices, supported by consistent, clear and fair disciplinary procedures. The goal of this policy is to create an environment where the expectations for student behavior are clearly stated, are understood, and accepted by students and staff, and are applied in compliance with due process requirements and Vermont law and State Board of Education rules. This policy is to be applied in conjunction with the school's overall discipline plan developed pursuant to 16 V.S.A. § 1161a, the requirements of 16 V.S.A. § 1162, and in conformance with State Board Rule 4500, and any policies adopted by the District with regard to the Use of Restraint and Seclusion

Definitions

- 1) Weapon means a device, instrument, material, or substance whether animate or inanimate, which, when used as it is intended to be used, is known to be capable of producing death or serious bodily injury.^[2]
- 2) School means any setting which is under the control and supervision of the School District. It includes school grounds, facilities, and school-sponsored events whether held on or off of school grounds and vehicles used to transport students to and from school or school activities.^[3]
- 3) Expelled means the termination of educational services for the remainder of the school year or up to 90 school days, whichever is longer.^[4]
- 4) Knife means any instrument that is capable of ready use as a stabbing weapon that may inflict bodily injury or death.

Student Responsibilities

It is the responsibility of each student to contribute to a safe and productive learning environment in the school by demonstrating respect and consideration for fellow students and adults. This includes complying with all policies and rules of conduct of the school district and individual classrooms.

Administrative Responsibilities

The principal, in consultation with the educational staff, will develop an overall discipline plan (the "Plan") pursuant to 16 V.S.A. §1161a. The Plan will include clear guidelines for

student behavior. The Plan may include provisions for the suspension or expulsion of students who engage in misconduct on school property, on a school bus, or at a school sponsored activity when the misconduct makes the continued presence of the student harmful to the welfare of the school community. The Plan may also include provisions for the suspension or expulsion of students who engage in misconduct not on school property, on a school bus, or at a school sponsored activity where direct harm to the school can be demonstrated or where the misconduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs^[5] and/or where such student conduct violates the District's policy for the prevention of harassment, hazing and bullying, with respect to sexual harassment, or harassment, or hazing, and such discipline is reasonably designed to prevent a recurrence of such conduct.

The Plan shall include any prohibitions against possession by students of knives, weapons, and dangerous instruments while at school, and shall allow disciplinary action up to and including expulsion for violations of the prohibition against knives, weapons and dangerous instruments that are not possessed at school as part of an educational program sponsored or sanctioned by the school.^[6]

Expectations for behaviors, and the consequences of engaging in prohibited conduct, will be set forth in the student handbook and other publications distributed to students and parents/guardians.

The superintendent or designee shall ensure the analysis of student discipline data to identify and address any disproportionalities in discipline.

Notwithstanding anything to the contrary in a school's Plan, a student enrolled in a public school who is under eight years of age shall not be suspended or expelled from the school; provided, however, that the school may suspend or expel the student if the student poses an imminent threat of harm or danger to others in the school.^[7]

1 There is no clear legal requirement for a school board policy on discipline. However, 16 V.S.A. § 1162(a) authorizes school superintendents or principals to suspend pupils for up to 10 school days "...pursuant to policies adopted by the school board..." 16 V.S.A. § 1161a requires that all schools "...adopt and implement a comprehensive plan for responding to student misbehavior..." The State Board of Education Manual of Rule 2122.1 states "Each school shall maintain a safe, orderly, civil, flexible and positive learning environment, which is free from hazing, harassment and bullying and based on sound instructional and classroom management practices and clear discipline and attendance policies that are consistently and effectively enforced."

2 See 13 V.S.A. §4016(a)(2) for definition of "dangerous or deadly weapon."

3 The Federal Gun Free Schools Act defines "school" as "...any setting that is under the control and supervision of the local education agency for the purpose of student activities approved and authorized by the local education agency. 20 U.S.C. § 7151(b)(f).

4 16 V.S.A. §1162(a).

5 See 16 V.S.A. § 1162(a)(3)

6 The "knives, weapons and dangerous instruments" prohibition in this model policy is not required by law. The possession of "dangerous and deadly weapons" on school grounds by any individual is prohibited by 13 V.S.A. §4004. This prohibition does not apply to the possession of firearms in schools for "instructional or other specific purposes." 13 V.S.A. §4004(c)(2).

7 See 16 V.S.A. § 1162(d)

Legal Reference(s):

16 V.S.A. §1161a (discipline) 16 V.S.A. §1162 (suspension and expulsion) 20 U.S.C. §§1400 et seq.(IDEA) 29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973) VT State Board of Education Manual of Rules & Practices §§4311, 4312, 4313; 2120.8.12, 2122.1,4500.

Addison Central School District

Policy: Selection of Instructional Materials

File Code: D23

Warned: August 1, 2023

Adopted:

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.[1]

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.[2]

The board will ensure the written and delivered curriculum that each school implements the SU/SD's written and delivered curriculum, which will be:[3]

- 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:[4]

- 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:[5]

- 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 pre qualified public prekindergarten program.[6]

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.

Legal References

16 V.S.A. §563 (14) (Powers of school boards)
State Board of Education Rule Series 2000 (Education Quality Standards)
State Board of Education Rule Series 2600 (Prekindergarten Education)

- 1 See State Board of Education Rule 2120.1*
- 2 See State Board of Education Rule 2111*
- 3 See State Board of Education Rule 2120.6 and 16 V.S.A. § 261a(a)(1)*
- 4 See State Board of Education Rule 2120.5*
- 5 See State Board of Education Rule 2122.2*
- 6 See State Board of Education Rule 2606*

Addison Central School District

Policy: Fire and Emergency Preparedness Drills

File Code: F3

Warned: August 1, 2023

Adopted:

Statement of Policy

It is the policy of the Addison Central School District to require each school site to conduct options-based response drills in the fall and spring of each academic year, and to adopt and maintain an all-hazards emergency operations plan, as part of the District's overall school safety plan.

Definitions

1. **Options-based Response Drill:** For the purpose of this policy, options-based response drill means that there are different actions educators and students can take if confronted by an active shooter/intruder.
2. **School site:** school building(s) operated by the school district.

Administrative Responsibilities

The superintendent or designee will ensure that:

1. Each school site in the district conducts age-appropriate, options-based response drills, including fire drills, in the fall and spring of each academic year. The district must evaluate which approach is best and adapt that approach to the developmental level of their students, including for students with disabilities, language barriers, and mobility needs.
2. The options-based response drills follow the guidance issued by the Vermont School Safety Center and the Vermont School Crisis Planning Team, which includes trauma-informed best practices for implementing options-based response drills.
3. Parents and guardians are notified not later than one school day before an option based response drill is conducted.
4. Completion of the biannual drills is reported to the Agency of Education in a format approved by the Secretary.
5. On or by July 1, 2024, an all-hazards emergency operations plan is adopted and maintained for each school site. This plan must be reviewed and updated annually and in collaboration with local emergency first responders and local emergency management officials.

Legal References

16 VSA §§ 1480,1481

Addison Central School District

Policy: Access Control and Visitor Management

File Code: F4

Warned: August 1, 2023

Adopted:

Statement of Policy

It is the policy of the Addison Central School District to provide a safe environment for students and employees while facilitating access to school buildings, premises and equipment by authorized users. The safety and security of the district's physical space and assets is a shared responsibility of all members of the District.

Definitions

1. School site: school building(s) operated by the school district.

Administrative Responsibilities

The Superintendent, or designee, will develop procedures to ensure:

1. Access control procedures are established to address the design, administration and management of access control systems and measures. The superintendent, or designee, must determine and assign access-control privileges based on the specific needs and requirements of the district and the electronic identification/access badge.
2. All school site and district office exterior doors are locked during the school day.
3. Regulation of visits to the school by parents, community members or news media.
4. All visitors check in at a centralized location prior to gaining full access to the school or office site.
5. Each school site maintains a log showing the names of visitors and the date, time and purpose of each visit.

Legal References

16 VSA §1484

ACSD Meeting Norms

Board Training/Retreat: May 9, 2023 and July 18, 2023

1. We will be fully present at the meeting by becoming familiar with material before we arrive and by being attentive to behaviors that affect physical and mental engagement.
2. We will invite and welcome the contributions of every member and listen to each other.
3. We will be involved to our individual level of comfort. Each of us is responsible for airing disagreements during the meeting rather than carrying those disagreements outside the board meeting. We will operate in a respectful, collegial, and friendly atmosphere. We will use humor, as appropriate, to help us work better.
4. We will operate in a respectful, collegial, and friendly atmosphere. We will use humor, as appropriate, to help us work better. We will treat all meeting participants with respect.
5. We will all work together to understand all points of view before we call for a decision.
6. We will have fun together, as appropriate, for the betterment of the group.
7. We will utilize Robert's Rules of Order to run our meetings and enforce the group norms.
8. We will celebrate accomplishments and milestones, as appropriate, for our board members, district leaders, students, and teachers.

Eight Characteristics of Effective Boards (NSBA)

1. Commit to a vision of high expectations for student achievement.
2. Have strong shared beliefs and values about what is possible for students and their ability to learn.
3. Are accountability-driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Have a collaborative relationship with staff and community.
5. Are data savvy.
6. Align and sustain resources to meet district goals.
7. Lead as a unified team with the superintendent.
8. Take part in team development and training.