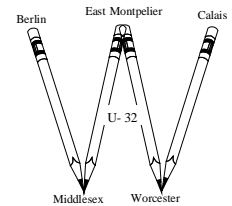


Washington Central Unified Union School District

WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.

1130 Gallison Hill Road
Montpelier, VT 05602
Phone (802) 229-0553
Fax (802) 229-2761

Bryan Olkowski.
Superintendent



**WCUUSD Policy Committee
Meeting Agenda
Central Office 1130 Gallison Hill Road Montpelier
<https://tinyurl.com/pvsbmssz>
6.21.21 3:45-5:00 pm
Meeting ID: 843 5241 4437
Passcode: 408041
Dial by your location: 1-929-205-6099**

Via Video Conference*

1. Call to Order
2. Approve Minutes of 5.25.21 and 6.7.21 – pg. 2
3. Technology Policies
 - 3.1. D3 District Take Home Device & Personal Device Policy – pg. 7
4. Review Policies
 - 4.1. School Choice Policy – pg. 11
 - 4.2. E46 Memorials Policy – pg. 87
 - 4.3. Family Request to Remain in School at End of Year
 - 4.4. Conflict of Interest – pg. 88
5. Future Agenda Items
 - 5.1. Anti-Racism
6. Adjourn

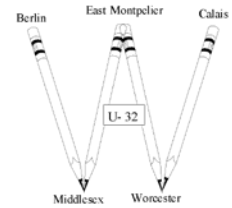


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Bryan Olkowski
Superintendent



WCUUSD Policy Committee Meeting Minutes Unapproved 5.25.21 4:30-6:30 PM

Present: Chris McVeigh, Dorothy Naylor, Michelle Ksepka, James Garrity, Jody Emerson, Bryan Olkowski, Aaron Boynton

Others: Ellen Knoedler, Hannah Brown

- 1. Call to Order:** Chris McVeigh called the meeting to order at 4:33 p.m.
- 2. Approve Minutes of 5.12.21:** Dorothy Naylor moved to approve the minutes from May 12, 2021. Seconded by Chris McVeigh, this motion carried unanimously.
- 3. Technology Policies for Review**
 - 3.1. First Reading for policy to be adopted on 6.23.21:**

F44 Password Management: Chris McVeigh asked about the language around “repeated violations...” He asked whether sharing passwords is included in this; Jim Garrity replied that it is. Chris McVeigh suggested to change the language to “may result in disciplinary action,” as he does not believe that policy can dictate that action. Jim Garrity will make that change. **Dorothy Naylor moved to bring this policy to the board, as edited, as discussed. Seconded by Chris McVeigh, this motion carried.**

B8 Electronic Communication between Employees and Students: Chris McVeigh asked about the reference to Act 5 in the language of the policy. Michelle Ksepka stated that this policy is from a model provided by VSBA. Superintendent Olkowski noted that Act 5 (S.3) (2018) refers to sexual exploitation of students. Chris McVeigh suggested adding language in the policy to refer to/ identify the legislation more clearly. Brief discussion followed. Superintendent Olkowski stated that this is a very important policy and it will be important to share with all staff, upon adoption. Chris McVeigh suggested: Section III (procedures) - include “which procedures shall be shared with the board,” and under: IV (enforcement responsibilities): include “along with a copy of the communication if possible” (after parentheses). Some discussion followed about whether it is possible to capture a copy of the communication in some cases. “In the event that an employee sends an inappropriate communication to a student.....” the committee would like to clarify that language.

Section V.C. Chris suggested substituting “Superintendent or designee” for “person” and adding: “The district shall first consult with its legal counsel before reporting any alleged criminal act to law enforcement.” Jody Emerson stated that sometimes when a report to DCF is made, we will report to law enforcement as well. She indicated that consulting with legal counsel before making that report could be not in the best interest of the child’s safety.

She spoke about instances that involve drugs or weapons or some cases around sexual conduct, when she feels it is necessary to make a report immediately.

Some discussion followed around this topic. Suggestion was made to change the language to “The district SHOULD first....” and add “unless emergency circumstances exist.” Jody Emerson stated that if she were in the situation she would want to be able to take action within 24 hours rather than waiting for legal counsel. She suggested using the language: Staff or students will consult with administration who will directly reach out to Superintendent. The committee agreed to change the language around Superintendent/ designee but not adding the language around seeking legal counsel. *Chris McVeigh suggested adding: Under “V,” adding a bullet “E” - Superintendent shall promptly inform the board chair when any report to AOE or law enforcement is made with regard to this policy.* Jody Emerson asked whether this could be a violation of privacy. It was agreed that names involved not be shared with the board chair - just the action of submitting a report with regard to this policy. The committee decided to make this a future agenda item - to discuss human resources responsibilities and how much should be shared with the board or board chairperson. The language above in italics is “on hold” for now, to discuss further. Superintendent Olkowski suggested creating separate verbiage around reports to DCF. He asked whether the board also wants to know reports related to HHB and Title 9. Chris McVeigh stated that he thinks this is useful information to report to the board on a regular basis. **Dorothy Naylor moved to bring this policy B8 to the board for consideration, reflecting the changes as discussed tonight. Seconded by Chris McVeigh, this motion carried.**

D40 Acceptable Use: Chris McVeigh suggested changing the language: deleting the rest of the sentence after “disciplinary action” under the section *Harassing or Offensive Materials*. **Dorothy Naylor moved to bring this policy D40 to the board for consideration, and to reflect the changes as discussed. Seconded by Chris McVeigh, this motion carried unanimously.**

3.2. Second Reading for Policy to be Adopted:

F40 Change Management: Dorothy Naylor moved to bring this policy to the board for third reading. **Seconded by Chris McVeigh, this motion carried unanimously.** Some discussion followed around using the word “company” in policies – Jim Garrity suggested that he will change “company” to “district” or “entity.”

F43 Backups: Dorothy Naylor moved to bring this policy to the board for third reading. **Seconded by Chris McVeigh, this motion carried unanimously.**

D3 District Take Home Device & Personal Device: Dorothy Naylor moved to bring this policy to the board for third reading. **Seconded by Chris McVeigh.** Discussion: Chris McVeigh spoke about the paragraph under Use of Personal Electronic Devices. Discussion followed around the idea of confiscating personal devices. Chris McVeigh suggested that confiscation of a student’s phone would need to be connected to an incident related to the phone; additionally, in most cases, students would be entitled to fair warning. Some discussion followed around various scenarios. Jody Emerson provided insight based on her experience

at U-32. Agreed to remove the language at the end of the paragraph: “for privacy and security.” Some discussion followed around having a time frame around how long the device would be confiscated. Some discussion followed around how this policy aligns with the search and seizure policy. Chris McVeigh pointed out, for example, that the policy refers to staff and guests to the school and a larger population of people versus students alone. Chris McVeigh suggested that the committee take more time to review this policy at the next meeting. The committee decided to NOT bring this to the full board yet. This motion did not pass. Chris McVeigh had suggested adding language at the end of the policy to require the board to be notified before turning evidence (e.g. a device) over to law enforcement. Superintendent Olkowski explained why he did not feel that this was an appropriate requirement. **F47 Electronic Mail: Dorothy Naylor moved to bring this policy to the board for third reading. Seconded by Chris McVeigh, this motion carried unanimously.** **F48 Incident Response Policy and Plan: Dorothy Naylor moved to bring this policy to the board for third reading. Seconded by Chris McVeigh, this motion carried unanimously.**

4. Review Policies

4.1. School Choice Policy: Michelle Ksepka noted that she has received over 100 responses to the survey that was circulated - she will send a reminder to the communities to complete and return surveys. Chris McVeigh asked if Michelle can share with policy committee members the information that has been received so far (from the survey.) It will be included in the packet for the meeting.

4.2. E46 Memorials Policy

4.3. Family Request to Remain in School at End of Year

5. Future Agenda Items

5.1. Anti-Racism

Next meeting: June 7 4:30 - 6:00

Chris McVeigh thanked Dorothy Naylor for her work on the boards and on this committee.

6. Adjourn: The committee adjourned by consensus at 6:33 p.m.

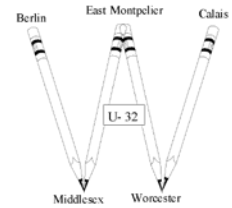
Respectfully submitted,
Lisa Stoudt, Committee Recording Secretary

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Bryan Olkowski
Superintendent



WCUUSD Policy Committee Meeting Minutes Unapproved 6.7.21 4:30-6:30 PM

Present: Chris McVeigh, Michelle Ksepka, James Garrity, Jody Emerson, Bryan Olkowski, Aaron Boynton

Others: Ellen Knoedler

1. Call to Order: There was no quorum so the meeting was not called to order.

Michelle Ksepka had shared school choice survey results. There have been a total of 214 responses. She had shared that the majority of the respondents have children in the elementary schools, and that a majority indicated support for school choice. Chris McVeigh asked those present what their thoughts were about moving forward with the School Choice Policy.

Ellen Knoedler said that several people had provided feedback to her about the survey, indicating that they found it confusing, and some thought the questions were skewed. She stated that there are a lot of issues that need to be fleshed out and that she has concerns about the smaller schools closing. She stated - if there are issues in a school, let's fix them. She indicated that the survey may be a good start but that there are a lot of questions. She would rather wait until people can meet in person so that the school board can meet in the schools and ask for input from the community. She indicated that she hopes we will not make decisions based on this one survey. She indicated that she thought the theme of the responses was "fine, you can offer school choice but I want my child to stay in my town's school." She stated that she feels that parents should be provided the message loud and clear that their children would NOT be forced to attend another school in another town in the district.

Aaron Boynton expressed his desire to make all of the schools in WCUUSD great and provide equity that way; he shared his experience in his own community where school choice was offered and not one family took advantage of it. Chris McVeigh asked Aaron Boynton what he would suggest as "next steps." He suggested, if we do decide to move forward, work out the procedures and details of exactly how it would look. Jody Emerson shared her opinion that, inevitably, if costs are going to be cut, then school closures will follow eventually. She believes that school choice is offering an opportunity for a few families, to specialize some schools, and/ or to get more students

and families invested in the school that fits their unique needs. She suggested that a draft framework be created as a next step, for continued discussion and development. Michelle Ksepka shared her opinion that school choice should be an offering for families. She believes that we need to have a more explicit framework in place, to guide discussion going forward. Chris McVeigh indicated though, that having a draft policy for consideration gives the impression that the decision has already been made. Michelle Ksepka suggested providing different policies/ options to discuss and consider. Superintendent Olkowski suggested that being intentional in inviting input at meetings, one in each town, in person, would be critical in moving forward. He stated that there are multiple opportunities in the next school year, assuming we are in a better place with COVID-19, to come together in person and discuss issues such as school choice, strategic planning, etc. Superintendent Olkowski reviewed the articles of agreement around school closure. "In academic year 2021-2022 and after, the New Union District Board shall not close any school building or cease using the building to provide direct instruction in at least one grade, pre-kindergarten through grade 12, unless first approved by both a majority of the Union District Board and the voters residing in the town in which the school is located."

Michelle Ksepka suggested that the question of siblings needs to be considered, and that parents need to be made aware that once a choice is made, stability is required and back and forth will not be possible. Some discussion followed around legal statute that is already in place related to school attendance. Ellen Knoedler indicated that there would need to be a lot of discussion with parents about the importance of continuity for the children.

Chris McVeigh suggested that those present, in absence of a quorum, consider the information that had been shared about "Conflict of Interest" for the purpose of discussion.

Discussion followed around whether it is possible to designate a person in each school to step in and take care of disciplinary situations if, for example, a child of an administrator in the building, were involved. The committee agreed to discuss this issue further in the context of a larger group.

The committee will have one more meeting before a July break. At that time the goal is to get technology policies ready for the full board, and to draft a Conflict of Interest policy for the board to consider.

Next meeting June 21, 2021 3:45-5:00

- 2. Approve Minutes of 5.25.21: (no quorum)**
 - 3. Technology Policies:**
 - 3.1. D3 District Take Home Device & Personal Device Policy**
 - 4. Review Policies:**
 - 4.1. School Choice Policy**
 - 4.2. E46 Memorials Policy**
 - 4.3. Family Request to Remain in School at End of Year**
 - 5. Future Agenda Items:**
 - 5.1. Anti-Racism**
 - 6. Adjourn: The meeting adjourned at 5:57 p.m.**
- Respectfully submitted, Lisa Stoudt, Committee Recording Secretary

Required

WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT

Board of Directors' Policy

DISTRICT TAKE HOME DEVICE &
PERSONAL DEVICE POLICY

POLICY: D3

WARNED: 5.14.21

ADOPTED: _____

EFFECTIVE: _____

Overview

The mission of the District Take Home Device & Personal Device Policy in WCUUSD is to create a collaborative learning environment for all learners. This environment will support students and teachers in the use of technology to enhance student learning and engagement in the classroom. It will create equity and level the playing field for all learners by providing every student with a device to use both in school and at home.

In 2019 the District expanded the use of Chromebooks and the ability for students to take home the devices to support their schoolwork. Students at all WCUUSD schools will have the opportunity to check out a district-owned Chromebook (Grades 3-12) or Tablets (Grades PreK-2) for the school year. This device will allow filtered access via the district network to educational resources and materials needed for students to be successful. It will also allow all student access to G Suite for Education, online textbooks, educational web-based tools, and many other useful websites.

Education and Access

G Suite for Education is a closed system whereby only students and staff have access. It includes applications that enable students to:

- Create projects
- Collaborate with their classmates
- Send emails to students and teachers
- Submit assignments

As a G Suite for Education District, we are able to monitor student Chromebook activity through web-based management tools.

Before each Chromebook device connects to the Internet, it must pass through district network firewalls and filters. This happens whether the device is browsing at school or home using another WiFi router that is providing the Internet connection. We are currently using Content Keeper for Chromebook and other background tools.

Daily Care and Maintenance

Students are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken, or fail to work properly, must be submitted to administrators in the schools who will provide it to the IT department. Do not take District owned Chromebooks to an

outside computer service for any type of repairs or maintenance. Do not attempt to repair the device yourself. We understand accidents happen. Report them immediately so that the district can fix the device.

- Students are responsible for bringing fully charged Chromebooks for use each school day.
- Chromebooks must have a District asset tag on them at all times and this tag must not be removed or altered in any way. If removed there may be disciplinary action.
- No food or drink is allowed next to your Chromebook while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook. Plug-in connectors are **fragile** and must be handled with care.
- Never transport your Chromebook with the power cord plugged in. Never store your Chromebook in your carry case or backpack while plugged in.
- Clean the screen with a soft, dry microfiber cloth or anti-static cloth. No liquids.
- Student should never leave a Chromebook unattended, such as in a vehicle or any unsupervised area.
- Transport Chromebooks with care, Chromebook lids should always be closed and tightly secured when moving.
- Never move a Chromebook by lifting from the screen. Always support a Chromebook from its base with the lid closed and open or close it using two hands.

Chromebook screens can be easily damaged! The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not store the Chromebook with the screen in the open position or tablet mode.
- Do not place anything on the Chromebook that could put pressure on the top or screen.
- Do not poke the screen with anything that may mark or scratch the screen surface.
- Do not place anything on the keyboard before closing the lid (e.g., pens or pencils)
- Do not place the device near magnets or anything with high electric current.
- Do not place anything in the sleeve or backpack that may press against the cover.

Digital Citizenship and Internet Safety

WCCUSD asks that all computing equipment is used for educational purposes or to support those employees who provide educational services. We expect device holders to use electronic resources safely and responsibly. We ask that students engage a trusted adult if you are unsure about something related to the use of your computer or electronic resources. We ask that you do not share your account information or the account information of others. Never post or share pictures of yourself or others unless you have school permission. Please tell a trusted adult if you come across something that is dangerous or disturbing. All school rules for how you behave and how you treat others apply for in-person and for electronic communications.

Security, Filtering, and Monitoring

The school district is required by law to provide certain levels of filtering and monitoring of the use of all district owned technology and electronic resources. All students are expected to support these efforts to provide a safe and legal electronic learning environment. It is expected that parents/guardians will monitor the student's use of the Internet at home so that the district-owned device is not used to access illegal or inappropriate websites or download any material from those sites. Please be aware of these cautions.

- Do not use district equipment or electronic resources for commercial or personal gain.
- Do not use district resources and email addresses for political purposes, like trying to influence elections.

- Do not use district resources for anything illegal or indecent such as bullying, posting inappropriate images or text, or passing along information that is harmful or inappropriate.
- Do not participate in any activity to alter, bypass or attempt to bypass the school district network, security settings, filters, safety settings, or user roles.
- Do not install or download personal software or applications (apps), games, or operating systems.

Lost or Damaged Equipment

Students and parents are responsible for district-owned technology that is issued to them, just as they are for other district-owned items such as textbooks, athletic equipment, or library books. The district will repair or replace the device, but students and parents may be responsible for the cost of those repairs or replaced devices. Please remind your student to report a missing Chromebook to the library staff or classroom teacher (in-person or via email) as **soon** as it's misplaced. We can help them locate. After 24 hours we will disable the device.

The WCUUSD Transportation Staff have been asked to return any found devices to the U-32 Technology Office.

Submit Chromebooks that need repair, with the sleeve and power cord to the Building Technology Specialist, teacher-librarian, or classroom teacher depending on your school. If we are able to fix the device, we will do so and return it. If we are unable to fix the problem, we will issue a new device. Physical damage or lost equipment may cost a student or employee a replacement fee.

Use of Personal Electronic Devices

In accordance with all district policies and procedures, students and staff may use personal electronic devices such as, but not limited to, laptops, mobile devices, cell phones, and e-readers to promote student learning and to further the educational and research mission of the district. The use of personally owned devices at school by staff and students is voluntary and a privilege, and subject to all school district policies and procedures. School staff will retain the final authority in deciding when and how students may use personal electronic devices on school grounds and during any school-related activity.

The district assumes no liability or responsibility for any act of a staff, student or guest user that is inconsistent with school district policies and procedures. Any individual who brings personally owned devices onto school property is solely responsible for that equipment.

If the District has reasonable cause to believe a staff member or student has violated school district policies or procedures authorized personnel may confiscate and hold a staff member, student's or guest user's mobile or personal device in accordance with school district policies and procedures for privacy and security.

Law Enforcement Requests Regarding District Devices

From time to time, the district may receive an equipment access or seizure request from law enforcement. In order to respond to these requests in a structured way, no employee, vendor, or consultant should act independently on these requests. Absolutely no district devices or accounts are to be given to law enforcement without permission of the Superintendent or Superintendent's

designee. All requests for equipment, software, or account access, including subpoenas should be directed to the Office of the Superintendent.

Required

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

**INTRA-DISTRICT ELEMENTARY
SCHOOL CHOICE POLICY**

POLICY: _____

WARNED: _____

ADOPTED: _____

EFFECTIVE: _____

The Washington Central Unified Union School District (WCUUSD) offers parents/guardians school choice within the district. The choice of school will be guided by the needs of students, parents and the district. It is the policy of WCUUSD to offer students the option to enroll in a school of their choice within the District. The District places students in the District's schools based on a student's town of residence. Transportation is available to students who attend their town school.

Voluntary School Choice: The Superintendent of Schools will develop procedures consistent with the following guidelines:

- Requests to attend a school in another town within WCUUSD will be granted based on space availability and with the goal of creating balanced class sizes for all schools.
- Regardless of residence, every family will have a choice of enrolling in any elementary school operated by the District (Berlin, Calais, Doty, East Montpelier and Rumney).
- Transportation is the responsibility of the student's family and will not be provided. Parents must maintain transportation and regular attendance in the enrolled school.
- Younger siblings entering school after a child who has exercised school choice may attend the same school as their older sibling.

~~**Involuntary School Choice:** The Superintendent of Schools will develop procedures consistent with the following guidelines:~~

- ~~• After the voluntary school choice has taken place, the Superintendent along with the elementary principals shall look at the class sizes for each grade level. When there are classes sizes less than _____~~
- ~~• Transportation will be provided to these students due to involuntary school choice.~~

September 18, 2020

VIA EMAIL *only*

Bryan Olkowski
Chris McVeigh
Marylynn Strachan
Jaiel Postcamp
Aaron Boynton
Jodi Emerson
Krista Metevia

Dear Colleagues,

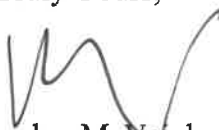
We are set to meet on September 29th, 2020 at 4:30 p.m. via Zoom.

One of the topics we'll be discussing is developing a school choice policy. I've attached copies of school choice policies that are currently in existence at other districts in Vermont, including one that Brian Olkowski shared with me.

I do look forward to seeing you all after this drought of conversation.

Thank you for your kind attention to this matter. Please call with any questions you may have.

Very Truly Yours,

A handwritten signature in dark ink, appearing to be 'CM', with a long, sweeping flourish extending upwards and to the right.

Christopher McVeigh

Enc.

MMUUSD SCHOOL CHOICE, GRADES K-8 ADMINISTRATIVE PROCEDURES

The Mount Mansfield Unified Union School District offers parents/guardians school choice within the district. The choice of school venue will be guided by the needs of students, parents and the district and will adhere to the MMUUSD Articles of Agreement and follow a district process and guidelines which will be limited by transportation feasibility and classroom space availability.

Administrative Procedures:

Home-Based School Assignment Procedures

The Home-Based Plan uses a student's home as the starting point.

- MMUUSD offers a home-based school for every family based on their home address. Transportation will be provided to every school for children and families living within the zone of their home residence.
- There are some options available for busing for families who wish their children to attend school outside of their home-based zone. These areas are called school transportation areas, and busing will be provided for families residing in a school transportation area even if the choice school is not considered one's home-based school. Please see the [busing link](#) for details.
- Every family will have a choice of all five elementary schools and two middle schools.
- Families may select any MMUUSD school and if transportation is not available, the family will need to provide their own transportation.

Valuing Family

The Home-Based plan continues to work to keep communities and families together if they so desire. As such, the plan includes sibling priority. While MMUUSD cannot guarantee siblings seats in a particular school, the sibling priority is the highest priority we offer to ensure that we make every effort within our guidelines to keep families together.

Transportation Zones

The [busing link](#) provides a description of busing zones for transportation. Each zone is organized by school. Families should look at the elementary school they would like their son or daughter to attend, and then look at the list of geographic areas to see if transportation can be provided. If a family would like to exercise school choice to an area not located in that school's transportation area, they will be responsible for providing their child(ren)'s transportation to and from school.

Priorities for the Home-Based School Choice Plan

What are "priorities?" Sometimes a school does not have room for every student who lists it as a choice. When this happens, the students are assigned a school based on choice and priorities. Sibling priority and Home Geographic priority are both considered to be the highest priorities in school choice. Please see below for details.

1. Sibling priority- highest priority
 - a. If one sibling is attending a school out of the home-based area, the other siblings will be given priority to attend that school as well.

- b. For example a 3rd grader who lives in Jericho and attends Underhill Central, and the child has a younger sibling entering kindergarten, this child will be given priority for attending the Underhill Central.
 - c. The sibling priority does not apply to children who attended pre-kindergarten and are applying for choice in a subsequent year.
- 2. Home-based zone - highest priority.
 - a. Children will be given priority to attend the school that is in the home-based zone of their former school district (prior to the school district merger in 2015).

Availability of school choice will be based on right-sizing classes, district class size guidelines, and optimal educational environments.

Wait Lists

If parents do not get their first choice, their son or daughter will be placed on a waitlist for one or more of their other choices. Here are the rules for wait lists:

- Mt. Mansfield Unified Union School District (MMUUSD) will create wait lists for all schools where there are more applicants than available seats for a particular grade.
- A student's place on the waitlist is based on a lottery for all choice applications received by the deadline. The application must include names of siblings and schools, and school choices selected on the application.
- Families may request that a student be added to any wait list.

Coming off a Waitlist

- When seats become available, students will be assigned from wait lists based on the order the children were selected in the lottery, and the priorities.
- From mid-March through mid-August, as seats become available, children are automatically moved off the waitlist into their chosen school. Families receive notification about their new school assignment with a letter sent in the mail.
- Families interested in school choice who submit an application after the deadline will be placed at the end of the waitlist.

School Changes

Families may apply to change schools during the current school year. This is not recommended if it is not in the best interest of the child or the family. As a rule, most school changes will be considered for the following school year. However, in extenuating circumstances, school changes mid year will be considered on a case by case basis. Parents should apply through the MMUUSD central office in Richmond.

Procedures for School Choice

To apply for school choice, families should complete the school choice application form and return it to the Mt. Mansfield Unified Union School District Office in Jericho (10 River Road, Jericho, VT 05465) by the indicated deadline. Parents will be notified of their child's placement in a choice school in mid-April.

This plan will be reviewed and may be modified yearly and any changes to the guidelines will be completed by February 1st of subsequent years.

School Choice

- *application*
- *busing options*
- *frequently asked questions*
- *policy*
- *timeline*

Dr. Kevin Dirth
Superintendent

Martha Gagner
Business Manager

Joanne Wells
Special Ed Director

Michelle Spence
Assistant Special Ed Director



Kathy Finck
Human Resource Director

Mona Berry
Curriculum Director

Melanie Boyle
Early Childhood Programs

Updated 12/13/2018

MAPLE RUN UNIFIED SCHOOL DISTRICT ELEMENTARY SCHOOL IN-DISTRICT TRANSFER PROCEDURES

Philosophy

Acknowledging that the goal of our schools is to provide the best possible education to each child by utilizing all the resources available to us, a system allowing student transfer among the three elementary schools within the MRUSD will be implemented in accordance with the parameters outlined.

Definitions

Transfer:	Enrollment in one of the three MRUSD elementary schools – Fairfield Center School, St. Albans City School, and St. Albans Town Educational Center – other than the school of residence.
Elementary:	Grades K – 8
Sending school:	The home school of a participating student
Receiving school:	The school chosen by a participating student
Eligible student:	Any elementary student residing in the MRUSD
Transfer student:	A student that is participating in this program and is attending a receiving school, which is not in the student's home school attendance area.
School of Origin:	The first school in MRUSD in which a student enrolled (based on residency)
School of Residency:	The school for which a student's residence is zoned.

Implementation of in-District Transfer Program

Maple Run Unified School District shall permit students to attend an in-district elementary school other than their home school based on residency, with the following limitations:

1. MRUSD shall permit up to ten (10) students per year to attend an elementary school that is not their school of residency. **Note:** on July 19, 2017, the MRUSD Board approved a motion to expand the Elementary Student Transfer Program to allow children of district employees who live in the district to apply for transfer and it will not count against the quota.
2. If more than the agreed upon number of students wish to transfer from a sending school or to transfer into a receiving school, siblings of currently enrolled students will be given priority, after which a lottery system, as developed by the superintendent, shall be employed. **Note:** The District believes in keeping siblings together whenever possible, so when siblings **apply** for the transfer and one is selected, all siblings who have applied are considered to have been selected, providing there is room in the grade at the school of choice. (See # 6) Younger siblings must apply when ready to enter school and will be given priority.

3. The lottery system shall allow students not selected for admission at the elementary school of their choice to participate in a second-choice lottery if spaces become available.
4. Students must be eligible for enrollment in their home school attendance region to be eligible for enrollment in this school transfer program.
5. Transfer students must be accepted on a nondiscriminatory basis.
6. Transfer requests may be denied if the requested transfer would have negative impacts on class size or staffing at the sending or receiving school or due to other extenuating circumstances. The Superintendent of Schools will make the determination of approval or denial.
7. Each transfer student shall be assured the opportunity for enrollment in that school until matriculation to 9th grade for as long as the student continues to reside in the MRUSD.
8. If, at any time, the student wishes to return to his/her home school for the next school year, the superintendent must be notified by March 1 for a fall transfer.
9. Students participating in the in-district transfer program do not need to reapply for subsequent years.
10. Transportation is the responsibility of the student's family and will not be provided to students unless a bus to the sending school is available. Parents must maintain transportation and regular attendance in the enrolled school.
11. Requests for consideration must be made in writing – by completing appropriate application documents – by April 15. The requests will be considered based on impacts outlined in number six (6) above or considering any other extenuating circumstances. The superintendent will make decisions regarding an application by May 30, and parents of students who win lottery slots will be notified in writing after the decision has been made. Decision of the superintendent is final.
12. Students who participate in this program and attend a different elementary school than their home school of residence will be expected to remain at the new location through the remainder of that school year unless there are extenuating circumstances to be considered by the superintendent. Decision of the superintendent is final.
13. These protocols are in no way intended to apply to mid-year request for transfer of students. The superintendent may consider such requests if student well-being is in question. Otherwise, requests for in-district transfer must be limited to the end of school year application process and start of school year transfer timeline.
14. If a student's family moves to another municipality in the school district, they will have the option of staying at their school of origin or transferring to their new school of residence. Relative to transportation, see #10.

MRUSD Elementary School Transfer Frequently Asked Questions (FAQ's)

What is Elementary School Transfer and who is allowed to exercise this program? Children entering grades K-8 who live in the municipalities of Fairfield, St. Albans City and St. Albans Town may exercise the program. Our goal is to both provide options for families and to meet the diverse needs that parents and families have for their children. Parents may apply for transfer in any of the elementary schools. Transfers will be limited to 10 throughout the Maple Run Unified School District (MRUSD) and to the amount of space in each building. If there is more interest than spaces available, we will conduct a lottery. **Note:** on July 19, 2017, the MRUSD Board approved a motion to expand the Elementary Student Transfer Program to allow children of district employees who live in the district to apply for transfer and it will not count against the quota.

Will my child be able to attend this same school for all of his/her elementary or middle school years? Your child will be able to attend the same school and continue through the 8th grade.

Will my child be offered transportation to the school of transfer? Transportation is the responsibility of the student's family and will not be provided to students unless a bus to the sending school is available. Parents must maintain transportation and regular attendance in the enrolled school.

If we exercise this option and we have younger children, will he/she be able to attend the same school? Younger siblings entering school after a child who has exercised the transfer program may attend the same school as his or her older sibling as long as there is availability.

If we have siblings applying for the transfer, how is that handled?

When one sibling is selected in the lottery, we are now considering all siblings who have applied to be selected, providing there is room in the grade at the school of choice.

What do we do if, after a year or two of exercising school transfer, we want to change back to our original school? If the student wishes to return to his/her home school for the next school year, the superintendent must be notified by March 1.

If more children want to exercise school transfer than spaces are available, who gets priority? First priority goes to siblings of those who have already transferred. There is no other priority.

Who will my son/daughter's teacher be? At this point, we have not made teacher assignments for any of our classes. Once we receive all applications, teacher will be assigned based on numbers. We will then send out classroom teacher assignments to elementary families.

What if I miss the deadline for school transfers? We will not be able to honor requests for school transfers after the deadline.

How will I know if my child got their choice of school? We will notify parents of student who win the lottery soon after the May 30 lottery date.

What happens if our family moves into a different town within the district? If a student's family moves to another municipality in the school district, they will have the option of staying at their school of origin or transferring to their new school of residence. This option is automatic and can be done without having to go through the lottery process. Relative to transportation, see #10 of the *Procedures*.

If my PreK student is presently in a school other than our school of residence, can he/she stay there as a Kindergartner? If you are attending Pre-K in a school that is not your school of residence, you can either enroll in K in your school of residence or apply for the transfer program. There is no grandfathering for Pre-K children.

Are free lunches offered at all elementary schools? No. Only St. Albans City School qualifies for free lunches for all students. Attendance at all other District schools requires going through the free/reduced lunch application process.

HARWOOD UNIFIED UNION SCHOOL DISTRICT POLICY

Policy F33-L

F33-L INTRA-DISTRICT CHOICE, K-8

Policy

It is the policy of the Harwood Unified Union School District to offer intra-district school choice in grades kindergarten through eight, for all students residing in the District, which includes Crossett Brook Middle School, Fayston Elementary School, Harwood Union Middle School, Moretown Elementary School, Thatcher Brook Primary School, Waitsfield Elementary School, and Warren Elementary School. Choice may be limited only where necessary to the legitimate operational needs of the District and any applicable legal requirements, and limitations may be imposed only in conformity with the criteria set out in Article 13 of the Articles of Agreement.

Students residing within the HUUSD must be enrolled in the school of choice at least seven days before the first day of the school year. Parents or guardians who move to the HUUSD during the school year must immediately enroll students in an HUUSD school of their choice. Parents or guardians who move within the HUUSD during the school year may exercise choice upon changing residence and must do so by giving written notice to the sending school and the chosen receiving school.

Bus transportation shall be made available where possible, but not as a matter of right.

A student enrolled in a school of choice shall remain enrolled in that school for the full school year. Requests to change schools during the existing school year must be submitted in writing to the Superintendent of Schools and may be approved only where extenuating circumstances are shown.

Where a parent or guardian disputes the denial of a choice or transfer request, the parent or guardian may make a written appeal for review by the Board of School Directors. The Board's determination shall be final.

Date Written: 03.09.2017
Date Adopted: 03.22.2017
Legal Reference(s):
Cross Reference:

F33-L Intradistrict Choice Policy PROCEDURES

When considering applications, priority will be given based on the date and time of submission.

Article 13 of the HUUSD Articles of Agreement will be considered when reviewing requests. Thus, factors including, but not limited to, transportation, socio-economic equity, proximity to the selected building, unity of siblings, and the capacities of receiving schools and sending schools will be considered. Tuitioning students coming from school districts not operating a school will be given priority before intradistrict choice students when determining enrollment.

PERMANENCY OF REQUEST & FUTURE NEEDS

If resident enrollment changes between May 1 and the start of the school year, or during the school year, approved intradistrict school choice status will not be revoked for the remainder of that school year. If needs arise, based on changes in resident student enrollment after May 1, administration may explore staffing changes to meet needs. In such cases, resident and intra-district choice students shall be considered equally.

Once annual intradistrict choice is approved, it will not be revoked unless a parent/guardian requests a change of enrollment following F-33L Intradistrict choice, K-8. Intra district choice must be approved annually. Wherever possible, preference will be given to students who were approved the prior year to remain in that school.

PRESCHOOL

Universal preschool, as identified by Act 166, shall not be considered intradistrict choice as defined within this policy and procedure.

Resources:

- From HUUSD F-33L Intradistrict choice, K-8

"Choice may be limited only where necessary to the legitimate operational needs of the District and any applicable legal requirements, and limitations may be imposed only in conformity with the criteria set out in Article 13 of the Articles of Agreement.

Students residing within the HUUSD must be enrolled in the school of choice at least seven days before the first day of the school year. Parents or guardians who move to the HUUSD during the school year must immediately enroll students in an HUUSD school of their choice. Parents or guardians who move within the HUUSD during the school year may exercise choice upon changing residence and must do so by giving written notice to the sending school and the chosen receiving school.

Bus transportation shall be made available where possible, but not as a matter of right.

A student enrolled in a school of choice shall remain enrolled in that school for the full school year. Requests to change schools during the existing school year must be submitted in writing to the Superintendent of Schools and may be approved only where extenuating circumstances are shown.

Where a parent or guardian disputes the denial of a choice or transfer request, the parent or

F33-L Intradistrict Choice Policy PROCEDURES

guardian may make a written appeal for review by the Board of School Directors. The Board's determination shall be final."

- From HUUSD Articles of Agreement: Article 13: Choice

The Board of School Directors shall develop policy and programs for offering intradistrict choice to the families or guardians of students matriculating in grades for which the Unified District operates multiple buildings as soon as practicable. Choice may be limited only where necessary to the legitimate operational needs of the Unified District and any applicable legal requirements. Policies respecting choice shall consider issues including, but not limited to, transportation, socio-economic equity, proximity to the selected building, unity of siblings, and the capacities of receiving schools and sending schools.

- HUUSD G-14R, Class Size

- From VT Education Quality Standards:

Classes in grades K-3, when taken together, shall average fewer than 20 students per teacher. In grades 4-12, when taken together, classes shall average fewer than 25 students per teacher. The total class roll of a teacher shall not exceed 100 students, except where the specific nature of the teacher's assignment (such as in certain art, music, or physical education programs) is plainly adaptable to the teaching of greater numbers of students while meeting the educational goals of the program

F33-L Intradistrict Choice Policy PROCEDURES

TIMELINE

Regular Applications	
October 1 - December 13	Parents/guardians of children currently in grades PK4 - 7 apply for intradistrict choice for 2020-21.
March - April	<p>Applications reviewed and acted upon. Parents notified.</p> <ul style="list-style-type: none"> Applications will be reviewed by evaluating the capacity of the requested school, based on current enrollment. If honoring the request causes class size to expand to 18 students per teacher in grades K-3, or 23 students per teacher in grades 4-8 (two fewer than the maximum class size established in VT Education Quality standards¹) a request may be considered to exceed the capacity of a particular school and denied. The composition and needs of an individual class will also be considered in determining the capacity of that class. Rejected applications may, upon parent/guardian request, be held until the week before school starts for reconsideration.
Late Applications	
May 1 - Seven Days Before the Start of School	Applications may be responded to immediately, if it appears clear that such a response will not result in exceeding the capacity of a particular class/school, or may be held until seven days preceding school's commencement, if deemed necessary to ensure that honoring such a request does not exceed the class size capacity within the requested school.
Applications During School Year	
Ongoing	<p>Applications will ONLY be accepted during the current school year for:</p> <ol style="list-style-type: none"> Families that move into the HUUSD from outside the district Families that move from one HUUSD town to another and wish to remain at the originating school Families with other circumstances, per these procedures <p>They will be considered on an individual basis with consideration given to space and resources in the requested school and classroom. The Superintendent will make the final decision, within a reasonable timeframe.</p>

¹ Vermont Education Quality Standards,
<http://education.vermont.gov/sites/aoe/files/documents/edu-state-board-rules-series-2000.pdf>, (section 2121.2. Staff, paragraph 4)

Lamoille North Modified Unified Union School District Policy

96 Cricket Hill, Hyde Park, VT 05655

CODE C22

In-District Transfer Policy

It is the policy of the Lamoille North Modified Unified Union School District (LNMUUSD) that we acknowledge that the parents'/guardians' perception of what is beneficial for their child is valid and valuable information, especially at the elementary school level. We further acknowledge that the ultimate goal of our schools is to provide the best possible education to each child by utilizing all the resources available to us. Therefore, a system allowing student transfer among the four elementary schools within the LNMUUSD will be implemented in accordance with the parameters outlined.

DEFINITIONS:

Transfer:	Enrollment in one of the participating LNMUUSD elementary schools other than the school of residence
Elementary:	Grades K–6
Sending school:	The school of a participating student based on residency
Receiving school:	An elementary school within LNMUUSD that is not the student's sending school
Eligible student:	Any elementary student residing in a town within LNMUUSD
Transfer student:	A student that is participating in this program and is attending a receiving school

IMPLEMENTATION OF IN-DISTRICT TRANSFER PROGRAM:

LNMUUSD shall permit students to attend any in-district elementary school by using the following process.

1. Program Eligibility:
 - 1.1. Students must be eligible for enrollment in their sending school in order to be eligible for enrollment in this school transfer program.
 - 1.2. Siblings of transfer students, who are not yet of school age but eventually will meet eligibility requirements in section 1.1, will be given priority upon application to attend the same receiving school, at the option of the parents/guardians.
 - 1.3. Existing transfer students shall be assured the opportunity for continued enrollment in the receiving school until matriculation to 7th grade, for as long as the student meets program eligibility requirements in section 1.
2. Student Responsibilities:
 - 2.1. Transfer students will be expected to remain enrolled at the receiving school for the duration of the school year, as eligibility permits.
 - 2.2. Transportation to and from the receiving school is the responsibility of the student's family and will not be provided to students participating in the in-district transfer program.
3. Application Guidelines for New Transfer Students:
 - 3.1. All students who wish to participate in the in-district transfer program must submit the established Transfer Student Application Form available from the Superintendent's Office by the application deadline in section 7.1.

4. Application Guidelines for Existing Transfer Students:

4.1. Transfer students already participating in the in-district transfer program must submit the established Transfer Student Update Form available from the Superintendent's Office.

5. Review Guidelines:

5.1. Transfer student applications must be approved on a nondiscriminatory basis.

5.2. The Superintendent shall work with building administrators to determine available transfer slots. Determining factors may include, but are not limited to, new sibling transfers, impact on class size, or impact on staffing, at both the sending and receiving schools.

5.3. If there are more applicants than remaining available slots in a given receiving school or grade level, a blind lottery shall be used to select students for transfer approval.

5.4. The Superintendent may consider any extenuating circumstances affecting new or existing transfer students, and make determinations accordingly.

6. Appeal Guidelines:

6.1. A parent/guardian who disputes the determination made by the Superintendent in accordance with the process described above is entitled to appeal the decision to the school board. The board shall review the decision within the context of this policy, and the board's determination will be considered final for the relevant school year.

6.2. All requests for the school board to appeal a disputed decision must be made in writing to the School Board Chair via the Superintendent's Office.

6.3. The school board shall review appeals during regular school board meetings. Parents shall be notified in writing as soon as the decision has been made.

7. Application Process Deadlines:

7.1. April 15 – Applications due

7.2. May 15 – Superintendent Reviews completed

Legal Reference(s): Cross Reference:

Date Warned: 7/13/17

Date Adopted: 7/24/17

Date Re-warned: 8/12/19

Date Re-Adopted: 8/26/19

Date Re-warned: Date Re-Adopted:

ADDISON NORTHWEST SCHOOL DISTRICT POLICY

SECTION: STUDENTS

CODE: C41

TITLE: INTRA-DISTRICT ELEMENTARY SCHOOL CHOICE POLICY

It is the policy of the ANWSD to offer parents/guardians elementary school choice within the District. School choice decisions will be guided by the needs of students, parents/guardians/families, and the schools within the District. Choice may be limited only where necessary to the legitimate operational needs of the District and any applicable legal requirements.

Implementation of In-District Choice Program

ANWSD shall permit students to attend an in-district elementary school other than their home school based on residency with the following limitations:

1. Students must be eligible for enrollment in their home school attendance area in order to be eligible for enrollment in this school choice program. For purposes of determining residency, the Board will apply the definitions contained in 16 V.S.A. §1075(a).
2. Choice students must be accepted on a nondiscriminatory basis.
3. Choice requests may be denied if the requested move would have negative impacts on class size or staffing at the sending or receiving school or due to other extenuating circumstances. The determination of approval or denial will be made by the Superintendent. Once applications are received, the elementary Principals, with the Superintendent will determine the status for all parent/guardian applications. If there is more interest in one particular school and/or grade than space available, the Superintendent will conduct a lottery.
4. Each choice student shall be assured the opportunity for enrollment in that school until the end of elementary school or for as long as the student continues to reside in the ANWSD.
5. Students participating in the in-district choice program do not need to reapply for subsequent years.
6. In subsequent years, younger siblings entering school after a child who has moved to a different school through the school choice may attend the same school as his or her older siblings. We will make every effort to meet the needs of families so children in the same family can enroll in the same school.
7. Transportation is the responsibility of the student's family and may not be provided to students participating in the in-district choice program.
8. Requests for consideration must be made in writing – by completing appropriate application documents – by the date determined by the Superintendent during the previous academic year. The requests will be considered based on impacts outlined in number three (3) above or in light of any other extenuating circumstances. The Superintendent will make decisions regarding an application by April 15th and parents will be notified in writing as soon as the decision has been made.

ADDISON NORTHWEST SCHOOL DISTRICT POLICY

9. Decisions regarding student choice shall be made by the Superintendent. Decisions by the Superintendent are final and not subject to appeal.
10. Students that participate in this program and attend a different elementary school other than their home school of residence will be expected to remain at the new location through the remainder of the particular school year, unless there are extenuating circumstances to be considered by the Superintendent. Students who move to a new school through school choice are encouraged to remain through the end of elementary grades if possible.
11. These protocols are in no way intended to apply to mid-year requests for transfer of students (See Policy C40).
12. The Superintendent will report on the ANWSD School Choice policy at least annually to the Board.
13. Notification of ANWSD School Choice policy and process will be made available to families annually.

Date Warned: 12/5/2017; 11/19/18

Date Adopted: 12/18/17; 11/26/18

Date Revised: 11/26/18

Legal Reference: 16 V.S.A. §1075(a)

Cross Reference:

CODE F31

INTRADISTRICT SCHOOL CHOICE PROGRAM FOR ELEMENTARY & MIDDLE SCHOOLS

The Champlain Valley School District places students in the District's schools based on a student's town of residence. For the purposes of this policy, St. George students will be placed in Williston as if that were their town of residence. Transportation is provided for PK-8 students attending a school within the town of residence..

To accommodate occasions when a student might benefit from placement in a school outside a PK-8 student's town of residence, it is the policy of the Champlain Valley School District to offer students the option to enroll in a school of their choice within the District. Processes for intra-district choice of school will be guided by the needs of students, space availability, and existing resources.

The Superintendent of Schools will develop procedures consistent with the following guidelines:

- Requests to attend a school in another town within the CVSD will be granted based on space availability and with the goal of creating balanced class sizes in all schools.
- Regardless of residence, every family will have a choice of enrolling in any grade-level appropriate school operated by the District (Charlotte, Hinesburg, Shelburne and Williston).
- Transportation to PK-8 buildings will be provided for students attending school within one's town of residence. For students choosing to attend school in a neighboring town, transportation is not provided by the CVSD, unless the existing bus route passes the child's residence on the way to or from the choice school and there is sufficient space on the bus..
- Younger siblings entering school after a child who has exercised school choice may attend the same school as his or her older sibling.
- School choice does not apply to non-resident students.
- School Choice procedures will be listed in school handbooks and updated and published by March 1st annually.

<i>Date Warned:</i>	<i>4/19/2017</i>
<i>Date Adopted:</i>	<i>5/2/2017</i>
<i>Date Reaffirmed:</i>	<i>Not Applicable</i>

Code F31: Intradistrict School Choice Program for Elementary & Middle Schools

Legal Reference(s):

Cross Reference:

MRUUSD ELEMENTARY SCHOOL IN-DISTRICT TRANSFER PROGRAM

Philosophy

Acknowledging that the parents' and guardians' perception of what is beneficial for their child is valid and valuable information, especially at the elementary school level, and acknowledging that the ultimate goal of our schools is to provide the best possible education to each child by utilizing all the resources available to us, a system allowing student transfer among the four elementary schools within the MRUUSD will be implemented in accordance with the parameters outlined.

Definitions

Transfer - enrollment in one of the four MRUUSD elementary schools – Clarendon Elementary School, Shrewsbury Mountain School, Tinmouth Elementary School, and Wallingford Elementary School – other than the school of residence.

Elementary - Grades PreK - 6

Sending school - the home school of a participating student.

Receiving school - the school chosen by a participating student.

Eligible student - any elementary student residing in the MRUUSD.

Transfer student - a student that is participating in this program and is attending a receiving school, which is not in the student's home school attendance area.

Implementation of In-District Transfer Program

MRUUSD shall permit students to attend an in-district elementary school other than their home school based on residency with the following limitations:

1. Students must be eligible for enrollment in their home school attendance area in order to be eligible for enrollment in this school transfer program.
2. Transfer students must be accepted on a nondiscriminatory basis.
3. Transfer requests may be denied if the requested transfer would have negative impacts on class size or staffing at the sending or receiving school or due to other extenuating circumstances. The ultimate determination of approval or denial will be made by the Superintendent's Office and that determination will be considered to be final.
4. Each transfer student shall be assured the opportunity for enrollment in that school until matriculation to 7th grade for as long as the student continues to reside in the MRUUSD.
5. Students participating in the in-district transfer program do not need to reapply for subsequent years.
6. Transportation is the responsibility of the student's family and will not be provided to students participating in the in-district transfer program.
7. Requests for consideration must be made in writing – by completing appropriate application documents – by May 15th. The requests will be considered based on impacts outlined in number three (3) above or in light of any other extenuating circumstances. The superintendent will make decisions regarding an application by June 15th and parents will be notified in writing as soon as the decision has been made.
8. A parent who disputes a decision made by the superintendent in accordance with the above process is entitled to request board review of the decision. The board's determination will be considered final.
9. Students that participate in this program and attend a different elementary school than their home school of residence will be expected to remain at the new location through the remainder of the

particular school year, unless there are extenuating circumstances to be considered by the superintendent.

10. These protocols are in no way intended to apply to mid-year requests for transfer of students. The superintendent may consider such requests if student safety or well-being is in question. Otherwise, requests for in-district transfer must be limited to the end of school year application process and start of school year transfer timeline.

**MRUUSD/LMHUUSD
ELEMENTARY SCHOOL TRANSFER PROGRAM APPLICATION**

This application may be completed at any time during the school year, however, the deadline for enrollment in the program is May 15th. The application will be reviewed by the requested receiving school. If an opening is available, the district will then contact you directly.

If more students apply than there are slots available, a lottery will be conducted.

Please be advised that transportation **IS NOT** provided for students participating in this program.

If you are not selected in the lottery and an opening does not come available during the school year, you must complete a separate application for any other academic year for which you would like to be considered to participate in the elementary school transfer program.

School Year applied for: _____

School Requested: _____

Student's full name: _____

Student's date of birth: _____

Current grade in school: _____

Current school: _____

Parents'/Guardians' Name: _____

Parents'/Guardians' Address: _____

Email Address & Phone _____

Signature of Parent or Guardian

Today's date: _____

You will be notified of the status of your request at the conclusion of the school year.

**The deadline for submitting this application to the MRUUSD Superintendent's Office is
May 15th.**

MRUUSD Address: 2321 Middle Rd., Suite 1, North Clarendon VT 05759

Email Submission: adages@millriverschools.org

**MRUUSD and LMHUUSD
ELEMENTARY SCHOOL TRANSFER PROGRAM**

Philosophy

Acknowledging that parent and guardian perception of what is beneficial for a child is valid and valuable information, especially at the elementary school level, and acknowledging that the ultimate goal of our schools is to provide the best possible education to each child by utilizing all the resources available to us, it is recommended that a program allowing student transfer among the four elementary schools within the Mill River Unified Union School District (MRUUSD) and the Ludlow - Mt. Holly Unified Union School District (LMHUUSD) be implemented in accordance with the terms and conditions contained herein.

ARTICLES OF AGREEMENT

Article I - Introduction

The undersigned school board chairs, having been duly authorized by their respective school boards, hereby enter into the following agreement to maintain an elementary school transfer program for elementary students in the MRUUSD and students in the LMHUUSD.

Article II - Definitions

<u>Transfer:</u>	Enrollment in one of the five public elementary schools – Clarendon Elementary School, Ludlow Elementary School, Mt. Holly Elementary School, Shrewsbury Mountain School, Tinmouth Elementary School, and Wallingford Elementary School – other than the school of residence.
<u>Elementary:</u>	Grades K - 6
<u>Sending school:</u>	The home school of a participating student.
<u>Receiving school:</u>	The school chosen by a participating student.
<u>Eligible student:</u>	Any elementary student residing in the MRUUSD or Ludlow-Mt. Holly attendance areas, in accordance with Article 3B stated below.
<u>Transfer student:</u>	A student that is participating in this program and is attending a receiving school, which is not in the student's home school attendance area.
<u>ADM:</u>	The Average Daily Membership computation in the state aid to education formula.
<u>Excess costs:</u>	Additional expenditures that are required by law to implement individual education plans (IEP's) for students with disabilities.
<u>Participating schools:</u>	The elementary schools in Clarendon, Ludlow, Mt. Holly, Shrewsbury, Tinmouth, and Wallingford.

Article III - Implementation

- A. MRUUSD shall permit a sum total up to six (6) students to attend Ludlow or Mt. Holly Elementary Schools and LMHUUSD shall permit a sum total up to six (6) students to attend MRUUSD elementary schools. Neither MRUUSD nor LMHUUSD shall be subject to a total loss or gain disparity of more than two students during any school year.
- B. Students must be eligible for enrollment in the elementary school of their home school attendance area in order to be eligible for enrollment in this school transfer program.
- C. Transfer students must be accepted on a nondiscriminatory basis.
- D. Before approving transfers, each participating school board shall define its capacity limits at each grade level for the ensuing school year according to current class size policies regarding minimum and maximum class sizes. Transfer students that would increase or decrease class enrollment sizes that would require the hiring or reducing of additional staff may be refused.
- E. Except with respect to students eligible for special education requiring the expenditure of excess costs, MRUUSD and the LMHUUSD will direct a total of 50% of the state support grant amount for each transfer

student to the receiving district (pro-rated for any transfer student not attending for the full academic year). Each sending district shall count toward its ADM its own resident students who choose to attend other participating schools.

F. Each transfer student attending another participating school, unless expelled in accordance with the receiving school's policy and federal and state law, shall be guaranteed enrollment in that school until matriculation to 7th grade for as long as the student continues to reside in the MRUUSD or LMHUUSD attendance areas.

G. Students participating in the elementary school transfer program do not need to reapply for subsequent years. Students not currently enrolled must reapply to be considered for openings for each new school year.

H. This program and the parameters established for this program only apply for students who apply for inclusion through the timelines and process outlined in Article V.

Article IV. Duration of the Program

The program shall be implemented until dissolved by the boards involved.

Article V. Selection of Students to Participate

A. Students shall be selected for enrollment in the elementary school transfer program at all participating schools in a nondiscriminatory manner.

B. Students and families shall be notified of the opportunity to apply for admission for the next school year, and the procedures for doing so no later than April 15.

C. The deadline for submitting an application for the next school year to the MRUUSD Superintendent's office is May 15.

D. If more than the agreed upon number of students wish to transfer between MRUUSD and LMHUUSD, a wait list shall be instituted.

E. Parents must notify the MRUUSD Superintendent's Office of their decision to transfer to the receiving school within two weeks of receipt of notification of their child's acceptance into the transfer program:

Article VI - Return to Sending School

If a transfer student no longer wishes to continue being enrolled at the receiving school, the student may only return to the sending school. The student is eligible to begin the elementary school transfer application process again according to the same application provisions as all other eligible students.

Article VII - Discipline

Transfer students under this program are subject to the disciplinary policies and procedures of the receiving elementary school. The sending school is not required to provide services to a student during a period of suspension or expulsion imposed by the receiving school.

Article VIII - Special Education, Section 504, Act 157

Both the sending and receiving districts will work collaboratively to ensure that the needs of students with disabilities are met. In the case of students eligible for special education, subject to any state and federal requirements, the sending district shall retain fiscal obligations as well as responsibility for management and oversight of a student's individual education plan, while the receiving district shall be responsible for hiring and supervising personnel who provide services to such students. The receiving district shall carry out the IEP, including placement, developed by the sending district. If the receiving district decides that a student not on an IEP may be eligible for special education services or that an existing IEP should be altered, it shall notify the sending district. Whenever a sending district considers special education eligibility, development of an IEP, or changes to a plan regarding a transfer student, it shall give notice of meetings to the receiving district and provide an opportunity for a representative of that district to attend the meetings and participate in the

decision-making. If there are any costs associated with providing 504 or Act 157 services, those costs will be charged to the sending district.

Article IX - Activity Eligibility and Participation

Each participating school shall treat all enrolled students, regardless of the school of origin, in the same fashion with regard to eligibility for and participation in activities.

Article X - Transportation

Transportation to the receiving school is not provided for students who participate in this program.

Article XI - Amendment and Dissolution

- A. The foregoing articles of agreement may be amended or dissolved by a vote of either the MRUUSD or the LMHUUSD Board of Directors.
- B. A participating district may not withdraw from this agreement during the school year.
- C. Notwithstanding the above, the provisions of Articles 3E and 3F shall not be amended nor dissolved with respect to students who have already exercised the option to transfer to another participating school.

**AGREED TO, SIGNED AND DATED BELOW BY THE DULY
AUTHORIZED SCHOOL BOARD CHAIRS:**

Mill River Unified Union School District

Date

Ludlow Mt. Holly Unified Union School District

Date

Dr. Kevin Dirth
Superintendent

Martha Gagner
Business Manager

Joanne Wells
Special Ed Director

Michelle Spence
Assistant Soecial Ed Director



Kathy Finck
Human Resource Director

Mona Berry
Curriculum Director

Melanie Boyle
Early Childhood Programs

Updated 12/13/2018

MAPLE RUN UNIFIED SCHOOL DISTRICT ELEMENTARY SCHOOL IN-DISTRICT TRANSFER PROCEDURES

Philosophy

Acknowledging that the goal of our schools is to provide the best possible education to each child by utilizing all the resources available to us, a system allowing student transfer among the three elementary schools within the MRUSD will be implemented in accordance with the parameters outlined.

Definitions

Transfer:	Enrollment in one of the three MRUSD elementary schools – Fairfield Center School, St. Albans City School, and St. Albans Town Educational Center – other than the school of residence.
Elementary:	Grades K – 8
Sending school:	The home school of a participating student
Receiving school:	The school chosen by a participating student
Eligible student:	Any elementary student residing in the MRUSD
Transfer student:	A student that is participating in this program and is attending a receiving school, which is not in the student's home school attendance area.
School of Origin:	The first school in MRUSD in which a student enrolled (based on residency)
School of Residency:	The school for which a student's residence is zoned.

Implementation of in-District Transfer Program

Maple Run Unified School District shall permit students to attend an in-district elementary school other than their home school based on residency, with the following limitations:

1. MRUSD shall permit up to ten (10) students per year to attend an elementary school that is not their school of residency. **Note:** on July 19, 2017, the MRUSD Board approved a motion to expand the Elementary Student Transfer Program to allow children of district employees who live in the district to apply for transfer and it will not count against the quota.
2. If more than the agreed upon number of students wish to transfer from a sending school or to transfer into a receiving school, siblings of currently enrolled students will be given priority, after which a lottery system, as developed by the superintendent, shall be employed. **Note:** The District believes in keeping siblings together whenever possible, so when siblings **apply** for the transfer and one is selected, all siblings who have applied are considered to have been selected, providing there is room in the grade at the school of choice. (See # 6) Younger siblings must apply when ready to enter school and will be given priority.

3. The lottery system shall allow students not selected for admission at the elementary school of their choice to participate in a second-choice lottery if spaces become available.
4. Students must be eligible for enrollment in their home school attendance region to be eligible for enrollment in this school transfer program.
5. Transfer students must be accepted on a nondiscriminatory basis.
6. Transfer requests may be denied if the requested transfer would have negative impacts on class size or staffing at the sending or receiving school or due to other extenuating circumstances. The Superintendent of Schools will make the determination of approval or denial.
7. Each transfer student shall be assured the opportunity for enrollment in that school until matriculation to 9th grade for as long as the student continues to reside in the MRUSD.
8. If, at any time, the student wishes to return to his/her home school for the next school year, the superintendent must be notified by March 1 for a fall transfer.
9. Students participating in the in-district transfer program do not need to reapply for subsequent years.
10. Transportation is the responsibility of the student's family and will not be provided to students unless a bus to the sending school is available. Parents must maintain transportation and regular attendance in the enrolled school.
11. Requests for consideration must be made in writing – by completing appropriate application documents – by April 15. The requests will be considered based on impacts outlined in number six (6) above or considering any other extenuating circumstances. The superintendent will make decisions regarding an application by May 30, and parents of students who win lottery slots will be notified in writing after the decision has been made. Decision of the superintendent is final.
12. Students who participate in this program and attend a different elementary school than their home school of residence will be expected to remain at the new location through the remainder of that school year unless there are extenuating circumstances to be considered by the superintendent. Decision of the superintendent is final.
13. These protocols are in no way intended to apply to mid-year request for transfer of students. The superintendent may consider such requests if student well-being is in question. Otherwise, requests for in-district transfer must be limited to the end of school year application process and start of school year transfer timeline.
14. If a student's family moves to another municipality in the school district, they will have the option of staying at their school of origin or transferring to their new school of residence. Relative to transportation, see #10.

MRUSD Elementary School Transfer Frequently Asked Questions (FAQ's)

What is Elementary School Transfer and who is allowed to exercise this program? Children entering grades K-8 who live in the municipalities of Fairfield, St. Albans City and St. Albans Town may exercise the program. Our goal is to both provide options for families and to meet the diverse needs that parents and families have for their children. Parents may apply for transfer in any of the elementary schools. Transfers will be limited to 10 throughout the Maple Run Unified School District (MRUSD) and to the amount of space in each building. If there is more interest than spaces available, we will conduct a lottery. **Note:** on July 19, 2017, the MRUSD Board approved a motion to expand the Elementary Student Transfer Program to allow children of district employees who live in the district to apply for transfer and it will not count against the quota.

Will my child be able to attend this same school for all of his/her elementary or middle school years? Your child will be able to attend the same school and continue through the 8th grade.

Will my child be offered transportation to the school of transfer? Transportation is the responsibility of the student's family and will not be provided to students unless a bus to the sending school is available. Parents must maintain transportation and regular attendance in the enrolled school.

If we exercise this option and we have younger children, will he/she be able to attend the same school? Younger siblings entering school after a child who has exercised the transfer program may attend the same school as his or her older sibling as long as there is availability.

If we have siblings applying for the transfer, how is that handled?

When one sibling is selected in the lottery, we are now considering all siblings who have applied to be selected, providing there is room in the grade at the school of choice.

What do we do if, after a year or two of exercising school transfer, we want to change back to our original school? If the student wishes to return to his/her home school for the next school year, the superintendent must be notified by March 1.

If more children want to exercise school transfer than spaces are available, who gets priority? First priority goes to siblings of those who have already transferred. There is no other priority.

Who will my son/daughter's teacher be? At this point, we have not made teacher assignments for any of our classes. Once we receive all applications, teacher will be assigned based on numbers. We will then send out classroom teacher assignments to elementary families.

What if I miss the deadline for school transfers? We will not be able to honor requests for school transfers after the deadline.

How will I know if my child got their choice of school? We will notify parents of student who win the lottery soon after the May 30 lottery date.

What happens if our family moves into a different town within the district? If a student's family moves to another municipality in the school district, they will have the option of staying at their school of origin or transferring to their new school of residence. This option is automatic and can be done without having to go through the lottery process. Relative to transportation, see #10 of the *Procedures*.

If my PreK student is presently in a school other than our school of residence, can he/she stay there as a Kindergartner? If you are attending Pre-K in a school that is not your school of residence, you can either enroll in K in your school of residence or apply for the transfer program. There is no grandfathering for Pre-K children.

Are free lunches offered at all elementary schools? No. Only St. Albans City School qualifies for free lunches for all students. Attendance at all other District schools requires going through the free/reduced lunch application process.

INTRADISTRICT SCHOOL CHOICE PROGRAM FOR ELEMENTARY & MIDDLE SCHOOLS

The Champlain Valley School District places students in the District's schools based on a student's town of residence. For the purposes of this policy, St. George students will be placed in Williston as if that were their town of residence. Transportation is provided for PK-8 students attending a school within the town of residence.

To accommodate occasions when a student might benefit from placement in a school outside a PK-8 student's town of residence, it is the policy of the Champlain Valley School District to offer students the option to enroll in a school of their choice within the District. Processes for intra-district choice of school will be guided by the needs of students, space availability, and existing resources.

The Superintendent of Schools will develop procedures consistent with the following guidelines:

- Requests to attend a school in another town within the CVSD will be granted based on space availability and with the goal of creating balanced class sizes in all schools.
- Regardless of residence, every family will have a choice of enrolling in any grade-level appropriate school operated by the District (Charlotte, Hinesburg, Shelburne and Williston).
- Transportation to PK-8 buildings will be provided for students attending school within one's town of residence. For students choosing to attend school in a neighboring town, transportation is not provided by the CVSD, unless the existing bus route passes the child's residence on the way to or from the choice school and there is sufficient space on the bus..
- Younger siblings entering school after a child who has exercised school choice may attend the same school as his or her older sibling.
- School choice does not apply to non-resident students.
- School Choice procedures will be listed in school handbooks and updated and published by March 1st annually.

<i>Date Warned:</i>	<i>4.19.2017</i>
<i>Date Adopted:</i>	<i>5.2.2017</i>
<i>Date Reaffirmed:</i>	<i>Not Applicable</i>

Legal Reference(s):
Cross Reference:

PROCEDURES CODE D42

INTRADISTRICT SCHOOL CHOICE PROGRAM FOR ELEMENTARY & MIDDLE SCHOOLS

Guidelines and Procedures

Guidelines:

- Requests to attend a school in another town within the CVSD will be granted based on space availability and with the goal of creating balanced class sizes in all schools.
- Regardless of residence, every family will have a choice of enrolling in any grade-level appropriate school operated by the district (Charlotte, Hinesburg, Shelburne and Williston).
- Transportation to PK-8 buildings will be provided for students attending school within one's town of residence. For students choosing to attend school in a neighboring town, transportation is not provided by the CVSD, unless the existing bus route passes the child's residence on the way to or from the choice school and there is sufficient space on the bus..
- Younger siblings entering school after a child who has exercised school choice may attend the same school as his or her older sibling.

Procedures:

Town of Residence Assignment

All students will be assigned to the school in their town of residence. Students residing in St. George will be assigned to Williston.

School Choice Program

Prior to the start of the intraschool district school choice program, the Superintendent will announce how many openings exist at each school and each grade level for the next school year. The number of available slots will be determined based on the following criteria:

- Space available in the building
- Space available in each grade level
- Right Sizing Classes and Compliance with Class Size Guidelines
Optimal Educational Environment (In order to achieve optimal class size, the District in the spring of the preceding school year, the Administration may solicit requests to balance class sizes across the district in a given grade level.)

Parents will then submit the Intraschool District School Choice Election form by the annual deadline. Slots will be awarded as follows:

1. Younger siblings of existing school choice participants will be assigned to the same school as the older sibling. This only applies to the K-8 program. The PreK program will have its own enrollment program.
2. Individuals on the wait list from the year prior
3. In the event there are more requests than there is remaining space available, a lottery system will be used to select participants to fill open spots.

Wait lists

- Champlain Valley School District (CVSD) will create wait lists for all schools where there are more applicants than available seats for a particular grade.
- A student's place on the waitlist is based on a lottery for all choice applications received prior to the deadline.
- When seats become available, students will be assigned from wait lists based on the order the children were selected in the lottery, and the priorities.
- From mid-March through mid-August, as space become available, children are automatically moved off the waitlist into their chosen school. Families receive notification about their new school assignment with a letter sent in the mail.
- Families interested in school choice who submit an application after the deadline will be placed at the end of the wait list.

School Changes

In extenuating circumstances, school changes mid-year will be considered on a case by case basis. Parents should apply through the CVSD central office in Shelburne.

Length of Placement

Once a student is placed, they shall remain at the choice school until Grade 9. Requests to return to the school in the town of the student's residence will be considered as a part of the next year's intraschool district school choice program. Once school choice is elected the school in the student's town of residence becomes a choice school and the school of placement becomes the student's home school.

This plan will be reviewed and may be modified yearly and any changes to the guidelines will be completed by February 1st of subsequent years.

K-8 IntraDistrict School Choice Program Frequently Asked Questions (FAQs)

What is school choice and who is allowed to exercise school choice? Children entering grades K-8 who live in the towns of Charlotte, Hinesburg, Shelburne, St. George and Williston may exercise school choice. Our goal is to both allow options for families and also make balanced class sizes to provide a positive learning environment for all of our children. Parents may apply for choice in any of the K through eighth grade schools. Given space availability, we will work to meet as many families' needs as possible. By exercising a local school choice options we can:

- Create balanced class sizes in all schools
- Eliminate, combine or divide too small or too large classes
- Create optimal learning environments in all schools
- Meet diverse needs that parents and families have for their children
- Provide options

Who gets school choice? School choice will be limited to the amount of available space in each building. If you are interested in choosing a school other than the one located in your town, you complete and submit the school choice form. Once we receive all the applications, we will assign students. If there is more interest in one particular school than spaces available, we will conduct a lottery.

Does this mean that one of our schools will close? There are no current plans to close any schools.

Will my child be able to attend this same school for all of his/her elementary or middle school years? Your child will be able to attend the same school and continue through the highest grade offered at that school.

If we exercise school choice and we have younger child(ren), will he or she also be able to attend the choice school? Younger siblings entering school after a child who has exercised school choice may attend the same school as his or her older sibling. We will make every effort to meet the needs of families so children in the same family can enroll in the same school- both younger and older siblings.

My child is currently attending one particular school and we feel a change of schools would be in his/her best interest, we would like school choice next year. School choice is extended to all students K-8 next year.

What do we do if, after a year or two of exercising school choice, we want to change back to our original school? In future years we hope to continue school choice, and you would re-apply for school choice for your hometown school. Choice will be provided if space is available.

If more children want to exercise school choice than spaces available who gets priority? First priority goes to children who live in the home-based geographic area of a school. If parents list a choice school that is not in their home-based geographic area, and there are more children interested than spaces available, the school will conduct a lottery. Once school choice is established, siblings will be given priority for school choice. Please refer to the school choice guidelines for more information.

Who will my son/daughter's teacher be? At this point we have not made teacher assignments for any of our classes. Once we receive all applications, teachers will be assigned based on numbers. We will send out classroom teacher assignments to elementary families in late spring and to middle school families mid-summer.

Is _____ teacher teaching _____ grade at _____ school next year? At this point we have not made teacher assignments for specific grades. Once we receive all applications, teachers will be assigned based on numbers.

What if I miss the deadline for school choice? We will honor requests for school choice after the deadline only if there is space available on a first come, first served basis.

How will I know if my child got their first choice school? We will notify parents of their school in May via email.

Parental School Choice Program for Elementary & Middle Schools within CVSD

Timeline

For the following school bases:

Charlotte Hinesburg Shelburne Williston (Allen Brook & Williston Central)

March

CVSD Elementary and Middle Schools communicate to parents the availability of school choice and where to access information if they wish to apply for school choice, pending the CVSD's final approval of the policy on April 4, 2018.

March

Parent(s) or guardian(s) fill out a school choice form for each child - indicate school of choice, and include a brief letter of explanation why you are requesting school choice, and return the form:

- by mail CVSD, 5420 Shelburne Rd, Shelburne, VT 05482 ATTN: Sandy Raymond,
- in person to the Champlain Valley School District office in Shelburne,
- or via email to the Superintendent's executive assistant at sraymond@cvsdvt.org

April

School Choice applications due. If parents want to exercise school choice, all forms are due either via mail, dropped off in person at the Champlain Valley School District office, or via email.

May

Schools will mail letters to parents/guardians explaining the school choice placement for their child and general information and timelines for their son/daughter's individual school.

Late Spring (elementary schools) /Midsummer (middle schools)

Teacher assignment will occur within each school and letters will be sent home with the teacher placement.

**CVSD INTRADISTRICT
SCHOOL CHOICE PROGRAM
FOR ELEMENTARY & MIDDLE SCHOOLS**

Application Form

Please Note: If your child is entering Kindergarten or is new to the district, please attach all other registration forms to this application.

Due: April 1st

Submit completed form:

- by mail – CVSD, 5420 Shelburne Rd, Shelburne, VT 05482 ATTN: Sandy Raymond,
- in person to the Champlain Valley School District office in Shelburne,
- or via email to the Superintendent's executive assistant at sraymond@cvsdvt.org

STUDENT INFORMATION:

Please Circle grade child will be entering in the fall:

K 1 2 3 4 5 6 7 8

First _____ Middle _____ Last _____

Gender: Male _____ Female _____ Date of Birth: _____

Current Mailing Address: _____

PARENT/GUARDIAN INFORMATION:

Parent/Guardian #1

Name: _____ Relationship: _____

Preferred Email: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Physical and Mailing address (if different from student):

Parent/Guardian #2

Name: _____ Relationship: _____

Preferred Email: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Physical and Mailing address (if different from student):

Student lives with: Parent/Guardian #1 _____ Parent/Guardian #2 _____ Both _____

SIBLING INFORMATION:

Name(s) _____ M _____ F _____ DOB _____

Name(s) _____ M _____ F _____ DOB _____

Name(s) _____ M _____ F _____ DOB _____

Name(s) _____ M _____ F _____ DOB _____

What will be your current town of residence for the upcoming school year (circle one)?

Charlotte Hinesburg Shelburne Williston

What is your school of choice for the upcoming school year (circle one)?

Charlotte: Charlotte Central School

Hinesburg: Hinesburg Community School

Shelburne: Shelburne Community School

Williston Allen Brook School & Williston Central School

IN-DISTRICT SCHOOL CHOICE FOR SEVENTH AND EIGHTH GRADE STUDENTS (LP2)

Policy

The Taconic & Green Regional School District offers parents and guardians of seventh and eighth graders choice among its schools other than the-school to which they are assigned under Local Policy 1. The choice of the school will be guided by the requests of students and parents and classroom space availability.

Seventh and Eighth Grade School Choice Guidelines

Early February - Schools tell parents and guardians about school choice and distribute the school choice form.

By March 15 - Parents/Guardians fill out the form indicating school choice and return the form by mail or in person to their assigned school or to the Bennington Rutland Supervisory Union (BRSU) office, 6378 VT Rte. 7A, Sunderland, VT 05250. Forms can also be submitted electronically; an email address will be provided on the school choice form.

Late April – Schools will mail letters to parents/guardians stating any changed school assignment for their child and general information and timelines for their child's school.

A lottery system will be used if a school receives more requests for placement than space available.

Siblings of students who have been placed in a school, other than their originally assigned school will have lottery priority for placement at that school.

Students who successfully choose a school other than the one to which they are originally assigned- may not request reassignment to another school until the following March.

Limited school bus routes will be available for in-district school choice, under the Transportation Policy (MP 22).

Approved: November 7, 2017
Adopted: November 21, 2017

Greater Rutland County Supervisory Union
Wells Springs Unified Union School District

ELEMENTARY SCHOOL CHOICE POLICY

Code F50

Policy

It is the policy of the Wells Springs Unified Union School District (WSUUSD) to offer parents and guardians elementary school choice within the district. The choice of the school venue will be guided by the needs of students and parents. The district will adhere to the WSUUSD process and guidelines which will be limited by transportation feasibility and classroom space availability.

K-6 School Choice Guidelines

February - WSUUSD Schools communicate to parents the availability of school choice and where to access information if they wish to apply for school choice. Late February/early March - Parents/ Guardians fill out a school choice form, indicate school choice and return the form by mail or in person to the GRCSU office. April - Schools will mail letters to parents/guardians to explain the school choice placement for their child and general information and timelines for their child's school.

Frequently Asked Questions

1. *What is school choice and who is allowed to exercise it?* Children entering grades K-6 who live in the towns of Middletown Springs and Wells may exercise school choice. Our goal is to allow options for families while also ensuring balanced class sizes to provide a positive learning environment for all of our children. Parents may apply for choice in either of the elementary schools in these towns. Given space availability, we will work to meet as many families' needs as possible. By exercising school choice, we hope to achieve:

- a. Balanced class sizes in all schools by eliminating, combining or dividing classes too small or too large
- b. Optimal learning environments in all schools
- c. Meeting the diverse needs of our student population
- d. Options for all families

2. *Who gets school choice?* School choice will be limited to the amount of available space in each building. If you are interested in choosing a school other than the one located in your town, complete and submit the school choice form. Once we receive all applications by mid-March, we will assign students. If there is more interest in one particular school than space is available, we will hold a lottery.

3. *Does this mean one of our schools will close?* There are no current plans to close any schools. As per the Articles of Agreement, no schools will close without a positive vote of the community.

4. *Will my child be able to attend this school of choice for all elementary years?* Your child will be able to attend the school of choice through the highest grade offered at that school.

5. *If we exercise school choice and we have a younger child, will he or she also be able to attend the choice school?* Younger children may attend the school choice location with an older sibling when capacity is available. Capacity is determined by the GRCSU Class Size Policy.

6. *My child is currently attending one particular school and we feel a change of schools would be in his/her best interest. May we apply for school choice for next year?* School choice will be extended to all K-6 students each year

7. *Will the district provide busing?* There will be no inter-school transportation for school choice during the 2019-2020 school year. The Board will review the transportation periodically.

8. *What if we want to go back to our original school after a year or more?* You can reapply for your local school. Choice will be provided if space is available.

9. *If more children want school choice than space is available, who gets priority?* First priority goes to families living in that town. Next priority goes to siblings. If there are still more children applying than there is space, a lottery will be held. A wait list will be maintained from year to year and siblings of choice students will have first priority.

10. *My child is entering Preschool.* Do we apply for school choice for Preschool?* No. Preschool is universal in the Greater Rutland County Supervisory Union (GRCSU) and you may register your three- or four-year-old child at any school which has a public preschool program with space available in the supervisory union. You may also elect to enroll your child in a private preschool program, on a space available basis, provided the preschool has been pre-qualified by the Agency of Education

11. *Does Preschool* enrollment in another school in the district or supervisory union follow into Kindergarten?* No. Preschool placement does not follow into Kindergarten and if you wish to attend Kindergarten in the other school in the Wells Springs Unified Union School District, you will need to apply for elementary school choice.

**Universal Preschool enrollment is subject to change per Vermont legislation and the administrative rules of the Agencies of Education and Human Services.*

Legal References: VT Title 16 Section Act 166 of 2014 and associated administrative rules by the Agency of Education and Human Services

Date Reviewed: January 2, 2019
Date Warned: January 30, 2019
Date Adopted: March 6, 2019

Well Springs Elementary School Choice Application

The Wells Springs Unified Union School Board Policy F50 provides school choice for incoming kindergarten through sixth grade students.

Any resident student incoming for grades kindergarten through sixth grade of Middletown Springs or Wells is eligible to apply. The Board has authorized five seats to enter or exit each school. Please see the attached policy for guidance.

Please complete the application form below if you are interested in being considered for the Wells Springs School Choice Program.

APPLICATION DEADLINE: March 15

Please submit your application to your school principal.

Student Name _____
Date of Birth _____
Current Grade Level _____
Parent/Guardian Name _____
Home Address _____

Phone _____
Email _____

1. Is your child currently enrolled in school? Yes _____ No _____
Please check one: Wells _____ Middletown Springs _____
2. What grade does your child currently attend? _____
3. Are you able to provide transportation for your child? Yes _____ No _____

*(Please note: Transportation is not provided between schools
by the school district for choice students.)*

4. Please provide any other information concerning your child's interests or learning preferences (optional):

Well Springs Elementary School Choice Application – page 2

Next steps:

1. You will be notified by April 1 of the status of your application.
2. If applications exceed space available, a lottery will be held.
3. No late applications will be accepted.
4. If not accepted your child will be placed on a waiting list for next year.
5. Openings are based on space available per grade as determined by the Superintendent annually.

If you have questions or require additional information, please contact Dr. Debra Taylor, Superintendent at 802-775-4342 Ext 2103 or debra.taylor@wresu.org.

Please sign and date the application below.

Signature

Date

Printed Name

CODE F31

INTRADISTRICT SCHOOL CHOICE PROGRAM FOR ELEMENTARY & MIDDLE SCHOOLS

The Champlain Valley School District places students in the District's schools based on a student's town of residence. For the purposes of this policy, St. George students will be placed in Williston as if that were their town of residence. Transportation is provided for PK-8 students attending a school within the town of residence..

To accommodate occasions when a student might benefit from placement in a school outside a PK-8 student's town of residence, it is the policy of the Champlain Valley School District to offer students the option to enroll in a school of their choice within the District. Processes for intra-district choice of school will be guided by the needs of students, space availability, and existing resources.

The Superintendent of Schools will develop procedures consistent with the following guidelines:

- Requests to attend a school in another town within the CVSD will be granted based on space availability and with the goal of creating balanced class sizes in all schools.
- Regardless of residence, every family will have a choice of enrolling in any grade-level appropriate school operated by the District (Charlotte, Hinesburg, Shelburne and Williston).
- Transportation to PK-8 buildings will be provided for students attending school within one's town of residence. For students choosing to attend school in a neighboring town, transportation is not provided by the CVSD, unless the existing bus route passes the child's residence on the way to or from the choice school and there is sufficient space on the bus..
- Younger siblings entering school after a child who has exercised school choice may attend the same school as his or her older sibling.
- School choice does not apply to non-resident students.
- School Choice procedures will be listed in school handbooks and updated and published by March 1st annually.

<i>Date Warned:</i>	<i>4/19/2017</i>
<i>Date Adopted:</i>	<i>5/2/2017</i>
<i>Date Reaffirmed:</i>	<i>Not Applicable</i>

| Code F31: Intradistrict School Choice Program for Elementary & Middle Schools

Legal Reference(s):

Cross Reference:

CODE F31

INTRADISTRICT SCHOOL CHOICE PROGRAM FOR ELEMENTARY & MIDDLE SCHOOLS

The Champlain Valley School District places students in the District's schools based on a student's town of residence. For the purposes of this policy, St. George students will be placed in Williston as if that were their town of residence. Transportation is provided for PK-8 students attending a school within the town of residence..

To accommodate occasions when a student might benefit from placement in a school outside a PK-8 student's town of residence, it is the policy of the Champlain Valley School District to offer students the option to enroll in a school of their choice within the District. Processes for intra-district choice of school will be guided by the needs of students, space availability, and existing resources.

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- Transportation to PK-8 buildings will be provided for students attending school within one's town of residence. For students choosing to attend school in a neighboring town, transportation is not provided by the CVSD, unless the existing bus route passes the child's residence on the way to or from the choice school and there is sufficient space on the bus..
- Younger siblings entering school after a child who has exercised school choice may attend the same school as his or her older sibling.
- School choice does not apply to non-resident students.
- School Choice procedures will be listed in school handbooks and updated and published by March 1st annually.

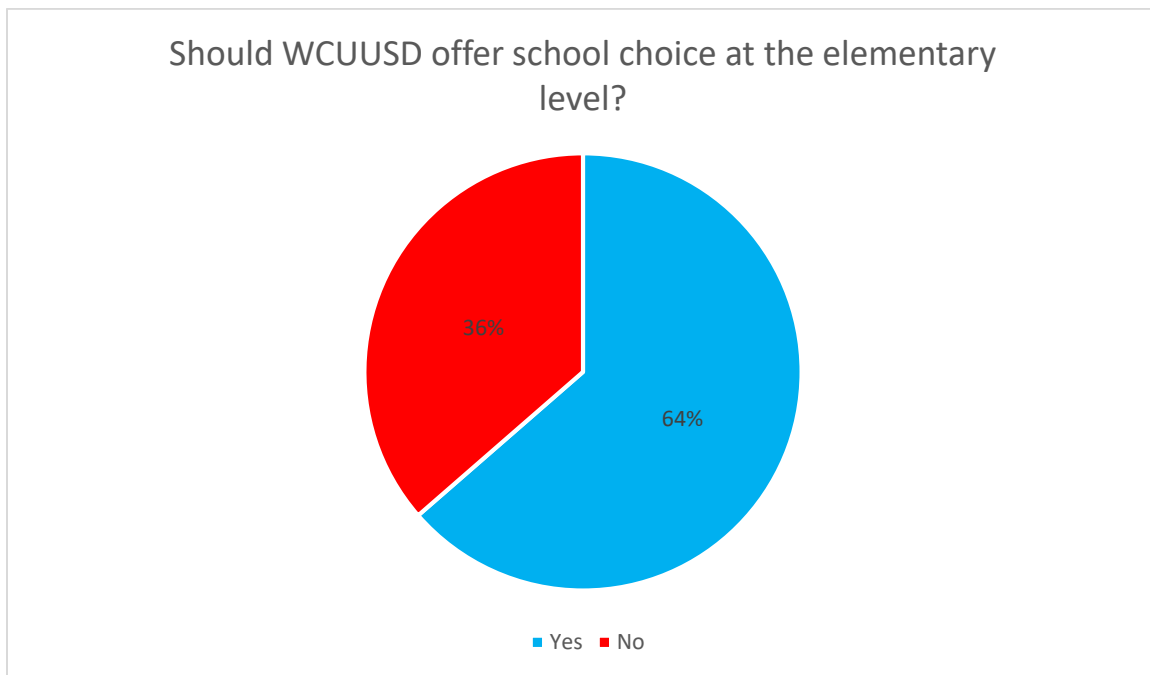
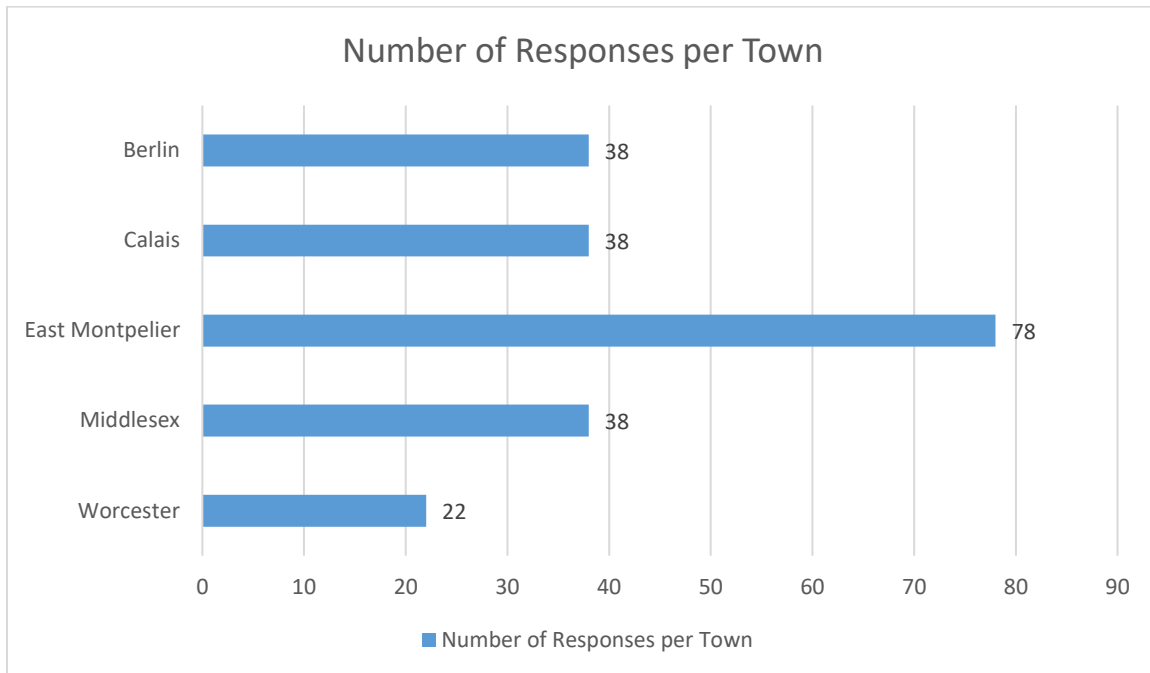
<i>Date Warned:</i>	<i>4/19/2017</i>
<i>Date Adopted:</i>	<i>5/2/2017</i>
<i>Date Reaffirmed:</i>	<i>Not Applicable</i>

Legal Reference(s):

Cross Reference:

Elementary School Choice Survey Results

As of 6/2/2021, we have received 214 responses from parents.



Feedback on why or why not WCUUSD should offer school choice at the elementary level.

- Some schools get services/supports that are not as readily available as others. School choice would allow parents to choose where works best for their students, and also allow for schools to focus on things that can make their schools the greatest they can be.
- If you're in the U-32 district and can accommodate travel from one school to another you should have a choice
- I am very satisfied with Berlin; I have no reason to send my children anywhere else. :)
- There may be reasons a family would like to use school choice and I have no problem with that.
- I think that creating a school choice policy would create further equity gaps between the five towns in the U-32 district. More motivated families with potentially higher achieving students would likely be the ones to choose to move their children - leaving the five different elementary schools in very different situations. I worry about the inequity of some families being able to commute to different a school in a different town, while other families might not be able to. The class configurations, too, are already often made last-minute, and I worry school choice may exacerbate this situation. If transportation were provided this would be a major added expense - while we are already cutting full time teachers and allied arts positions. I cannot see how this would either help students or alleviate the budget.
- I believe this will lead to smaller schools in the district closing because of lack of interest/enrollment.
- "For many reasons! Parent to school proximity with work. For example, elementary schools have early care at 7:30-which is when most schools start school, CES doesn't start until 8:45- it's so late. I could drop my children off at school if it was school choice because Calais is actually further for me than EMES.
Schools offer different programming. Some kids need a bigger cohort of children while others don't. Having a small group in a grade is not always ideal.
More teacher selection. At Calais there is one teacher per grade, that teacher may not be a good fit for your child. Offering more choice is helpful for the student and teacher.
- It will help the kids
- Offering choice will help equal out inequalities between districts. Allowing parents to move children with certain needs to schools more willing to accommodate them will not only benefit those children, but will create some accountability for schools who have allowed their own offerings to lapse. In addition, no one knows and loves a childlike their parent; offering parents greater choice will improve their children's education.
- Some people might want to have a choice
- A different school might make the most sense logistically for some families
- Ability to choose the school that best fits the family/student needs.
- I think it's about having a good fit for your child.
- Some school "lines" are closer to other school or more convenient and offer more bus stops at daycares etc..
- We have no desire to move schools. EMES is amazing.
- I feel if we pay taxes to all of the 5 schools and have one school board we should be able to put our child in the school of our choice!
- I would only be supportive of this if it were to close the smallest of the schools (Doty and Calais). But I feel that their only choice should be for the elementary school that is closest to

them. If any student can go to any elementary school in the districts the best school would become overrun with too many students that they would not be able to handle. If that would happen the quality of each student's education would diminish.

- If there is school choice, I feel there is a strong chance that the schools will become less equitable. Families from the smallest schools may gravitate toward those that are perceived to have more resources, higher quality educators, etc. I would prefer the district to focus more on ensuring students in ALL schools have equal opportunities, similar curricula/standards, etc.
- At this time, under the "leadership" of the current superintendent, I am not confident that issues around access and equity would be addressed in a choice environment given that the superintendent has shown this year that he is not interested and not capable of addressing these fundamental issues in the current, non-choice environment. Further, a transition such as this demands that educators feel confident about leadership and educators' recent and overwhelming vote of no confidence publicized widely around the state shows that this is not the current climate in the district.
- I think it's about having a good fit for your child.
- More flexibility and consistency for kids whose families move between towns.
- We are currently trying to buy a house and we would love to keep our kids in Calais elementary but unfortunately all of the houses in Calais are WAY over our budget and we are being forced to look outside of Calais but really dreading it. We have one child that is very shy and has a difficult time connecting with others and another child on an IEP and a one on one and the thought of putting her through that big of a change is devastating.
- With small schools, sometimes kids don't mesh well with their particular class and it would be helpful for those kids to go to a bigger school with more options for social groups.
- If you guarantee first that the children who live in the town get first dibs, then I would change my answer to yes.
- "The district leadership appears broken and the School Board has lost trust with voters through its unwillingness to remedy the leadership failures in a timely or transparent way. The superintendent, as evidenced in losing the confidence of most educators in the district, appears incompetent and fully embodies the qualities of a desperation pick of a tired school board when he was hired. He belittles families and educators, and he's not shown a willingness to understand the district's values or priorities. Such a switch to school choice would likely be a dismal failure unless the board replaces him with somebody who genuinely cares about our school communities and demonstrates a modicum of leadership skill.
- I am indifferent on this topic really but I can't really see why it would be necessary.
- To fill available spots
- This will help simplify foster parenting, and it will help with transportation when schools are way in the "wrong" direction from a daily work commute.
- If enough parents, choose to send their kids to the larger schools in the district then per pupil costs will increase for the smaller schools thus resulting in more cuts to those budgets. Smaller schools will suffer and eventually lead to closures. Or is per pupil cost a district wide calculation?
- The real question is why not? There may be many benefits to children and families to attend a school in the district other than the one closest to their home. Some students may have

special needs. It may also be more convenient for working parents to have their children attend a school closer to their work than their home. If school choice exists outside of the district for high school, why not allow it also for Elementary School within reason.

- We should work to make all schools equitable not divide time and resources
- We should be able to have school choice because although we are unified, each school has unique qualities that may fit our child's needs and family's needs best.
- More choice seems better
- We should be able to have school choice because although we are unified, each school has unique qualities that may fit our child's needs and family's needs best.
- Tax payers pay to go to the school they live in. Consider consolidation before school choice.
- Give parents the option to send kids to schools with potentially larger social circles. Test the proposition that the actual parents of kids at tiny schools want to keep their kids there.
- I would worry about equity, ie. families who can afford to drive their kids to another school, etc. Also, our schools are such a critical part of our town community!
- Families can pick what they feel is the best match for their child.
- As long as there is classroom space.
- Could make some schools have larger classrooms.
- As a SU, we should have confidence that each school has equity. That being said, families should have the ability to choose which of the schools best matches their child (maybe friends, certain teachers, environments or proximity to their homes or places of work).
- In case child has issue with other students and parent might want to consider a different atmosphere
- It would allow kids to get a better education if they could find the right fit for them.
- Flexibility
- Flexibility for parents. A school outside the family's district might work better logistically for the job commute, grandparents, or other factors.
- It can be hard for some students to be stuck in the same social configuration throughout all of the grades.
- As long as there is classroom space.
- While the idea of having choice of elementary school does sound appealing I think it would ultimately cause a lot of chaos. There would likely be an incredible demand for certain schools over others. It would be challenging and feel unfair if those who do actually live in the town that the desired school is in end up having to send their kids to one of the other schools. Transportation would also be a complicated issue.
- Why would we off this now knowing the schools have not been treated equally. I'm not sure at this point that it would be equitable for each town. Some schools have had much more money put into building upkeep and renovations and the smaller schools carry on with much less. We have taken on the burden of debt from other schools. If too many students choose to go to school out of towns like Calais and Worcester it just gives you (the board and admin.) a good excuse to close our little schools and merge them. The amount of time on a bus for students going out of town would be ridiculous!
- This is exactly what people were scared about when we consolidated.
- It would make it easier for families to move within the district without worrying about pulling their child from the school they are used to.

- I believe some schools in the district have better academic curriculum and special education and parents should be able to choose the best fit for their child.
- Schools should be for the local community
- If people want it then I don't see why not.
- I don't want to be forced out of my school due to space limitations
- Language offerings, playground offerings, outdoor classroom offerings, art offerings differ
- You should have a "Don't know" or "Not applicable question." This survey has not explained what school choice is. School choice could mean that I get to choose which school in the district my kid goes to. It could also mean that there is a lottery for school assignments and that even if I want my kid to go to my town's school depending on results of the lottery they may not be able to. This survey should be stopped now and any results discarded because respondents have not been appropriately informed and may not understand the district's intent. before sending out any survey like this in the future, WCUUSD should provide the community with a written description in lay person language of what school choice means in this context and how it could impact different students and stakeholders in the community. Are you considering having only people that want to go to different schools or are you planning to have each school have its own focus (arts, science, language etc), or something else? None of this has been communicated so responded have no idea what they are answering about so all results should be discarded until you first give the community context to understand the questions and conduct a new survey
- Without knowing more about the context, it's really hard to answer these questions. Are we talking about Rumney becoming the foreign language elementary school, Berlin the STEM school, Doty the arts school etc? Or are we just talking about regular instruction in different buildings? My answers might vary based on the context, so it's hard to answer here.
- No point. If you want to make the schools more even, do it at the schools. Don't shuffle the kids around
- No interest
- I think this flexibility could help families who have difficult logistics in terms of getting kids to/from school accomplish that. Given the geography of Vermont, sometimes the closest school (and easiest one to travel to on your way to/from work) is not the one that would be in your town. This would also help with things like after-care. Our school does not currently have on-site after-care, and I do not really want to pay for my kids to be on a bus for half of the afternoon - this is a serious equity issue, and while school choice wouldn't solve it, it might mitigate it to some extent. It could also allow families to send their student to a school that seems like a better fit for their student, especially given the inequities that currently exist in terms of access to maker spaces, music programs, additional PE classes, etc. It would be preferable to solve those equity problems for real, but until that happens this seems like the next best thing.
- Since we are all now one district it makes sense.
- I believe you will have yuppie wealthy schools and poor less privileged schools with school choice. It will be school choice for the more privileged that have the means to transport their kids and not really for all. I believe kids from different economic backgrounds should learn to work together. I do not support school choice.
- Not a strong opinion.

- "Yes. Several families moved out of our town to neighboring schools over the several years. There were varying reasons of course, but what a hassle to have to sell your home just to move down the road. It's hard when there is only one grade per school if students are having issues.
- Each school is so unique that maybe some children would benefit from a small school like Doty, or a more diverse school like Rumney or EMES.
- Even the kids get tired of seeing each other. They can become bitter and mean towards each other."
- Don't feel strongly but Doty is small, we'd like to have more kids in the class
- *I selected my home based on the school district. I want my child to go to school with classmates that live near us*
- *They are too young to decide what school they want to go to.*
- *I think it's unfortunate to keep the kids separate until they go to U-32. This and group sports would be a great way for kids to get to know their future peers.*
- *One of the benefits of public education is attending school with peers from your "neighborhood".*
- *I think elementary school is a little young for kids to be going too far just to attend a different school; but if they for instance live on the town line and the other school is closer, choice may be beneficial.*
- *I would be open to it, but as a yes or no it is too hard to answer as there are too many unknowns - would this affect the student/teacher ratio at our school? how would the tax burden be handled? ect*
- *Why not? If the school can handle it, go ahead. If it would be a hardship, no.*
- *"School choice" is part of the false narrative pushed by those who favored the district merger that was overwhelmingly rejected by voters. It has been proven to undermine public school systems, and results in greater inequalities and less actual choice for those unable to utilize this option. Strengthening schools should happen for all schools, on a school by school basis. I strongly, strongly oppose this concept.*
- *Only if students from a town had first spots in their home town school.*
- *Students live in communities and have neighbors. They should go to school in those communities and with those neighbors.*
- *We wouldn't have interest*
- *School is an important element of community engagement and families from neighboring towns might be less likely to chip in/volunteer/organize events etc... if they are "commuters" and don't view themselves as part of the community.*
- *We prefer the school we bought a house in the town for*
- *It is important to build a strong community within individual communities in the supervisory union. I see the elementary school as key to this. If there is a reason someone wants a child to go to a different elementary school because they're not happy with what's happening at their home school, the issue should be addressed rather than switching to a different school. I think this would undermine communities and I do not think it's a good idea.*
- *I have students who currently go to EMES but will go to Berlin next year. If they could stay at the school, they have been at since they began school it would be socially a best fit for them. However, if this isn't an option it is totally understood.*

- *I do think some kids would benefit from options for schools. And sometimes people in North Montpelier are closer to Calais than East Montpelier*
- *Instability in annual funding if populations move significantly. Increase in Transportation needs.*
- *Working the way, it is set up now*
- *I don't need it...my child is going to graduate next year.*
- *I have 4 kids, and they are all very unique. We would have benefited over the years from choice. One, to be in positive peer groups and two to be in a classroom/school setting more appropriate to that child. I grew up in a district with school choice within and it allowed for more opportunities and uniqueness between schools.*
- *No comment*
- *It seems unnecessary. There are schools local to each community. Each school should have similar resources and programs, given that they are now all part of one district. If they don't, the focus should be to create equity and parity among the schools and their resources rather than spending resources on creating a school choice program.*
- *What a horrible idea. Merger has been--and remains--a disaster. Elementary school choice would ruin what little remains of community in each town.*
- *It benefits everyone as long as there is enough space*
- *I think people should have the option of which school to send their child to. Some schools might better meet the needs of specific children.*
- *I believe this would be okay if the town residents who chose their local school were registered first*
- *People should stay in the school district they are from*
- *Should not offer school choice because families will gravitate towards the stronger schools, making the weaker ones even weaker, and so on. A vicious cycle.*
- *We share a common school board and funding streams; the schools should be equivalent but each have their own nuances in terms of size and makeup. If one appeals to a family in the community more than another, it would be nice to allow choice.*
- *Not necessary and would change the balance of each school socially, social economics and possibly educationally.*
- *Only if students from a town had first spots in their home town school.*
- *To be honest, I don't have a strong preference either way. I live in East Montpelier, and don't know much about the other elementary schools. I think if there are programs not offered at a particular school, they should be made available to those interested. I'm not sure if that is the case in elementary school or not. If there were to be school choice, one concern might be transportation for that student to get to their choice school. Does that responsibility lie with the school they are going to, the school they have chosen NOT to go to, or the parents. What is the associated cost? I just don't know much about what that would look like.*
- *I would need more information on the benefits of school choice to support this idea but it seems like it would lead to chaotic staffing issues and it might create inequity in different schools. But with more information, I might consider it.*
- *I think that having options for my children's education is definitely better than not. What works for some students may not work for others.*

- *School choice only makes sense to me if there is no local option. If there is a local option than school choice undermines the sense of local community, it could hurt some schools if kids choose to go to others, and it impacts some families more if the distance becomes problematic. All of our schools should be striving to meet local needs so school choice is not needed. If there are themes in terms of many kids wanting to leave one school, then that school should get support. If there are themes of many kids wanting to go to one school than the others should look to see what they're doing and replicate it. I think this is a terrible idea and only in extreme cases (terrible bullying, for instance) should this be explored.*
- *Needs may be at another school*
- *Elementary school is very community-centered, and I've never felt the need to look outside of my local elementary school; if I did it likely would have been at private schools, not another public school in the same district*
- *It's not necessary.*
- *Elementary school is very community-centered, and I've never felt the need to look outside of my local elementary school; if I did it likely would have been at private schools, not another public school in the same district*
- *"We would not take advantage of school choice. We intentionally purchased a home in Middlesex so our children could attend Rumney.*
- *I also want to note that at this time I do not understand well enough what implications school choice might have for Rumney. Would it result in a larger student to teacher ratio? "*
- *Some parents don't have the proper transportation*
- *I am not sure if it means someone living in any given town would still have a guaranteed spot in that town and additional seats might be available for out of town kids. Some people have invested greatly by moving in particular towns for their school.*
- *The district is very small, the schools are very small and personalities are very large. School choice, used sparingly might help with finding better fits.*
- *It is always a good thing for families to have as many choices as possible when it comes to education.*
- *I don't need it...my child is going to graduate next year.*
- *It's one thing to have allowances for teachers or staff who live in one town and teach in another, but allowing for school choice creates greater likelihood of competition for resources and \$ for facilities, and I fear would be a slippery slope to the smaller schools being shut down. Instead, invest in each school as appropriate for that town. Sharing of certain resources or programs, especially now that we're able to do Zoom classes for older kids, should be easier with the consolidation. Let's try that instead of jumping to the school choice so soon after consolidating.*
- *I don't think it is a big issue to have kids from another town participate in our school, as long as the East Montpelier students don't suffer.*
- *We share a common school board and funding streams; the schools should be equivalent but each have their own nuances in terms of size and makeup. If one appeals to a family in the community more than another, it would be nice to allow choice.*
- *It's great to have options for families, and we are one school district.*

- *IF we can offer transportation, making the choice available for all, then I support it. Our schools each have unique programs and there could be reasons that one school would support a child in a way their home school does not.*
- *Prefer not due to impacts on communities of locale and costs in time & climate due to increased transportation. What are other ways to increase cross-town choices via seasonal language/arts/music/academic/outdoors/athletic programs?*
- *I'm happy with the elementary school. I think one of the strengths of our schools is that we have these small, tightknit elementary school communities, and I worry that opening that up to allow choice among the 5 schools would diminish that. Also, it seems like a logistical puzzle in terms of bussing that could cost taxpayers more unnecessarily.*
- *Sending kids to their own town school builds community for that town.*
- *As a unified union school district all the funding is in one pot, so school placement shouldn't matter.....right?*
- *Needs may be at another school*
- *When providing my "yes" answer I am thinking of families who might move towns within the WCUUSD in the middle of their child's (or children's) elementary school career. School choice in this situation would allow consistency for the children in not having to switch schools, while allowing families more options in seeking new housing knowing their kids might be able to remain in the same school community even if they move towns. I am sure there are other great reasons for school choice, but this is what comes to mind for me. Bearing in mind that distance and transportation would certainly be a major challenge and barrier to many families.*
- *I wished there was a depends option. I think school choice could be an option as long as we don't increase the gap between lower income families. I would be concerned about transportation (unless we ensure transportation is provided) for families with limited means.*
- *I wish there was a "maybe" choice because while I don't feel the need for my own family, there may be families where this is very important and they may be able to receive certain services at another school. I feel like this is a case-by-case basis type of thing. But I am answering 'no' for my specific family, NOT that I am unsupportive of it in general.*
- *I am unsure of this answer, I am used to going to a school that is in "your" town, however am open to other possibilities.*
- *My real answer is "I'm not sure". What I believe is most important: high quality schools for all our children, that are able to meet their diverse needs, build and sustain loving and inclusive school cultures/climates in which all kids can thrive, and create conditions in which every kid learns and loves learning. I believe the very best school will help kids be more connected to a multi-generational community. I think a better solution to the underlying conditions that might push people toward school choice would be to make every one of our schools outstanding and maximize the benefits of community-based schooling. I would passionately oppose school choice if it is likely to result in more segregation aligned with socio-economic status (eg: all the kids whose parents can get them out of Berlin or Worcester send their kids to other schools).*
- *I feel like it would lead to more privileged kids congregating in one or two schools.*
- *Actually my votes should be 'maybe.' I support offering families choice, but I am concerned that such a policy would further drain students and resources out of the smaller schools (esp.*

Doty, Rumney). I would not want to prioritize transportation costs over all the other needs the District has.

- *We should support all the school, choice might make school unfairly unbalanced.*
- *While we are all one district, and should have roughly the same offerings in all of the schools, each elementary school has it's own culture and personality. Parents should be able to choose which school best suits the needs of their children and families.*
- *Some people live on town lines and are closer to one school then the town they live in .. my only concern would be how it would affect enrollment in some of the schools*
- *It would make since to include Northfield in this group. We live in West Berlin bordering Northfield and are geographically much closer to Northfield School that Berlin. My daughter attends community events with kids who go to Northfield, so that is where her friends are.*
- *I love Doty and have no need to switch my child. However, it is a small school and I could see the potential for issues to arise. For instance, if a child and teacher relationship isn't ideal, then a parent should have the ability to switch their child to get another teacher. There is also a small social group among students. If there is a challenging dynamic for the children in a grade level, it may be better to move your child to another school.*
- *I absolutely love our elementary school and our small community. It feels like extended family. This feels appropriate for my young children, and gives them something to look forward to as 7th graders... making new friends with children from surrounding towns.*
- *I would not utilize it but if families have a preference or maybe live closer to one school, I would support the idea of giving them that choice.*
- *WCUUSD should instead merge Doty into Rumney AND Calais into East Montpelier and combine teachers, buildings etc. to give our students equal access to great elementary education, despite socioeconomic differences.*
- *Because our assigned school is not a good match for my kids, maybe if we had a choice in schools the schools would be forced to step up and treat & teach our kids properly. At this point the schools treat our kids like crap and we get told to "move" if we aren't happy with the assigned school. There is not any accountability for teachers.*
- *family's tend to move around the district, just because you move 5 miles down the road our kids should not have to move schools*
- *If a family lives closer to a different school but in a different town to make it easier for transportation.*
- *IN such small towns, sometimes one peer group/school culture just isn't a good fit. It would be nice for those kiddos to be able to go to a neighboring school.*
- *Because my daughter was devastated when she had to leave EMES.*
- *I think it would be helpful when kids are struggling socially at one of the schools.*
- *In certain instances (where a family moves while the child is in 5/6 grade, a parent works at another school, etc) I think it can be beneficial to offer school choice. I don't agree with offering it just to offer it (because they want to try another school, they don't like their teacher, etc)*
- *I worry it can lead to an inequitable learning experience for students depending on their elementary school choice. Furthermore, I fear an unintended mindset that can develop in our community that perceives schools as being "the good school" or "the bad school."*

- *The 5 schools offer different environments, supports and approaches. Every child is different. The best fit for you may not be in your zip code.*
- *If we move, I would like my child to not need to change schools. I also really like Berlin.*
- *We waited a long time to get to Berlin for school*
- *School choice is a good way for allowing the tax paying citizens an option of how they choose to spend their money. Different schools may also offer different “specialties” for students. Berlin could offer extra emphasis on language or arts while E Mo could offer extra emphasis on hands on agriculture, or something like that.*
- *I really like the public schools in this area, but I feel I’ve questioned whether I like the school my daughter goes to currently and I feel options and choices are more fair to parents kids and tax payers.*
- *We don't have an on-site after care program at CES. My children need after care and I don't want them to have to take the bus over to EMES after school to take after care. I'd rather they attend EMES and stay on-site for after care.*
- *NA*
- *There are plenty of social and/or geographic reasons that a choice program makes sense in our district. Our own specific reasons are explained below.*
- *School choice is a reasonable outcome of Act 46. Small elementary schools limit choice for students for social connections. There are circumstances where choice would benefit students.*
- *I feel for parents and staff that having a school choice could make things easier for many of reason. Parents work schedules, district employees schedules and moving situations.*
- *Maybe??? Gosh, this is the first I’ve heard so to decide yes or no or provide why, I would need time and info to consider.*
- *I suppose I don’t see why we would? Why make things complicated.*
- *Flexibility for all*
- *I think the proximity of the towns makes school choice a logical program to pursue.*
- *Space limitations. I bought a house in the town specifically for the school. I worry that might be an issue.*
- *I don't really have a strong opinion but could see this being an interest for families that live closer to another elementary school than the one in their town or who are unhappy with their current school and would like to try another.*
- *Small community is important.*
- *Each family has different needs and some schools better met those needs and choice would maybe allow people to place their kids in a school with opportunities that better meet their needs.*
- *I think that using a market/choice based process to allow parents to select their school will result in the best outcome though an organic bottom up process. It may also show that parents will choose their local school.*
- *I feel it would get complicated.*
- *Would negatively affect the school community and potentially could not be taken advantage of by those of less socio-economic means do to transportation or other issues.*
- *It's a great idea. For limited slots.*

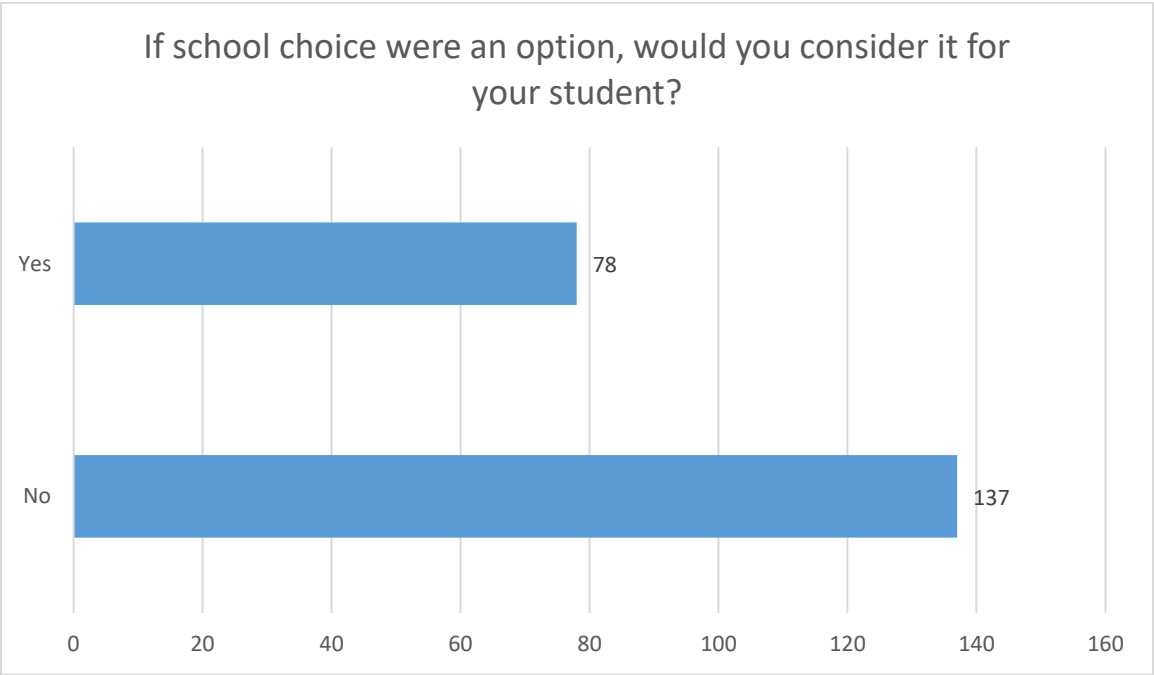
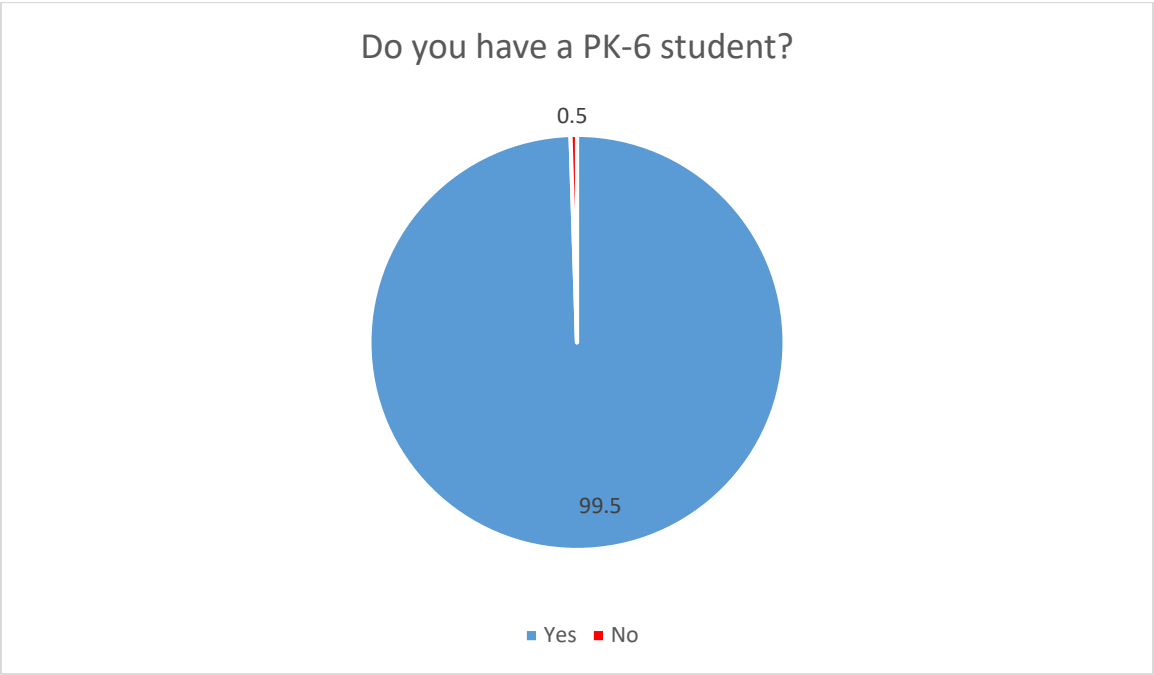
- *Kids should go to school in the town/city they live in and if one isn't available, then it should be the next closest town/city*
- *Students should be able to continue their education and have stability in that area, even if the parents are separated and live in different towns.*
- *It should be where the child feels most comfortable.*
- *Certain schools environments may be more suitable for special needs students at other locations.*
- *Would keep consistency of education. Allow social and adult roots relationships to be established and maintained*
- *We are moving from one Washington central town to another (the current real estate market has made it extremely difficult to limit home searches to a singular town), which would transition my son away from his peers and community for 2 years, only to rejoin them again. It would be HUGELY beneficial for him to be able to remain within his current school community.*
- *I believe it would allow kids from being uprooted if situations beyond their control arise.*
- *Each school, family, and learner are unique. Our district schools are all special in their own ways, and giving families options which best suit their needs will ultimately serve our communities and students the best. Just as some students thrive in a large school, others may flourish in a small school. Some families have the flexibility to be available to be home for their children after school, while for others this is not a possibility. If being able to select another school in the district helps reduce stress on families and children then that should be an option. Ultimately, whatever alleviates the stress levels on our community members - no matter what their age - in the best interest of our district's children.*
- *To offer more flexibility to parents in case they are unable to find child care close to home.*
- *I think that it has the potential to impact instruction when students and their families have the choice to switch between schools. It will impact the numbers within schools/classrooms thus impacting staffing needs with the potential of declining enrollment impacting keeping all of the smaller local schools open. In smaller communities, the local school is the backbone of the community.*
- *Not sure why it is being considered?*
- *A huge benefit to having a merged district*
- *"My daughter is one of the only girls in her grade at Calais and it has been extremely depressing for her to not have close friends since preschool because there are so few girls to choose from. A larger classroom would benefit her socially.*
- *In addition, her academic time at Calais has been challenging because of the school administrator's need to combine grades into the same room and even change teachers after the school year has begun in order to try to figure out how to make a class with so few students. There has been a lot of wasted time and confusion over the years trying to figure out how to make this work. A school with at least two classrooms per grade level would be much more appropriate for good learning and socialization at a young age plus it would lead to more stability in hiring so that the schools could hire experienced teachers in the grade level instead of having to move teachers from one grade to another frequently in order to accommodate the puzzle of staffing classrooms depending on the combinations of kids that work out each year."*

- *It is now one district. Some children would really benefit from a different teacher or group or children.*
- *Because it will overload certain schools and create uneven distribution of students. It has the potential to create greater disparity between socioeconomic classes.*
- *If choice is offered to families with transportation and schedule flexibility, and certain schools are seen as desirable, two classes of kids will develop: kids without socio-economic means will stay in their town school, and others will leave. It will be horrible for equity. If this is being considered, just close Doty and Calais now, don't draw out a slow death. We saw this clearly in the pandemic, with remote versus in-school populations.*
- *My family fought hard to get in the Berlin district and paid heavily for it. Allowing school choice at the elementary level would create tension, resentment, and and chaos amongst parents and families. Not to mention that all of the towns pay different tax rates, which would allow someone to pay less tax and receive a better education.*
- *Gives families another option if desired.*
- *School choice is a good way for allowing the tax paying citizens an option of how they choose to spend their money. Different schools may also offer different "specialties" for students. Berlin could offer extra emphasis on language or arts while E Mo could offer extra emphasis on hands on agriculture, or something like that.*
- *I think the choice is important for a variety of reasons. One is that some people live on the edge of one town and are actually closer to another school. Two if a child moves but within district and they want to stay with friends.*
- *Because sometimes the nearest school is out of your district and is not practical when you have to work*
- *More information is needed on why is this question is being asked. Are there differences in what is being offered between the schools? The only reason I can think of why choice would matter is if a family moves to a different in-district town and wants their kids to stay with their friends to finish elementary school, which I support.*
- *"Our school, which can be read as - where I live vs where I (or my wife) work governs our availability to work. My work day as a Paramedic starts at 4 am on the days I am not obligated to get ready for or bring to school a child. I get home by 7 on most of those work nights.*
- *It is not an option to start work after I bring my child to school (9:30)!*
- *Were there an opportunity to have my kid in the same school where my wife works... Now! That would be a tailor made option. I could have a full time job at the same time as my wife."*
- *If services/programs are offered at another school your child needs or is interested in they should have no restricted access.*
- *Yes, because my child does well academically and the school fulfills his needs. Best option*
- *Location. EX: You can live in Calais but EMES is much closer to you.*
- *I believe that it should be the parents' choice where their child goes to elementary school regardless of where they live. I also think this would be helpful for families that have separate living conditions better meet their child's needs.*
- *Keeping kids in their own school district allows for efficiency of transportation and community oversight. It will protect from voluntary school changes (admittance permitting) based upon a particular school's founded or unfounded inadequacies. It allows for all the*

schools to have a healthy strive for excellence rather than one school being the "go to" school. I do believe teacher's children should have the option. Teachers should have the option of their child attending the school district in which their parent teaches.

- *Consolidation of schools should be considered before any roving student options.*
- *In the event that we have to move to another town in the district, we would like our child to have the opportunity to remain at EMES*
- *I'd have to know a lot more about what the specific details of the school choice in question would be, and so would anyone else answering such questions. The value of this survey is minimal, and quite possibly distorting, without a sense of what would be on offer. I am only answering the multiple choice questions in the affirmative because on balance I think school choice **can** be a good thing; whether it would be for our community is an open question. And yet this survey will show that I am "in favor" of school choice. You should at least have a "I don't know" option, or allow respondents to not enter a choice. In short, this is a poorly designed survey.*
- *Choice is always a good thing to have access to. If my child was being bullied or not thriving for any reason that could be worked on by a change of environment, school choice is an option I would love to have. I think this would be good for community building, choosing to be somewhere rather than it being a "have to" would help families be more engaged.*
- *I would have loved this as an option 5 years ago. It really doesn't affect me either way at this point in time. I understand how it could be beneficial for employees of the district.*
- *To offer more flexibility to parents in case they are unable to find child care close to home.*
- *Because the housing market is very limited and kids who have been in school don't want to change but yet may be forced to*
- *We're a unified district that combines in 7th anyway. Choice could show consolidation was desired by families who were not heard during Act 46 "meetings". There are cost savings and opportunities for our students In the 5 elementary schools and the buildings themselves offer varied learning environments and class sizes that may better suit children.*
- *Having options strengthens the district as a whole*
- *We're a unified district that combines in 7th anyway. Choice could show consolidation was desired by families who were not heard during Act 46 "meetings". There are cost savings and opportunities for our students In the 5 elementary schools and the buildings themselves offer varied learning environments and class sizes that may better suit children.*
- *Provides more option for parents and students, although I am not interested.*
- *Having options strengthens the district as a whole*
- *We have land in Berlin and would love to be able to move to it and build our dream house but we don't want our son to have to leave East Montpelier Elementary school. If there was school choice this would be an amazing opportunity for our family.*
- *Housing market is expensive and limited. We would like our son to stay at Berlin but might need to move out of Berlin.*
- *some families are split families*
- *The benefits to making connections in our town are really valuable. I have concerns about the positive negative effects--does it reinforce the resources and advantages of the better schools and further degrade any disadvantages Worcester/Berlin might already be experiencing? These things are rarely cases where there's no effect at all. I also am*

uncertain the benefit of school choice? I would be opposed to more students coming to Calais, but I don't understand why someone would choose to do this.



Feedback on if you school choice were an option; would you consider it for your student?

- Some schools get services/supports that are not as readily available as others. School choice would allow parents to choose where works best for their students, and also allow for schools to focus on things that can make their schools the greatest they can be.
- I would love the freedom to move to a different town and still have my very shy child be able to stay where he is comfortable
- Again, Berlin is a great school with great staff, wouldn't want my kids to go anywhere else.
- We are very happy with our experience at Calais.
- We are committed to our local elementary school. While things are not perfect, I feel strongly that the solution is to become more involved in school and help my children problem-solve rather than try to pick what is the 'perfect choice' within our district. For what it's worth we love Rumney.
- Because we have a great school and its one of the main reasons I moved to my town.
- For many reasons! Parent to school proximity with work. For example, elementary schools have early care at 7:30-which is when most schools start school, CES doesn't start until 8:45- it's so late. I could drop my children off at school if it was school choice because Calais is actually further for me than EMES.
- Schools offer different programming. Some kids need a bigger cohort of children while others don't. Having a small group in a grade is not always ideal.
- More teacher selection. At Calais there is one teacher per grade, that teacher may not be a good fit for your child. Offering more choice is helpful for the student and teacher.
- It's up to the kids
- "My requests for disability accommodation for my child are ignored by her school, despite repeated written requests. In addition, when my son told teachers that children watch porn on the bus, he was ignored. When I requested some improvement in supervision to prevent ongoing porn showings, I was told the school is not liable for what happens on buses and "boys will be boys."" I don't want my children exposed to pornography while they are in the care of their school, and this is but one instance that reflects the attitude of my children's school. The administration does not seem to care about kids.
- I wish I had some choice about where my children are spending such a large part of their childhood."
- I like the school we have
- Happy with our home school
- Larger classroom in newer school with more programming options.
- Personally no- we are good where we are at. But I think it should be available, as long as it doesn't decimate or overpopulate any one schools numbers.
- It's a possibility ..driving to Rumney from my house is at least a 20 minute drive on most dirt road. I'm not able to utilize before abs after care because it tacks on so much extra time to my already hour commute. Berlin would be a much easier alternative to us but wish this was offered before she started back in kindergarten as now she is established with her peers and already has so many challenges with learning disability and behavioral issues that I feel moving her to a different school would be counterproductive at this point
- We have no desire to move schools. EMES is amazing.
- I feel like my child would benefit to be able to stay at the elementary school he started at vs. Being forced to move to a new school in the same district. I also think with child care being

far and few between it would be beneficial for parent to choose the school in the district that is most convenient to where they work for before and after school care.

- I love EMES and so does my child. The community is great and the school is at the center of the community. I would not want my child going anywhere else.
- We have pride in our "home school" and feel families from all five towns should feel confident that their children are receiving a high-quality education in their own town.
- No. We are happy with our community school.
- Personally no- we are good where we are at. But I think it should be available, as long as it doesn't decimate or overpopulate any one schools numbers.
- We have no need at this time.
- If we are forced to buy a home outside of Calais and still in the U-32 district, we would keep all three of our children in Calais elementary
- I love my kid's school and they are very happy there.
- I love our local school
- Satisfied with current school and educators.
- I am happy with the school we are at and I can't think of a reason why she would need to go anywhere else
- If there was a program at another school that was not offered at ours that my kids would really benefit from, I would consider school choice
- My current student and I are well served by their school.
- If I see the curriculum and services at another school are better why not?
- We love EMES and are very happy with our daughters' experience there.
- I live close to my school and feel it connects us as a community.
- Our children currently attend East Montpelier. We love the school and both children have gained strong friendships, feel comfortable and feel part of the community. Our family needs are to purchase a home. (We are currently renting a home that is too small and does not meet our family needs). There is a very limited market for homes in our price range prompting us to look outside of East Montpelier. Our children are adamant in remaining at "their" school, forcing us to remain in a rental situation that we have outgrown.
- I love EMES
- Our children currently attend East Montpelier. We love the school and both children have gained strong friendships, feel comfortable and feel part of the community. Our family needs are to purchase a home. (We are currently renting a home that is too small and does not meet our family needs). There is a very limited market for homes in our price range prompting us to look outside of East Montpelier. Our children are adamant in remaining at "their" school, forcing us to remain in a rental situation that we have outgrown.
- We live in East Montpelier and are paying for a new school so we will go there. The program and teachers are excellent.
- We like our local school, it's one of the bigger schools so we're not worried about our kids having limited social circles, don't want to transport longer distances to a school with potentially less opportunity.
- We love Doty!! We are super happy with the school and have no desire to change.
- EMES is the best fit for my child.
- We are happy with our school and it's close by.

- If a teacher my child was going to have wasn't a good fit. If they needed a better social situation. If it was more convenient for my work schedule
- We can't afford to rent in EM, and our children have only known emes their whole lives. To have to move and start a new school would be devastating.
- Depends
- My son can thrive in his education to find the right fit for him and not molded to learn a certain way.
- I like EMES
- If I moved to a different part of the district, I would want my child to stay at his school. As it is now, I am locked into a specific, and expensive, geographic area.
- My child doesn't need it. I would have used it for my older child.
- We are happy with our school and it's close by.
- If it were an option, I would however consider utilizing school choice. If the possibility of being able to move house to another town while keeping my child in the same school were an option, that would open a lot more housing possibilities as it is hard to find housing options in a town where the elementary school is in high demand and the housing market is therefore competitive.
- I believe community/town schools are the heart of small towns and when we send our kids out of town to school we lose the core of our community! SAVE SMALL SCHOOLS! It is the death of a town to close a school. Small schools matter and are what make Vermont "Vermont". The staff actually know student names and look out for students that may otherwise fall through the cracks. When class size goes up, the quality of education goes down!
- We are staying at our school.
- He only has one more year, rising 6th grader and we don't plan to move this summer. If we did though, I'd want him to be able to stay at CES.
- Same explanation as to why they should offer choice. Finding the best fit for their child.
- I like my child's school
- Depending on where I lived. Regardless of town/ city lines. One may live closer to another. I would still send my child to Berlin though. I really like the teachers.
- Our choice is our towns school, Rumney.
- Language offerings, outdoor classroom offerings, art offerings, playground offerings differ
- I doubt it. I want my kid to go to the school in our town, but as mentioned above what school choice means in this context has not been explained
- Again, it's very hard to answer this question without more context.
- Happy where we are
- I like having my kids in the school within our community, that's why we moved here.
- As I mentioned previously, after-care is an issue, since it is not provided on-site. While I think this is a huge lack of equity (some students have to sit on a bus for who knows how long while some walk down the hall to after-care) and should be addressed in its own right, choice would allow us to mitigate this circumstance for our family.
- I am happy with where my child is
- Because of my answer above.

- Happy with our school.
- Definitely if it seemed as though they would thrive in a different environment i would definitely be open to it.
- Only for a bigger social group we love the school and teachers
- *I chose my house for the school I wanted my child to attend*
- *She is only 4 years old and will not decide on where she would want to go to school if that was an option.*
- *I like Rumney, my only issue is where it's located (opposite side of town from us) But not enough of a issue to switch schools*
- *Love Calais.*
- *Love Calais.*
- *We moved to this town specifically so our child could attend this school, would not choose another one*
- *Our school is 2.5 miles from our house - the kids have their friends there and we love all the teachers - no interest in switching*
- *We live close enough to our elementary school. We like it and have no need to change.*
- *We are Berlin residents. This is our community. The school is an integral part of that community. Our children need to be in, belong in, and want to be in our community school.*
- *We moved to East Montpelier for the school*
- *My last written response answers that. Also, Calais offers an excellent education.*
- *I am mostly happy with our school, plus transportation would be challenging*
- *I like our school as is!*
- *We prefer the school we bought a house in the town for*
- *It is important to build a strong community within individual communities in the supervisory union. I see the elementary school as key to this. If there is a reason someone wants a child to go to a different elementary school because they're not happy with what's happening at their home school, the issue should be addressed rather than switching to a different school. I think this would undermine communities and I do not think it's a good idea.*
- *Specific to my child , he has made great progress with his learning/social development at EMES.*
- *My child is very happy where she is and it is close to us.*
- *I love our school*
- *Like the school she is in now*
- *I am happy with where she is.*
- *Yes.... He has never had a positive peer group. That said I like his teachers and he is going into 6th grade so it is unlikely we would switch schools unless we moved.*
- *Berlin elementary is really good good for my son*
- *I don't see a need or a benefit.*
- *It just furthers the disconnect between the community and the schools.*
- *Not convenient for us*
- *I said no, but I might. My child definitely has difficulties with certain basic skills and if I thought another school might better meet her needs I would choose it. That being said, I don't know that any of the other schools would better meet her needs at this point.*

- *I chose to purchase a home with school district in consideration and am satisfied with my towns school*
- *Cannot get my student to a further away school*
- *Should not offer school choice because families will gravitate towards the stronger schools, making the weaker ones even weaker, and so on. A vicious cycle.*
- *I love EMES, and the school has been a good fit for my kids.*
- *We love our school and would not be interested in sending our kids elsewhere.*
- *We moved to East Montpelier for the school*
- *My daughter will be starting kindergarten in the fall, and she has been going to a private preschool, so I don't have any first-hand knowledge of EMES, other than the emails, etc. that I receive. That being said, I have heard excellent things about EMES, and all the communication I have had with the school has been great. I am looking forward to my daughter starting kindergarten at EMES.*
- *I like the school my child goes to and appreciate living right near it.*
- *My children are very happy with Calais Elementary School and so am I! The staff is incredible!*
- *I want to feel confident that my school is on track. If I had concerns, I would want them addressed at my school and not take my child away - that doesn't solve the issue.*
- *Happy with our location but think choice is important*
- *Elementary school is very community-centered, and I've never felt the need to look outside of my local elementary school; if I did it likely would have been at private schools, not another public school in the same district*
- *Have no reason to send him elsewhere.*
- *Elementary school is very community-centered, and I've never felt the need to look outside of my local elementary school; if I did it likely would have been at private schools, not another public school in the same district*
- *We moved to Middlesex so our kids could attend Rumney. We are very happy with the education and environment that Rumney provides and we would not be interested in sending our kids to a different school.*
- *One school might offer a sport that another school does not*
- *Happy where we are.*
- *Currently the needs of both my elementary students are being met at EMES. If they don't continue to be well met I would want school choice for an option.*
- *I am very happy with BES.*
- *I am happy with where she is.*
- *See above. Additionally, I love our school, I love that my children, spouse, and I have this connection to our neighbors and the town. Without it, we wouldn't know nearly as many people in our community.*
- *I think East Montpelier is a fantastic school and would be foolish to send my kids anywhere else.*
- *I love EMES, and the school has been a good fit for my kids.*
- *We've always planned to send our child to our town's elementary school. It's close to our house and we've heard great things about it. (Our oldest is in pre-K but at Turtle Island, but he'll go to our town's school once he's in Kindergarten).*

- *I would consider if for one of my children, as he would do better in a school with the systems that another utilizes. But for my other child, it's best to stay with neighborhood peers.*
- *Very satisfied with Doty teachers, leaders, and community. Wish we had a few more students to benefit from it!*
- *We love EMES and are completely happy there. We value the small community feel that having a small local elementary school fosters.*
- *I want my kid to go to the school with his neighbors.*
- *They are a fourth grader with two years remaining at his current school. Making that transition now wouldn't make sense. If they were starting 1st grade or Kindergarten, then it would be a consideration.*
- *Happy with our location but think choice is important*
- *I wish "maybe" were an answer here. "Not right now" would be more accurate for us. We very much wish to purchase a home in the next few years. Actually, we wish we could now, but the pandemic housing market is insane, so we have ceased our search for the time being. The longer we remain in East Montpelier, the stronger our bonds become with the school community here. And the stronger the bonds become for our daughter with her classmates. We also have a younger child who will be starting preschool in a couple years, and I'm sure it will be the same for her. The longer we live in our current home (which is longer than we intended), the less moving out of East Montpelier feels like an option, purely based on the school. Yet homes here are prohibitively expensive, even for two people with steady, decent incomes. (It's incredibly frustrating and demoralizing, but I digress.) If school choice were available, we might feel we could broaden our housing search to other communities within the WCUUSD.*
- *We love East Montpelier teachers, staff and the supportive community. We are lucky we landed here.*
- *I moved to Middlesex so my children could attend this specific school so I don't feel we would need to make a different choice for any current reason.*
- *I believe that Calais Elementary is a beautiful, thoughtful and well balanced school.*
- *I love living in a community with multi-generational families where kids in my daughter's class have great-grandparents, still living, who also attended this school. I want my kids to know their neighbors and have real relationships with their local agemates. As it happens, our school is doing well by our child, who is thriving and in love with learning. It is convenient for us. We feel very fortunate to live in a community with a single village center, where the school is located, and to have a wonderful group of teachers, staff and administrators at our school.*
- *I'm very happy with my current school, and I want to support our town school.*
- *We are very happy with our school right around the corner (EMES), and moving schools would complicate our transportation needs.*
- *My to be 6th grader should be at her school for final year*
- *At present, our current situation suits our needs. Regardless, it should be an option for others who would benefit from choosing their school within our district.*
- *It's not an issue for our family but I can see how it could be for others*
- *Geography, relationships in our town*

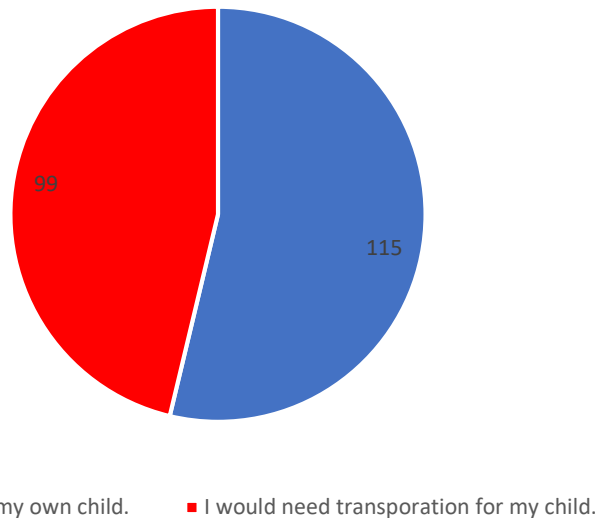
- *I am not interested in switching schools at this time, however, if either a teacher/student dynamic needed improvement or social issues became a challenge for my child, then I would consider switching to another school.*
- *We are incredibly happy with our school. I can't imagine them anywhere else.*
- *I am happy with our school*
- *My child is a student at EMES and that is precisely why I chose to live in East Montpelier (and why I will stay in East Montpelier) because it is an excellent elementary school with Alicia at the helm.*
- *Because our assigned school is not a good match for my kids, maybe if we had a choice in schools the schools would be forced to step up and treat & teach our kids properly. At this point the schools treat our kids like crap and we get told to "move" if we aren't happy with the assigned school. There is not any accountability for teachers.*
- *yes my family wants to buy a house in another town but we are waiting until our kids are in high school so we don't have to move them now*
- *I live the same distance from both schools. Being given the option would be helpful*
- *I would not use this school choice because our school is a good fit for my kids. But I can imagine a scenario in which a kid could really benefit from school choice.*
- *Because my daughter was devastated when she had to leave EMES.*
- *Rumney is the right fit for my kiddos.*
- *I have no need for my children to attend another school and we love Doty!*
- *I love East Montpelier. One of the reasons my family moved to the town was the reputation of the school.*
- *Our school is awesome! and a great fit for our particular kids.*
- *I would love to keep my child in Berlin if at all possible.*
- *She's doing well at berlin*
- *I would choose the school that offers services and programs in the best interests or fit for my students.*
- *Over the year our school has changed a lot. I don't know what other school policies are but I'd like to, find out and compare*
- *I want an after care program for my children and there is not one at CES.*
- *We currently live in Middlesex but we will be moving to Calais at some point this fall or winter well after the start of the next school year. Our child is very happy with the current school and by all accounts is an asset to the class both socially and academically. We feel like it would be unnecessarily disruptive to switch schools for something like half of the sixth grade year. We are completely ready to handle transportation and hope that you develop a policy that will accommodate. Thank you for this effort.*
- *Expanded social choice*
- *Sometimes teacher combos don't work in a certain school, as well as working at one school and child going to another.*
- *Because I'm always looking for what is best for my child.*
- *I'm very happy with our school.*
- *Like EMES*
- *EMES is the bomb!*

- *I don't see the need at this point. I understand why it would be attractive, but I foresee confusion and unhappiness if someone doesn't get what they want. If you live in the town, you should go to the school, unless there are mitigating circumstances.*
- *I am very happy with EMES and wouldn't want to switch schools. Also, all other school options are further away.*
- *We love Doty!*
- *We are excited about EMES*
- *Our school has no morning care program. It has been hard for us as working parents not having a morning program. Our careers require early starts for both of us and long commutes which require starting our commute well before 8:30. My work starts at 700 ends at 330 with a 45-minute commute. My husband had to change jobs to make it work. So he could drop off and I pick her up but now he travels for work often and when he is gone I need to take vacation time every day to do school drop off and make it back for pick up at the after school program. We don't have family near or any other options. So having that type of program at the school would be amazing.*
- *We are happy at EMES.*
- *I would keep her at Rumney, no reason to change.*
- *For reasons stated above. I don't support the proposal.*
- *My youngest will be in 6th grade next year. Too late to consider it.*
- *For us, having our daughter go to school in the town we live in, is exceptionally combiner for us. The only way having a choice of school, would be if parents worked in a different town/city & they couldn't make any other arrangements.*
- *It would open up more possibilities of affordable housing in other towns while also maintaining the same curriculum for my children. Everyone wins!*
- *If I were to move out of Berlin town, I would definitely want to keep my child at Berlin elementary due to them being more familiar with the school and the school being familiar with them and their needs.*
- *I would consider it because I have found some aspects of the system we are stuck in to be extremely toxic. Rumney has burned through a new principal every single year we have been in attendance, which speaks volumes to the structural issues at play. I have felt many times that my district let my child's educational needs fall through the cracks unaddressed, failed to communicate extremely critical information like injuries, and willfully tried to isolate parents away from participating in activities at the school. Certain teachers and staff at the school are consistently verbally/emotionally abusive to the students or passive aggressive to the parents and I am quite fed up with the toxic culture there honestly. We would like to explore other districts offerings.*
- *Would keep consistency of education. Allow social and adult roots relationships to be established and maintained*
- *We are moving from one Washington central town to another (the current real estate market has made it extremely difficult to limit home searches to a singular town), which would transition my son away from his peers and community for 2 years, only to rejoin them again. It would be HUGELY beneficial for him to be able to remain within his current school community.*

- *One year left at EMES and we're facing a possible move for to our home being sold. Uprooting would cause undue stress*
- *I am an employee of East Montpelier Elementary School and would appreciate the opportunity to have my daughter at the same school as me next year. While there are many benefits to her attending our local school, the logistics of getting her to school in the morning feels impossible. Next year I will be required to be at my school at 8:15, however she cannot be dropped off at her school (which is 25 minutes away) until 8:45. This does not include days with early morning meetings, which typically begin at 8:00. Additionally, having her attend my school would allow me to attend after work meetings more easily as I would not need to be concerned about my daughter being home alone for long periods of time. In summation, having the same schedule as my daughter would allow me to fulfill my professional obligations with considerably less stress.*
- *Yes*
- *We moved to E. Montpelier specifically for the school.*
- *We like EMES*
- *I work at a different school from the town I live in, both are in the WCUUSD*
- *I would opt into East Montpelier Elementary for my daughter because the school is larger. I already have to drive my other two children to U-32 and I could take her on the way. Calais Elementary is too small of a school to adequately serve the needs of children.*
- *There seem to be many staff leaving after the trying of times of covid and the superintendent's approach. I would want my kids to have the best choice for their learning, which may not be at our current school.*
- *Because we would want the chance to provide our child with the best educational opportunity available.*
- *I will do what's best for my kid, and I have the financial means to do it. However, unless there is seamless, easy, and free transportation and before and after school care, those with means will take the best deal, leaving those that have no choice in the "school choice."*
- *We spent years getting into the Berlin district for the education. We moved our family to be allowed to attend Berlin.*
- *Berlin has a great school community.*
- *I would choose the school that offers services and programs in the best interests or fit for my students.*
- *He's in 6th grade next year and has an established peer group.*
- *It would be of great help in my case as a single mother*
- *More information is needed on why is this question is being asked. Are there differences in what is being offered between the schools? The only reason I can think of why choice would matter is if a family moves to a different in-district town and wants their kids to stay with their friends to finish elementary school, which I support.*
- *I value my local school and all it has to offer, however, choice would make sense for our family/work situation. There is no question, I would accept and make use of this option if available.*
- *At this time Berlin offers, in comparison, all the services and programs my child needs*
- *My child does extremely well at Berlin and its one of the better schools to suit his needs*
- *We love EMES and it's in close proximity to us.*

- *We originally looked into this option for our son as he attended the Rumney preschool program and we wanted to keep him with the students he first went to school with but we were told it would be 19,000 a year which was completely unfeasible for us.*
- *I love my children's school. (2) I like them in close proximity to where I live.*
- *In the event that we have to move to another town in the district, we would like our child to have the opportunity to remain at EMES*
- *Again, I'd have to know details to have anything useful to say.*
- *Our child is doing well and we are happy with his placement so would not move him, but we support school choice at this level because our older child would have benefitted and we would have tried it for her.*
- *Because my student is going to U-32 next year so it does not affect us.*
- *Yes*
- *Trying to buy a new house and Berlin real estate is very Slim Pickens*
- *We're a unified district that combines in 7th anyway. Choice could show consolidation was desired by families who were not heard during Act 46 "meetings". There are cost savings and opportunities for our students in the 5 elementary schools and the buildings themselves offer varied learning environments and class sizes that may better suit children.*
- *Close to work, and after school activities*
- *We're a unified district that combines in 7th anyway. Choice could show consolidation was desired by families who were not heard during Act 46 "meetings". There are cost savings and opportunities for our students in the 5 elementary schools and the buildings themselves offer varied learning environments and class sizes that may better suit children.*
- *Transportation would be an issue, and I live in Middlesex primarily because of the school.*
- *Close to work, and after school activities*
- *We have land in Berlin and would love to be able to move to it and build our dream house but we don't want our son to have to leave East Montpelier Elementary school. If there was school choice this would be an amazing opportunity for our family.*
- *Housing market is expensive and limited. We would like our son to stay at Berlin but might need to move out of Berlin.*
- *My grandchild may need to live with us.*
- *I love Calais. My kid loves Calais. The school is very well organized, communicative, caring, and supportive. The bus system works well for both our home and our aftercare setting, and even for Grandma!*

Number for each response for transportation.



Of the 99 of the people who said they would need transportation for their child, only 19 of them said yes that they would consider school choice.

Other questions, thoughts or concerns.

- Please explain to the public the overall motivation for initiating the discussion around school choice. Has it been requested by a number of families? Is it because one or more elementary schools are consistently not meeting students' or parents' expectations? Or is it truly to provide choice to make the best fit for the child? Is the board considering school choice in order to eventually merge schools and close those with the smallest populations?
- "Any school choice policy will likely have space limitations and if determined exceeds space availability, a lottery." what does this mean? If this policy in any way leads to students who live in a certain town not being able to attend their town's school, there would be major community pushback.
- I think it could be beneficial, even though many would not request this. My school district offers it and very few take any action. The ones that do is mostly because they have a parent who works in the same town.
- I do not think the school district should pay to transport a child to a different school of choice if the transport adds a cost that otherwise would not be there. I imagine that a different school would be chosen if a family is able to transport their child there and wishes to do so instead of a very long bus ride to/from the home school.
- When might this option become available?
- Will this impact taxes in East Montpelier and will this impact class size currently at EMES?
- "I am surprised by this survey by the board asking for input from families when there seems to be little regard for community voices during school board meetings since the current superintendent came to the district. Public comment periods are often cut short or sometimes eliminated during school board meetings. Inquiries or concerns directed to the superintendent

are belittled or minimized. I do not have confidence in the board or superintendent to launch such a significant undertaking successfully at this time.

- If we're talking about choice, I vote that the board chooses a new superintendent whose interest in our students, families, educators, and staff exceeds his own personal interests as a political wannabee who wants unilateral control over a district he did not even bother to get to know before making changes. At the point when we have competent leadership, then school choice could be extremely positive for our unified district."
- Please take into full consideration, the kids on IEP's with disabilities and the high pricing of houses in this area. A switch to a new school would ruin all of the major progress that she's made. This last year has taken a big toll on our kids and this increase in housing prices, forcing their parents to relocate to a different town shouldn't be taken out on them and their education.
- Successful school choice requires collaboration among many stakeholders along with clear lines of respectful communication. Why is the School Board so quick to dismiss community concerns? It was said at a board meeting that if people aren't happy, they can just run to serve on the school board--for some families, this luxury isn't an option, and such an attitude shows the arrogant disregard some Board members seem to have when community members voice opinions. Why doesn't the School Board allow more forums or time for community engagement?
- No, I'd be interested in hearing why parents might want this option in general though
- I would only support school choice if there was no chance a local kid was boxed out of their own town's school. Only use local choice to fill available spots. First priority needs to be the local (their own town's) school
- It's nice to know we could potentially move within the district and without disrupting school placement.
- "I think this is another tool being used to consolidate schools based on the erroneous belief that it will reduce costs to taxpayers for education in the long run.
- What if there is high demand for choice? Will this lead to building expansions and at what cost to the taxpayers? Will transportation costs increase? Please proceed cautiously."
- The district should not incur any additional transportation costs if a child opts to attend another school unless it is for a student with special needs / physical disability.
- I feel like people should be able to choose if they live closer to a school in another town. Otherwise why do people want choice. That presumes some schools are better than others.
- Consolidated schools and equality among family and program offered would allow students to benefit and not only those that are able to get in by choice.
- If we do school choice, there should be a protective measure to ensure that students do not get bumped out of their local schools. Best way to do this would probably be to have the lottery if a school is oversubscribed be for those students trying to come in via school choice rather than holding a lottery and sending local students who want to stay local to someplace significantly further away.
- "Could staff members be allowed to have their children attend schools were they work?
- Is this a step toward school closures?"

- I'm happy this option is being explored. Any other state I'm aware of in NE offers this option but VT seems to be elitist and feels like clubs that you can only belong to if you make a certain amount of money.
- It should be option for all parents
- We need to allow kids to find a school that fits them to become the best versions of themselves.
- It is a changing world. I consider strict residency rules a relic of the Eisenhower era. Many of the factors that made sense in 1955 simply don't apply now. I am very appreciative and want to congratulate the school district and the committee for considering this option - I think it will benefit families.
- My biggest question is regarding transportation. How would the bus system operate if kids are scattered between the 5 towns?
- Read response above. I am not in favor of sending students out of town!
- "I am a parent of 2 children at Berlin and a teacher at U-32 and this concerns me. Is this something for the near or distant future? Why has the union not heard of it yet?
- In my opinion the ONLY reason to have school choice is if a family moves from one town to another - it would be nice to offer the option of keeping students in their school.
- I do not believe all schools in our district are equal in terms of sports, special education, and curriculum. Because of this, parents should be able to choose which school would benefit their child the most.
- Why is this being considered? What impact will this have on class size? Will families who reside in the towns of each school be offered a spot at their own school first before opening spots up to others?
- I might consider school choice but I'd strongly prefer not to for maintaining community, friendships and convenience, in our home community. All U-32 elementary schools should offer the same access to foreign language, outdoor classrooms such as ECO at EMES-the sole U-32 elem. school ECO participant, progressive outdoor learning spaces and playgrounds, after school sports, reading, math, science, art, music, p.e., etc
- "This survey has not explained what school choice is. School choice could mean that I get to choose which school in the district my kid goes to. It could also mean that there is a lottery for school assignments and that even if I want my kid to go to my town's school depending on results of the lottery they may not be able to. This survey should be stopped now and any results discarded because respondents have not been appropriately informed and may not understand the district's intent. before sending out any survey like this in the future, WCUUSD should provide the community with a written description in lay person language of what school choice means in this context and how it could impact different students and stakeholders in the community. Are you considering having only people that want to go to different schools or are you planning to have each school have it's own focus (arts, science, language etc), or something else? None of this has been communicated so responded have no idea what they are answering about so all results should be discarded until you first give the community context to understand the questions and conduct a new survey
- You also have required questions that should not be required. In order to provide my feedback in response to a request for free expression you have required that I answer yes or no

questions above that I don't know the answer to. You should therefore not consider the results of this survey. The results are not valid."

- "Without knowing more about the context, it's really hard to answer these questions. Are we talking about Rumney becoming the foreign language elementary school, Berlin the STEM school, Doty the arts school etc? Or are we just talking about regular instruction in different buildings? My answers might vary based on the context, so it's hard to answer here.
- School choice seems like a strange option for a rural school district where busing would be required.
- I also have some concerns about school choice becoming the justification for closing and consolidating some of the smaller schools in our district. Our local community schools serve a purpose that far exceeds their per pupil cost and we lose more than a building when they close. "
- Please don't. It's complicated. Work from the schools up, don't create stress and competition.
- I would never switch schools. Why are you asking this question? How would you fund this? Why change something that's working? Is it not working? What if a school gets more interest and another gets less, do those schools get more and less money? Feels like transportation will be an issue, are we going to have a bus drive 30 minutes off route to pick up one kid because the family can't transport but they don't want to attend the school in their town? That's not helping that family or the kids OR the school in that town. I assume you would not require a child in a town to go outside of their town correct?
- I have addressed my concerns above - equity seems to be lacking in the district, and school choice could be a way to address that, by allowing families to choose which schools and offerings at those schools they would prefer.
- We should consider offering the different schools depending on work schedules also. Not all schools have Community Connections so it may make sense for a child to go to school in Berlin if their parent works at the hospital or something like that.
- *This is a bad idea, and I wish you weren't even talking about it, frankly. We have other issues to resolve -- time spent on this one takes away from other more legitimate ones.*
- *Families who move into communities look at the schools in those communities before making those decisions. In fact, that is so much a part of the decision making, that Zillow listings of houses name those schools. Anything that weakens any one of our elementary schools weakens that town, reduces property values there, and threatens its future. Opponents of consolidation warned that it would kill the smaller communities among our five towns. Proponents said it would allow us to create efficiencies that would lift up all of us. Fine. Do it. Build up the elementary schools in all our towns instead of inviting parents to pick and choose in a way that could kill them. Those with resources, time, and privilege will consolidate in one place. Those remaining will be those most in need, and this will only increase the burden on those communities.*
- *I strongly object to this idea. Resources are not equal throughout the district (music/art/student-teacher-ratio etc...) and this could shift the balance in a negative way while putting a strain on the smaller schools!*
- *why are you considering this would be my biggest question?*
- *I think this is a great idea for other kids. My kid is doing great*

- *I'm concerned that time is being spent on this issue right now when there are so many more pressing concerns relative to education. If a student/parent has a pressing and or legitimate reason, like a parent that works at the neighboring elementary school, it seems like it could be something made available in those situations. But as a general rule, this seems like a poor use of our resources with little need or benefit for the community.*
- *As noted above, I think this is a terrible idea. Merger has been--and remains--a disaster. Elementary school choice would ruin what little remains of community in each town. It just furthers the disconnect between the community and the schools.*
- *I think there was a provision for school choice (pending available slots) in the previous Rumney bylaws.*
- *If we opened to school choice - could we consider making each school a "magnet" for a different area - offering languages/immersion sections, STEM focus, art/music focus, etc to allow for more diverse offerings without needing to fund all options at all schools?*
- *I guess I would have concerns about cost and how it affects each school. It seems the biggest cost may be transportation if the family is not able to provide that for their student.*
- *I don't understand what's driving this at all. I think more context would be helpful. This only seems to create challenges - weakening schools, undermining local communities, avoiding issues instead of addressing them, etc. It would be helpful to know what is driving the desire for school choice. For instance, if it is lack of resources at one school should a merger be considered. If it is high performance at one school then the other schools should be invested in to get those outcomes. School choice seems to create solutions for just a few kids as opposed to creating systemic solutions that benefit all the kids.*
- *I have experience with charter school choice Which was important for child needs*
- *The lottery idea seems ridiculous at the elementary level. I am also concerned that if a school is in high demand, the potential consideration from that school to adapt to that demand would compromise their existing quality. It is hard not to see some kind of school consolidation with this idea.*
- *I would hate to see any one school become the parking place for 'trouble' kids. I would also fear that the district might move students without dealing with the very real problems that caused them to need to be moved.*
- *If we opened to school choice - could we consider making each school a "magnet" for a different area - offering languages/immersion sections, STEM focus, art/music focus, etc to allow for more diverse offerings without needing to fund all options at all schools?*
- *I wonder if this might be seen as a move toward eventual school consolidation? I don't think that is a bad thing, but it might generate some push-back. I'm generally in favor of consolidation at some point in the future if it helps us better serve all of our student students.*
- *School choice brings a fear of "separate and not equal." I support the choice, but it would need careful planning and oversight.*
- *Is it fair to assume that a given school's population would be determined by residency? And that fulfillment of choice requests would not impact student population at any individual school? What are the top one or two motivators driving this exploration?*
- *Note copied from above: I'm happy with the elementary school. I think one of the strengths of our schools is that we have these small, tightknit elementary school communities, and I worry*

that opening that up to allow choice among the 5 schools would diminish that. Also, it seems like a logistical puzzle in terms of bussing that could cost taxpayers more unnecessarily.

- *This survey seems like a litmus test to see any community interest in move students around in order to justify closing or consolidating elementary schools in our district.*
- *I have experience with charter school choice Which was important for child needs*
- *How do you plan on providing the same options for all income levels and family situations?*
- *I feel the elementary schools should be able to maintain as much community autonomy and individual strength and resources as possible. I was not in favor of a merger and I am somewhat concerned about putting any additional burdens on some of the elementary schools with a lottery of additional students. But I honestly would have to learn more about it all in order to answer in a more informed way. I am in favor of something like a petitioned request on a case-by-case basis to attend another elementary school if that other school has the services that are needed by a particular child. I am unsure what the other reasons would be to open school choice other than switching to a perceived 'better' school, which should be something that a family chooses by where they choose to live. Again, this is initial responses without more information. If there were cases where families were split up from divorce or other life circumstances and children needed to stay in a system they started in, even if the parents moved, I feel like this could also warrant a case-by-case petition request. But I'm not sure opening it up to the entire district for choice makes a ton of sense.*
- *Offering school choice often sets in motion a series of events that inevitably pushes toward closing small schools. I know advocates would say - if parents want their kids out of that school, perhaps it needs to close? Another way to approach the problem could be to ask what is needed to make that school a wonderful place for kids to learn. In many ways, I believe our school is a wonderful place to learn. I don't know what is right or wrong in the long run, but I do not want to see our local school close before it's really time.*
- *I don't think this is necessary at all. I don't understand why it's even up for consideration.*
- *I am concerned about draining students and resources out of our smaller schools. If folks are requesting this in order to access resources at one of the bigger schools, perhaps we can get more creative in resource-sharing.*
- *You real should explain what school choice is. At a national level the term is very different then what you asking about (I assume).*
- *Choice and flexibility are important in providing the best education for our children.*
- *This is long overdue and a great idea*
- *Thanks for asking*
- *A child loses half a year of academic progress and it can negatively impact social/emotional well-being to switch schools unnecessarily*
- *I also worry about this when they arrive to U-32 in 7th grade. If school choice does lead to the fears I identified, there will be an even greater range of skills in the students depending on their elementary school. This is already a challenge, and I believe school choice may make it worse.*
- *I only answered the above question because it was required. I opted for not choosing to change schools so it doesn't apply.*
- *I hope if they do school choice, the kid that live in Berlin can still attend Berlin without a lottery!*

- *I understand that funding is always a fight between schools. It may be a good thing for our schools to have some healthy competition to avoid stagnation.*
- *I think equity needs to be at the front of your decision making. If there's an opportunity for something at one school, but not at another school, you need to offer that opportunity to all children across the district and pay for busing to allow them to take advantage of that opportunity. Why do some schools have after care and some don't? Why did my taxes go up nearly \$1000 this year to afford other schools to have opportunities that my kids don't have?*
- *I understand that if demand exceeds availability, you would likely go with a lottery since it eliminates potential controversy. That said, I feel like not all requests will be “apples to apples” and it might produce better outcomes if requests were handled on their merits (like impact on the schools and all of the kids affected by the decision).*
- *This is a reasonable outcome from Act 46. If school choice highlights disparities among schools then the problems should be addressed not suppressed.*
- *I would be concerned about the implications of school choice on the ability of the school district to equalize education and experience for all students across the district. I imagine there are possible implications like more stratification across the district for things like enrollment numbers, strength of faculty, diversity. I would be worried that this might lead to competition between schools, schools becoming good at some things and weaker at others, instead of working to increase quality in all realms across all district elementary schools.*
- *I don't understand the reason? Each town has a school, typically this happens if a town doesn't have a school? Otherwise, as long as my children can continue to go to our school that would be obviously super important.*
- *How do you approach the question of equity among tax payers in the 5 towns in a school choice model? School consolidation is a priority for AOE; it seems school choice may eventually lead to consolidation of schools that see fewer students in attendance, but would allow that transition to happen gradually/naturally. Will those living in towns with more-often-chosen schools see their class sizes grow substantially?*
- *In order to support others having this choice I would need to know what the rules were. Do all who live in the town get first choice? Is it a one/one switch only? What does the choice look like? I have many questions.*
- *My only concern would be that one school would get more interest and more students than the others putting a strain on the teachers and staff.*
- *Not at this time*
- *I think you may find that convenience is the most important factor in parent's choice. Harwood school district has used school choice for many years and it would be worth really understating their experience. Over the long run, it resulted in declining numbers at the most out of the way/inconvenient school (fayston) which was then targeted for closure. Many parents will worry that a similar outcome is preordained and that choice is ultimately just a way to consolidate... I suspect a lot of parents will be interested in Berlin and EMES as they are convenient to many for work or commuting.*
- *In general, I don't support the proposal. In general, if a parent wants school choice for the child, it is my opinion the committee and administration should first answer the question why. Then try to address those issues. That question is not being asked in this survey and is my*

opinion should be for the committee to do its work. Also I only answered the transportation question because it was required.

- *It makes sense in a consolidated district to offer some slots. There are so many reasons why it would make sense for certain individuals- proximity to the school, a parent working in another district, social/emotional issues, wanting to stay where there is a good fit after moving, and more. Yes, yes, please!*
- *I am not looking to see any of our school's close. Rather, I would like to see each of our buildings continue to offer unique but equitable learning experiences for all of our children.*
- *I would not be in support of school choice for elementary schools. It would negatively impact our schools and communities.*
- *I think offering school choice is a great option as an alternative to combining the schools. In all honestly, it might be a good transitional move to help communities understand that combining these elementary schools would not be such a big deal and could actually benefit the communities.*
- *Merging the 5 schools was a big mistake. We are already seeing choices from the top that demonstrate a race to the bottom under the guise of equity. No one is fooled.*
- *I think it's important to disseminate resources as evenly as possible throughout all schools in the district so that all of the children have the same opportunities. I would hate to see some schools get priority over others and have children suffer because of it.*
- *Equity is a massive concern here - if choice is only realistically offered to those with socio-economic means, we will not achieve equity, which this board has said it supports. Please consider transportation, and before and after school care. Who benefits - the rich or the poor?*
- *I understand that funding is always a fight between schools. It may be a good thing for our schools to have some healthy competition to avoid stagnation.*
- *If given a choice with my older son (who is now at U-32) I would have considered it as he started having troubles and the principal at the time and the schools one teacher option was not working for him and did more damage than good. It would've been nice to have a choice. The school I work at does have school choice. It isn't over used but a nice option for families.*
- *This opportunity would definitely help us a lot to me and my daughter's day a day routine. Hope you could give us a choice*
- *This survey needs some background information for me to give any useful answers. My understanding is that all schools are on the same curriculum and have the same opportunities. I support school choice if there is a reason, but no explanation has been provided here. Will choice cost more? Are the opportunities between schools actually different? Will towns be tuitioning their students to other towns? If so, how will that affect the individual schools? If this is just a matter of not requiring families to move their kids if they move between towns, that seems like a good idea and I am surprised it isn't already allowed.*
- *Our local schools are fantastic, each school having its own strength or weakness. How great would be if each family could attend, within reason, the school that fit their family and children's individual needs without having to relocate to another community?*
- *We would love the opportunity to have freedom of choice for our child's elementary school. I believe parents would feel much better about sending their child to school if they had the right to choose regardless of where they live. I also feel this option would help to bring our small*

town communities closer together as our children would foster relationships with children outside of their own town and bring our communities closer through these relationships.

- *School choice can be good if it encourages healthy "competition" between schooling options, offers students the ability to attend school closer to home, allows children to attend a school that emphasizes things important to them and their families, etc. It can be bad if it concentrates resources in certain schools and leaves others to languish, or otherwise causes uneven distribution of resources that harms children and families who for some reason aren't able to take advantage of benefits that may come to some families with school choice. I'd love to see models of what is being considered, and reference to studies or other data that might help us understand the dynamics and consequences of introducing school choice.*
- *"What happens when a school becomes unnecessary. Due to lack of enrollment.?"*
- *What happens to those employees.?"*
- *What happens when you only have 40 students in a school. Would it be feasible to continue running the school?"*
- *If people searching for houses in the area could expand their search history or search radius it would be more beneficial to keep their children in a school district of choice*
- *When might this option be available?*
- *If there was school choice, I'd like to explore if a gifted and talented program could be assembled.*
- *When might this option be available?*
- *If there was school choice, I'd like to explore if a gifted and talented program could be assembled.*
- *Not sure what the benefit of school choice is?*

**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT**

Board of Directors' Policy

POLICY: E46

WARNED: 7.10.20

ADOPTED: _____

EFFECTIVE: _____

MEMORIALS

Philosophy

The Washington Central Unified Union School District Board of Directors recognizes that the death of a student or staff member is a traumatic event, and that memorial activities, ceremonies, and monuments serve an important function in the healing process. The Board of Directors also recognizes that there are many variables that can lead to inequities in the type and placement of memorials, including family resources, variations in cultural views and customs, circumstances of death, length of attendance, and the popularity of the deceased.

For these reasons and others, the Board of Directors believes that there should be a common space designated in the school or on the school grounds where students or staff who die while enrolled or working at the school can be honored.

Policy

It is the policy of the WCUUSD that deceased students or staff will be remembered within a common memorial location, and that no independent or individual memorials will be erected or placed on the school campus.

Temporary tributes, such as flowers, photographs, and similar memorabilia will be limited to a reasonable period of time as determined by the administration. After this period, all items will be removed.

Procedure

The Board of Directors will charge the administration with developing a common memorial, to be approved by the Board at a public meeting. Each deceased person will be allotted the same amount of space within the common memorial. Individual designs and materials may differ, but must be made of durable materials. All content, including graphics and text, are subject to approval by the administration.

The cost of creating and maintaining the common memorial will be borne by the school. Individualized commemorations within the common memorial will be created and paid for by the friends and family of the deceased. If there is no one willing or able to provide an individual commemoration, a standard remembrance will be provided by the school.

Existing memorials will be grandfathered for a period of 12 months from the date of adoption of this policy, or for the period previously agreed to when the memorials were erected, but in no case longer than 24 months. The administration will contact the owners or family members for each memorial on school grounds as of the date of this policy, and inform them of these removal provisions. Memorials not removed by the applicable dates will be placed in storage for a period of six months. Memorials not claimed after six months will be disposed of.

Policy

CONFLICT OF INTEREST: STAFF WITH CHILD ENROLLED IN SCHOOL

This policy is designed to address and minimize conflicts of interest (actual and perceived) that may arise when a child of a school staff member is enrolled in the same school. In this policy, “child” includes biological child, stepchild, adopted child, and any student with whom a staff member has legal guardianship or other legal relationship. Parent includes stepparent, adopted parent, significant other, or the staff member holds a position of authority/decision making over their own child. .

Conflicts of Interest will be addressed by the school principal on a case-by-case basis, guided by the following general principles:

- Whenever practical, students will not be placed in a classroom in which their parent is the teacher.
- Administrators, teachers and other staff shall not administer discipline to their own child, or to other students involved in an incident with their child.
- Staff shall avoid situations in which they serve two, possibly conflicting, roles, e.g., a special educator serving on an IEP team involving their own child.
- If the duties of staff member’s position involve participating in a proceeding, such as a disciplinary proceeding or special education evaluation, the staff member shall be excused from participation and the superintendent shall assign another District staff member with a like position to participate instead. If the staff member’s employment status presents a conflict for participating in the proceeding in an official capacity the staff member may still participate as a parent provided that state verbally before the proceeding commences that they are participating as a parent only and not in their official employment capacity.
- A staff member with a child enrolled in the school shall not treat their child with more or less favor than other students.