

AGENDA



**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, May 7, 2024, 4:15 pm - 5:15 pm
208 Charles Avenue, Middlebury VT & Virtual Connection**

ACSD District Vision and Mission

OUR VISION

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

OUR MISSION

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

Please click the link below to join the webinar: <https://us06web.zoom.us/j/82647697245>

- A. Call to Order Upon Reaching a Quorum
 - 1. Introductions - Board Members, Administrators and Staff
- B. Public Comment - Agenda Items
- C. Recommendation to Approve Minutes of 4/3/2024
- D. Committee Discussion:
 - 1. A20: Board Meetings, Agenda Preparation & Distribution
 - 2. C9: Wellness Policy
 - 3. E20: Community Use of School Facilities
 - 4. Policy/Governance discussion: ENDS policies
- E. Public Comment - Any Topic
- F. Adjournment

***Public Comment Guidelines:**

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

MINUTES

**Addison Central School District
Policy Committee
Committee Meeting
Wednesday, April 3, 2024, 4:15 pm - 5:15 pm
208 Charles Avenue, Middlebury VT & Virtual Connection**

ACSD District Vision and Mission

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OUR MISSION

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

A. Call to Order Upon Reaching a Quorum

Jamie McCallum called the meeting to order at 4:16 pm.

1. Introductions - Board Members, Administrators and Staff

In attendance were: Jamie McCallum, Ellen Whelan-Wuest, Laura Harthan and Steve Orzech, as well as Laura Nugent, Director of Special Education for ACSD. Joanna Doria, Wendy Baker and Mary Slosar arrived after the call to order and introductions.

B. Public Comment - Agenda Items

No public comment.

C. Recommendation to Approve Minutes of 2/26/2024

There were not enough board members who were previously part of the Policy Committee to vote in favor of adopting last meeting's minutes. Jamie moved to table approving these meeting minutes until we get more guidance on how to proceed under these circumstances.

D. Committee Discussion:

1. Committee Reorganization

a. Election of Committee Chair

Jamie McCallum will be the committee Chair

Move: Ellen Whelan-Wuest Second: Steve Orzech Status: Passed

b. Election of Minutes Recording

Ellen Whelan-Wuest will be minutes recorder

Move: Jamie McCallum Second: Steve Orzech Status: Passed

2. A20: Board Meetings, Agenda Preparation & Distribution

Jamie explained that the Policy Committee approves policy that is required or suggested by VSBA, discuss, refine and vote on whether to move it on to the full board for approval. The next role, that the committee has done less often, is write our own policies. We would research, write, discuss and vote on whether to pass that new policy on to the board. It has seemed like the Policy Committee up to this point has been more about staying current with VSBA. Today we are discussing a new policy that Laura Nugent will discuss with us. Jamie has ideas about how to make this committee more engaged or proactive about setting policies to meet the needs of our district.

Steve pointed out that the VSBA policies are reviewed by lawyers, and when they are required that means there is a statutory requirement we need to follow. When they are recommended, the policy is meant to keep us in line with VSBA. However, VSBA doesn't always update boards about changes in their policies or what changes they have made to updated policies.

Steve suggested that Jamie could delegate monitoring VSBA updates and requirements to other members of the committee as well. Steve also said that it would be good practice to reach out to VSBA if and as we begin to develop our new policies to ask if they have a model policy already.

The committee discussed limitations and challenges to being a more proactive policy committee, and the opportunities. Steve pointed out that a problem with being super proactive is that new policies require that the administration create implementation procedures, so we need to be aware of not passing so many new policies that it becomes a burden. Ellen observed it is unlikely we would over correct in that direction immediately.

Policy A:20

Jamie will reach out to the Executive Committee to ask if we, as a board, should be formally adopting the agenda before full board meetings.

3. C9: Wellness Policy

Laura explained that when the Board got a template for the updated Wellness policy from the VSBA, it was a lot shorter and less robust than our current wellness policy. And when Laura brought together stakeholders to review the VSBA model policy, a lot of red flags were raised. VSBA explained to Laura that they had not intended for our (or any) Policy Committee to gut what we had and adopt the VSBA version. So, most of ACSD's original wellness policy was reinstated except for two new sections, one that would establish 60 minutes of unstructured, outdoor time for kids during the school day, and the other spoke to creating a wellness committee that would continuously engage around wellness, and include and go beyond Board members, that it be made up of stakeholders as well.

To inform the unstructured outdoor time, Laura asked administrators in the schools what is happening now, and she compiled that into a spreadsheet (included in Boardpaq materials). In many cases the schools are getting to the 30-60 minute recommendation. Laura said she would recommend that if the board adopt a policy that would set up for 30-60 minutes of unstructured play, to create some flexibility and allow for a longer timeline for adoption across all the schools.

Steve asked what unstructured, outdoor time looks like for middle and high school students? Laura explained that there would be issues related to ensuring safety for high school students outdoors who might want to take advantage of some of the outdoor facilities that exist for students.

Joanna Doria let the committee know that the current language of the policy says that 30-60 minutes within or outside the school day and that was the bigger issue, that it could be 0 minutes during the school day. And, she pointed out that we don't have procedures currently in place to fully implement this policy. And she suggested that outdoor time shouldn't be withheld. She clarified that the priorities were that there be some amount of time that is codified, that there be procedures to ensure they happen, and that it not be withheld.

Laura said that finding procedures that allegedly existed in the past has been very difficult.

Jamie said that we've had trouble finding the procedures that apply to different policies and ideally they would be linked or somehow attached to the bottom of the adopted policy.

Laura pointed out that any child with a 504 or IEP plan, that plan supercedes this policy.

Steve asked how the inability to withhold outdoor time might hinder discipline for behavior that occurs during outdoor, unstructured time. The current language seems too general.

Joanna explained that she had included a Pre-K through 5 caveat to address that. And that there may be other ways to redirect behavior, that kids really need that time.

Joanna also commented that the employee wellness section looks a little sparse, that we should think about where we can do more in policy to speak to the safety and wellness of staff and teachers. Jen Kravitz offered in the spreadsheet a lot of the social skills that would be proactive if you were to focus on that outdoor time.

Jamie suggested that we reach out to someone to help provide input on the employee wellness section. Laura suggested this might be something that could be established through the multi-stakeholder procedure team, and established in procedure. Ellen suggested that we could expand and add to some of the less developed sections without overthinking it.

NEXT STEPS: We will discuss C9 at the next meeting.

4. E20: Community Use of School Facilities

Ellen explained that she has noticed our version of this policy removes language from our current E20 policy include language that requires the use of facilities adheres to the mission and vision of ACSD, and in the VSA template if that doesn't exist we may be vulnerable to uses of ACSD facilities for uses that could harm students or our community.

E. Public Comment - Any Topic

Mary Slosar of Weybridge pointed out that when we used to approve the agenda at the start of full board meetings, that is also when board members could propose new agenda items.

Mary also shared that related to the Wellness policy, it is clear that the spreadsheet that Laura Nugent sent reflects what building administrators hope is happening versus what is actually happening. This isn't necessarily because anyone is being deceptive, but there might be a disconnect between what should be and what is. It needs to be explicit that recess is not taken away for work or behavioral reasons. There should be caveats that speak to safety included in the Wellness policy. How would a wellness policy be monitored and enforced, given this disconnect between what happens on the ground and what building leaders hope or believe is happening? What would be the on-the-ground ways of implementing the policy as intended.

F. Adjournment

Adjourned at 5:19 pm

Repectfully submitted by Ellen Whelan-Wuest

Move: Steve Orzech Second: Ellen Whelan-Wuest Status: Passed

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DRAFT

CODE A20
(Recommended)

BOARD MEETINGS, AGENDA PREPARATION & DISTRIBUTION

Policy

All Board meetings will be held in compliance with Vermont's open meeting law, 1 V.S.A. §§ 310 et seq.

Regular Meeting Schedule

Regular meetings of the board will be held at __ (place) _____ on __ (day of month, as "the first Monday of every month") beginning at (time).^[1] The meeting schedule will be published and made available by the superintendent to any person on request.

Special and emergency meetings will be called by the chair ~~on his or her own initiative~~ in conjunction with the superintendent or when requested by a majority of the board and shall be warned appropriately.^[2] Only items on the agenda may be acted upon at these meetings.^[3]

Conduct of Board Meetings

Meetings will be conducted in accordance with Robert's Rules of Order, Newly Revised.^[4] One or more members of the board may attend and participate in a regular, special or emergency meeting by electronic or other means so long as the requirements of 1 V.S.A. §312(a)(2) are met.

Executive Sessions

Executive sessions of the board will be convened only for the purposes stated in 1 V.S.A. §313. The minutes of any meeting where an executive session takes place will reflect the specific statutory reason for convening the executive session. Board members will not make public the confidential issues discussed during an executive session and no recording or minutes will be taken.

Agenda Preparation

The superintendent will prepare proposed agendas for all meetings of the board ~~after~~ in consultation with the ~~board chair~~ executive committee. Items of business may be suggested by any board member, staff member, student, or citizen of the district. The inclusion of items on proposed agendas will be at the discretion of the ~~board chair~~ Executive Committee and superintendent. If an agenda item is denied, the item can be placed on the agenda through a request of three board members and approval of the full board. An item may only be added or

removed from a meeting agenda as the first order of business at the meeting.^[5] Other adjustments to an agenda may be made at any time during the meeting. Action items unless properly warned can not be added to the agenda.

The Board will follow an annual agenda planning cycle that is directed through input to the Executive Committee from the board. The cycle will include reviewing, monitoring and affirming interactions with stakeholder groups, approval of policies and activities to improve Board performance through education and enriched input and deliberation. Within this planning process is also the Orientation of New Board Members.

Agenda Distribution

The proposed agenda, together with supporting materials, will be distributed to board members by the superintendent three days prior to regular meetings and as soon as practicable before special and emergency meetings. At least 48 hours prior to a regular meeting and 24 hours prior to a special meeting, the superintendent shall ensure that the agenda is posted in the municipal clerk's office and [two other designated physical locations in the municipality].^[6] In addition, proposed meeting agendas will be made available to any interested person upon specific request.^[7]

<i>VSBA Version:</i>	March 3, 2020
<i>Date Warned:</i>	
<i>Date Adopted:</i>	
<i>Legal Reference(s):</i>	1 V.S.A. §§ 310 et seq. (Public meetings)
	16 V.S.A. § 554 (School board meetings)
<i>Cross Reference:</i>	

[1] See 1 V.S.A. §312(c)(1). “The time and place of all regular meetings....shall be clearly designated by statute, charter, regulation, ordinance, bylaw, resolution or other determining authority of the public body...”

[2] See 1 V.S.A. See 1 V.S.A. §312(c)(2) & (3)

[3] See Robert’s Rules of Order §9. Although action on items not on the proposed agenda for regular meetings is allowed as “New Business,” boards should avoid taking action on non-agenda items at regular meetings. If necessary, emergency meetings can be called to act on matters needing immediate action.

[4] See 16 V.S.A. §554(b)

[5] See 1 V.S.A. § 312(d)(3)(A)

[6] See 1 V.S.A. § 312(d)

[7] This section of this model policy is not required. See 1 V.S.A. § 312(c) and (d) for notice and warning requirements for special and emergency meetings.

Addison Central School District

Policy: **Agenda Development**
File Code: **A8**
Warned: **September 4, 2018**
Adopted: **September 17, 2018**

Policy

The Board will follow an annual agenda that includes reviewing, monitoring, and affirming interactions with various stakeholder groups, monitoring of policies, and activities to improve Board performance through education and enriched input and deliberation.

The planning cycle will begin each year in April so decision-making and budgeting can be based on accomplishing the Board's agenda for the year.

The Executive Committee initiates the annual agenda planning cycle with input from board members. The planning includes scheduled consultations with selected groups and persons, discussions on governance matters including orientation of new Board members in the Board's governance process, scheduled review and discussion of the district's progress toward achieving its strategic goals and the actions used to achieve them.

The Board will attend to consent agenda items as expeditiously as possible. A consent agenda item may be removed for discussion by request of a member of the Board. An item so removed will generally follow other business. The Chair may permit discussion and disposition of the item if it appears it can be handled expeditiously.

The Superintendent will organize the agenda for board meetings with the Executive Committee. Any Board member can request an agenda item through the Executive Committee. If the request is denied, the item can be placed on the agenda through a request by three board members.

Minutes shall follow Robert's Rules of Order: The Final wording of the motions, as amended and adopted or rejected shall be noted. As appropriate points of discussion maybe noted. Information about the vote: Voice, Counted, Roll-call, Ballot shall be recorded.

C9 – Local Wellness Policy

Warned: June 8, 2017

Adopted: June 19, 2017

Warned: July 18, 2019

Adopted: July 29, 2019

Warned:

Adopted:



Purpose: It is the intent of the Addison Central School District (ACSD) to comply with the local policy requirements of all Vermont State and Federal regulations pertaining to school health and wellness.

The revisions, goals, procedures, and programs related to this policy have been and will be developed in consultation with parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the general public.

Policy Statement: It is the policy of ACSD to establish goals for the eight domains of the Whole School, Whole Community, and Whole Child model (WSCC). ACSD aims to support our students' physical and emotional health by increasing their resilience and capacity to be fully engaged in their learning in schools that support them to feel safe physically, socially, emotionally, and academically. The underlying purpose of WSCC is to establish greater alignment, integration, and collaboration between health and education across the school setting and to improve each child's cognitive, physical, social, and emotional development. These eight domains include health education, physical education & physical activity, nutrition environment & services, health services, counseling, psychological & social services, social & emotional climate, physical environment, and employee wellness. With the objective of promoting student health and reducing childhood obesity, the district will also establish nutrition guidelines for all foods available at school during the school day.

When appropriate, ACSD will pursue collaboration with community health and wellness providers recognizing that this community connection promotes a wellness continuum for ACSD students and families.

I. Goals for Health Education

A. The school district shall provide Comprehensive Health Education as state law requires (currently 16 V.S.A. § 131, 16 V.S.A. § 909, and 16 V.S.A. § 906) and as described in State Board Rule 2000 Education Quality Standards.

B. Health education and promotion programs shall be conducted by appropriately licensed staff members.

C. To the extent practicable, health education and promotion may be integrated into core curricula areas such as science, family and consumer science, and physical education courses, in addition to conventional health education courses.

II. Goals for Health Services

A. The district will, when appropriate and possible, facilitate access to health care services or referral to health care services within the school setting or in the community. [The district will follow the Standards of Practice: School Health Services Manual in establishing procedures for School Health Services.](#)

B. The district will, when appropriate, promote the prevention and control of communicable diseases and other health problems.

C. The district shall support sanitary conditions for a safe school facility and school environment following health department guidelines.

D. The district, as appropriate, will provide first responder care following the district emergency protocols for illness or injury of students, staff and/or visitors to the school.

E. The district shall aspire to engage in educational and counseling opportunities for promoting and maintaining individual, family, and community health.

F. The district aims to promote lifelong sexual health through incorporation into the district health education plan and health services. This includes comprehensive sexual health education, the provision of, or referrals to, age-appropriate sexual health services, and an effective STD/HIV and pregnancy prevention program, which includes access to condoms.

III. Counseling, Psychological, and Social Services

A. The district, within its multi-tiered system of services, aims to provide a variety of prevention and intervention services that support the mental, behavioral, and social-emotional health of students and promote success in the learning process. Referrals to outside agencies will be made as appropriate.

B. Intentional collaboration with our local designated agency allows the provision of social work services, crisis assessment, intensive therapy, and therapeutic educational services for students with significant mental health challenges. These services include but are not limited to school counselor services, educational support system interventions, 504, and special education.

IV. Social & Emotional Climate

The district shall establish a school climate and culture that promotes health, psychosocial growth, and development by providing a safe and supportive learning environment.

V. Physical Environment

The district promotes a healthy and safe physical school environment that promotes learning by ensuring the safety of students and staff. The physical school environment encompasses the school building and its contents, the land on which it is located, and the area surrounding it.

VI. Employee Wellness

The district promotes a comprehensive school employee wellness approach that includes opportunities for staff members to pursue a healthy lifestyle which may have many benefits including improved morale and positive role modeling for students.

VII. Family Engagement The district promotes families and school staff work together to support and improve the learning, development, and health of students. Family engagement with schools is a shared responsibility of both school staff and families. School staff are committed to making families feel welcomed, engaging families in a variety of meaningful ways, and sustaining family engagement.

VIII. Community Engagement The district promotes community groups, organizations, and local businesses to create partnerships with schools, share resources, and volunteer to support student learning, development, and health-related activities.

IX. Nutrition Promotion and Education (The bold, italicized text follows the federal Children Nutrition Act policy).

A. ACSD shall provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, ACSD shall provide a nutrition component in its Comprehensive Health Education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Education Quality Standards.

B. Nutrition education and promotion programs shall be conducted by appropriately licensed staff members.

C. To the extent practicable, nutrition education and promotion shall be integrated into core curricula in areas such as science and family and consumer science courses.

D. ACSD will limit food and beverage marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.

X. Physical Education and Activity

A. The district shall provide physical education classes for all students as required by Education Quality Standards. B. To the extent practicable, the district shall offer opportunities for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include recess and movement built into the curriculum but does not replace physical education classes.

XI. Nutrition Services

- A. ACSD shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.**
- B. ACSD strives to provide adequate space for eating and serving school meals.**
- C. ACSD shall support the provision of a clean and safe meal environment for students.**
- D. ACSD shall, as practicable, establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.**
- E. Meals shall not be used in schools as a reward or punishment. ACSD shall provide adequate notification and guidance to parents, teachers, and staff members to facilitate this goal.**
- F. ACSD shall provide nutrition training opportunities as appropriate for food service and other staff members, including contracted staff.**
- G. Schools participating in the National School Lunch and School Breakfast programs shall make free potable water available to children in the meal service areas.**

XIII. Nutrition Guidelines

- A. The National School Lunch and School Breakfast Programs will meet the requirements provided in 7 CFR 210 and 7 CFR 220 (National School Lunch Program and School Breakfast Guidelines.)**
- B. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards[i].**
- C. School district fundraisers that occur during the school day will meet the USDA Smart Snack nutrition standards [ii].**
- D. ACSD shall establish nutrition guidelines for all other foods provided, but not sold to students during the school day, including food that is part of a classroom celebration or provided by parents or community organizations free of charge. When feasible, food provided but not sold should be limited to foods that improve the diet and health of students, help mitigate childhood obesity, and model healthy choices.**
- E. ACSD will follow the [Standards of Practice: School Health Services Manual in establishing procedures for School Health Services](#) regarding students with life-threatening food allergies.**

XIV. Other School-Based Activities

ACSD will implement other wellness-based school activities from time to time at the discretion of the superintendent or his or her designee. These activities will be in accordance with evidence-based strategies such as those provided in the Vermont School Wellness Policy Guidelines.

XV. Assessment

ACSD will conduct an assessment of the wellness policy every 3 years. This assessment will determine compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy.¹

XVI. Administrative Responsibilities

The superintendent or designee will:

1. Convene a local wellness team that includes parents, students, school food service program personnel, physical education, and health education teachers, school board members, school administration, members of the public, and school health professionals, which may include school nurses, school counselors, school-based clinicians, school social workers or behavioral health professionals.
2. Periodically monitor District programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
3. Provide a report at least annually to the board and the public on the District's compliance with laws and policies related to student wellness and the school nutrition environment. The report shall include information as to the content and implementation of this policy, and an assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools following federal law.
4. Assist in ensuring compliance with the District's LWP including goals for all required components and that evidence-based strategies have been reviewed and considered in the development of those goals.
5. Be responsible for ensuring that the District complies with applicable state law and regulations governing the provision of and access to physical activity, physical education, and comprehensive health education as outlined in 16 V.S.A. § 136, 16 V.S.A. § 906, 16 V.S.A. § 941, and Education Quality Standard Rules (Series 2000).
6. Be responsible for ensuring that schools identify, near or at the beginning of serving lines, what foods constitute unit priced reimbursable meals.

7. Be responsible for ensuring that the District complies with any Administrative Review procedures of the State Educational Agency.
8. Develop a plan to respond to a parent's signed statement that the teaching of disease, its symptoms, development, and treatment, conflicts with the parents' religious convictions. In the case of a student exemption from such instruction, the exempted student shall not be penalized because of that exemption.

Policy Implementation

- A. The superintendent or his or her designee shall establish procedures to implement the above policy.
- B. The superintendent or his or her designee shall periodically monitor district programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy. The district shall periodically inform and update the public about the content and implementation of this policy, including the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model local school wellness policies and a description of the progress made in attaining the goals of this policy.
- C. The district shall encourage parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public to participate in the development, implementation and periodic review and update of this policy.
- D. The superintendent or his or her designee shall report annually to the board and to the public on the district's compliance with law and policies related to student wellness. The report shall include information as to the content and implementation of this policy, and an assurance that district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

Legal Reference(s): 1 IX. Nutrition Promotion and Education through XV. Assessment is the VSBA Required C9 Policy on Nutrition and Wellness

- 16 V.S.A. §§§ 131,909 & 906(b)(3)
- 16 V.S.A. § 136, 16 V.S.A. § 906, 16 V.S.A. § 941
- Education Quality Standard Rules (Series 2000).
- Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.
- Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.
- Healthy, Hunger-Free Kids Act of 2010, Section 204 of Public Law 111-296.
- Code of Federal Regulations, 7 CFR Part 210 and Part 220

Addison Central School District

Policy: Community Use of School Facilities

File Code: E20

Warned: June 8, 2017

Adopted: June 19, 2017

Policy

The School Board, recognizing school facilities as a community asset, encourages community groups to request use school facilities for civic, educational, cultural, or recreational purposes.

It is the policy of the School Board to make school facilities and certain equipment available for use by the public, provided that such use is in the best interests of the District. Due consideration will be given to efficient, economical and appropriate use of the facilities and equipment, provided such use does not interfere with school activities.

Use of ACSD facilities must conform to all ACSD policies and procedures. No use that conflicts with the ACSD vision or mission shall be approved.

The requirements for scheduling, responsibilities of the user, and schedule of fees are outlined in Procedure E20: Community Use of School Facilities.

CODE E20
RECOMMENDED¹

COMMUNITY USE OF SCHOOL FACILITIES

NOTE: Any School District permitting community use of school facilities does so with the understanding that it may not restrict that use based on the nature and/or viewpoints of the requesting organization or person(s). VSBA encourages Districts to consult with legal counsel to better understand their rights and obligations under this policy before adopting it.

ADOPTION NOTES – This text box and the disclaimer should be removed prior to adoption.

(a) General – As with all model policies, VSBA recommends that each board carefully review this model prior to adoption to assure suitability with the district’s own specific circumstances, internal coding system, current policies, and organizational structures. Highlighted language or blank, underscored spaces indicate areas which Boards must change/complete to reflect local personnel titles, policy references, duty assignments etc. There may also be optional language for the board to consider; in this case the word [OPTIONAL] should be removed.

(b) Legal references are listed for convenience, but do not need to be included in the policy as adopted.

(c) Any model policies listed under “cross-reference” indicate a reference to another related VSBA model policy. A district should check its own current policies to assure internal consistency.

(d) Withdrawn and earlier versions of revised policies should be maintained separately as part of the permanent records of the District.

Statement of Policy

_____ Supervisory Union/School District recognizes its legal right to preserve its facilities exclusively for the purpose of conducting its educational programs, and therefore prohibits all community use of school facilities.²

OR (OPTION: Delete the other policy statement once your board decides whether/not to permit community use of school facilities)

¹ 16 V.S.A. §563(30) authorizes school boards to “make available school facilities and equipment for specified public purposes if such purposes appear, in the judgment of the board, to be in the best interests of the district and are an efficient, economical, and appropriate use of they facilities and equipment.”

² The School District has a legitimate interest in preserving the property for the use to which it was lawfully dedicated. *Perry Ed. Assn. v. Perry Local Educators’ Assn*, 460 U.S. 37 (1983).

_____ Supervisory Union/School District (SU/SD) recognizes that although the primary purpose of the school facilities is to educate students within the district, school facilities are a valuable community resource. It is the policy of the (SU/SD) to make school facilities available to individuals and community groups without discrimination in accordance with this policy, provided the facilities are preserved for regular school activities.³

Administrative Responsibilities

1. The superintendent may authorize the use of school facilities by community members for the following purposes, provided all relevant procedures are followed⁴:
 - a. Meetings by parent-teacher organizations and school booster organizations whose purpose is to support the operations of the schools and the school district;
 - b. Meetings by employees' professional organizations comprised of school district employees;⁵
 - c. Instruction in any branch of education, learning, and the arts;
 - d. Social, civic and recreational meetings, and entertainment, provided the events are open to the public;⁶
 - e. Civic forums and community centers, provided the events are open to the public;
 - f. Recreation, physical training and athletics, including competitive athletic contests for children and adults;
 - g. Private academic tutoring or music lessons;⁷
 - h. Child care programs;

³ A district has the legal right to preserve its facilities exclusively for the purpose of conducting its educational programs. It could do that by prohibiting all community use of facilities. However, once a district allows any community use of its facilities, then it has created either a public forum or a limited public forum. A totally public forum is one where all uses are permitted on a first come, first serve basis. A limited public forum is one where certain categories of uses are allowed. *Travis v. Owego-Apalachin School Dist.*, 927 F.2d 688 (2d Cir. 1991) (good overview of differences between types of public forums). This is the most common approach for school districts.

In a limited public forum, once the district allows a community group to use its facility for one purpose then it must open the facilities to all other community groups wishing to use the facilities for the same genre of activity. Access to facilities may not be restricted based on the group's viewpoint. *Lamb's Chapel v. Center Moriches Union Free School Dist.*, 508 U.S. 384 (1993); *Good News Club v. Milford Central Schools*, 533 U.S. 98 (2001). In these cases, the Supreme Court specifically held that religious groups' use of school facilities must be permitted when other groups seeking to teach morals have been permitted to use facilities.

⁴ This list is merely an example. An individual school district could decide to make this list broader or narrower. However, when designating categories of permissible uses, a district must remain viewpoint neutral. For example, if the district allows groups to meet to discuss anti-war activities, it must also allow groups to meet in support of the military

⁵ As illustrated by the first two entries on this list, a district may allow certain types of groups, such as parent-teacher organizations or employee organizations to use school facilities. Such designations are constitutionally permissible because they do not specify the group by viewpoint. Similarly, a school district may adopt a policy that limits community use to groups whose members are mostly children or young adults, or that limits use of facilities to groups that are comprised predominantly of residents of the school district.

⁶ There is no constitutional requirement that events be open to the public. However, many school districts have this requirement in order to prevent the use of school facilities for exclusive, private functions.

⁷ This is an example of a viewpoint neutral exception to the prohibition on for-profit activities

- i. Meetings, entertainment, and occasions where admission fees are charged, when the proceeds are to be spent for an educational or charitable purpose, and the events are open to the public.⁸
 - j. The Boy Scouts of America, Big Sisters of America and Girls Club of America, Future Farmers of America, Girls Scouts of America, Little League Baseball, Inc, and any other group intended to serve youth under the age of 21 listed in Title 36 of the U.S. Code use of school facilities upon payment of suitable fees and costs according to the district fee schedule.⁹
2. The superintendent shall establish procedures for the use of school facilities by community members, which, at minimum,
- a. may include reasonable time, place, and manner restrictions on the use of the facilities;¹⁰
 - b. shall not discriminate based on viewpoint;
 - c. shall include a fee schedule for facilities use¹¹;
 - d. shall require all users to demonstrate adequate insurance coverage;
 - e. shall require all users to agree to hold the district harmless from any and all liability resulting from their use of the facilities;
 - f. shall require all users to make clear in announcements and publicity that their events and activities are not sponsored by the school district; and
 - g. *[OPTION: choose one of the following and delete the other choice once your board decides whether/not to permit possession or use:]* shall prohibit possession or use of a firearm or a dangerous or deadly weapon.

OR

⁸ Again, the requirement that the proceeds from admission-charging events be used for educational or charitable purposes is not a constitutional one. Rather it is a preference that many school districts might wish to make.

⁹ Boy Scouts of America Equal Access Act, 20 U.S.C. 7905 allows youth groups of certain designated patriotic societies access to schools.

¹⁰ Examples of a "time" restriction are that all groups conclude their meetings by 9 p.m. or that they limit the frequency with which they use facilities. A "place" restriction might be that the new gym not be used. A "manner" restriction might require all groups to leave the facility in the condition in which it was when they arrived. Such restrictions must be applied evenly to all groups and must not be designed to preclude particular groups from access.

¹¹ As a matter of fiscal responsibility, fee schedules should take into account the actual cost to the district of the use of the facilities. Fees for different facilities may be tailored to the unique size or quality of the facility. Fees for one category of use may not be set differently depending on the type of group using the facility. It is permissible, however, for a district to set a schedule that charges no fees for parent-teacher organizations and employee professional organizations. *Child Evangelism Fellowship of South Carolina v. Anderson*, 47 F.3d 1062 (4th Cir. 2006) held that it was unlawful to give school administrators discretion to waive fees for community groups' use of school facilities because it presents too great a risk of viewpoint discrimination, which runs afoul of the First Amendment. The court left open the possibility that a set of narrow, objective, and definite standards that ensure viewpoint neutrality for fee waivers might be permissible. The district's policy of allowing free use for three types of school organizations and when in the "best interest" of the district, without defining the groups, was improper. Districts should proceed cautiously when waiving fees.

shall permit possession or use of a firearm or a dangerous or deadly weapon for instructional or other specific purposes, e.g. gun safety courses or gun shows.¹²

3. The superintendent may deny an application for use of facilities or terminate an individual or group's use for the following reasons:
 - a. Uses that are likely to cause a material and substantial disruption to school operations;
 - b. events and meetings promoting or sponsored by a political party;¹³
 - c. political campaign events by someone running for office;
 - d. uses that interfere with school district maintenance and repair of facilities;
 - e. uses that could damage special equipment in the facilities;
 - f. uses that could reasonably be expected to or actually do give rise to a riot or public disturbance;
 - g. events or meetings of private for-profit entities;
 - h. events at which fees are charged for profit;
 - i. uses where alcoholic beverages or unlawful drugs are sold, distributed, consumed, promoted or possessed; and
 - j. any other uses prohibited by law.

<i>VSBA Review Date</i>	October 3, 2023
<i>Date Warned</i>	
<i>Date Adopted</i>	
<i>Legal References</i>	16 V.S.A. § (3), (5) (Powers of school boards) 13. V.S.A. § 4004 20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act) 18 U.S.C. § 921 (Gun Free School Zones Act of 1990) <i>Travis v. Owego-Apalachin School Dist.</i> , 927 F.2d 688 (2d Cir. 1991) <i>Lamb's Chapel v. Center Moriches Union Free School Dist.</i> , 508 U.S. 384 (1993) <i>Good News Club v. Milford Central Schools</i> , 533 U.S. 98 (2001)

¹² 13 VSA § 4004 prohibits any person from knowingly possessing a firearm or a dangerous or deadly weapon while within a school building or on a school bus. However, the board of school directors, or the superintendent or principal if delegated authority to do so by the board, may authorize possession or use for specific occasions or for instructional or other specific purposes. Similarly, 18 USC § 921, which prohibits the possession of firearms on school grounds, carves out an exception for use by an individual in a program approved by the school. We encourage you to seek legal advice should your district decide to permit community members to possess or use of firearms or dangerous or deadly weapons in your schools for instructional or other specific purposes.

¹³ In *Hickock v. Orange County Comm. College*, 472 F. Supp. 2d 469 (S.D.N.Y. 2006), the court held that the college's policy of excluding events that promote activities of political parties is an appropriate restriction for a limited public forum because it is viewpoint neutral. If a school district adopts a policy that permits political events, then it must permit all political groups to hold events regardless of their viewpoint.

	<i>Child Evangelism Fellowship of South Carolina v. Anderson</i> , 47 F.3d 1062 (4th Cir. 2006) <i>Hickock v. Orange County Comm. College</i> , 472 F. Supp. 2d 469 (S.D.N.Y. 2006)
<i>Cross References</i>	Student Athletics, Clubs and Activities

DISCLAIMER: This model policy has been prepared by the Vermont School Boards Association for the sole and exclusive use of VSBA members, as a resource to assist member school boards with their policy development. School Districts should consult with legal counsel and revise model policies to address local facts and circumstances prior to adoption, unless the model policy states otherwise. VSBA continually makes revisions based on school districts' needs and local, state and federal laws, regulations and court decisions, and other relevant education activity.

Policy Governance

A Citizen's Guide to Policy Governance

I. Introduction

The Essex/Westford School board seeks to focus the District on significant improvement in student achievement outcomes, closure of achievement gaps, while creating strong connections between the Board and the Essex/Westford community.

To do this, the Board adopted a new way of working (i.e. "the *policy governance model*"). This model is being used in a growing number of school districts, cities, and non-profit organizations throughout Vermont and the nation.

The Board's work essentially becomes that of continuously evaluating the work of the superintendent in relation to the broad outcomes it has specified, and continuously engaging the community.

II. What is the work of the Board?

Its responsibilities are specified by Vermont State Statute and generally involve engaging the community and establishing a vision for the district; creating policies; hiring and evaluating the Superintendent, developing a budget for community approval, ensuring financial stability, monitoring the district's evolving work towards the vision, and ensuring ethical work. The Board's governance style, or way of working, guides its approach to meetings and processes which carry out Board responsibilities.

III. Outcomes / Ends policies:

Articulating a vision. The Board governs by focusing on what should be the results, or *ends*, of the district's work (e.g. what students should know, understand, and be able to do by the time they graduate). The Ends statement is both a commitment to the community about the goals of the district, as well as a direction to the superintendent regarding the Board's expectation of desired results. The particular methods for accomplishing those ends are left to the educational professionals in the district.

IV. Governance Process policies:

Establishing Board process. The Board works intentionally, creating policies that describe how it operates, including a commitment to monitor its own performance of its duties. Governance process policies create clarity about the Board's role in the district.

V. Board/Superintendent Relationship policies:

Creating accountability. The Board creates policies about what work it delegates to the superintendent and how the superintendent is accountable for all District work.

VI. Executive limitations:

Setting limits on the superintendent. The Board establishes policies which limit what the superintendent *can and cannot* do in order to achieve the district's expected results (Note: *ends* are determined by the Board). Within this framework, the superintendent has the authority to choose any reasonable method to meet the desired ends.

VII. Policies required by the state or federal government:

Both state and federal law mandate policies that address particular issues. The district complies with all

pertinent state and federal laws and maintains all required policies.

VIII. Board Member Policies:

All Board members are bound to ethical and lawful conduct:

1. Code of Conduct
2. Vermont and Federal Law
3. Protecting confidential EWSD data
4. Respect for the individual, etc.

IX. What difference will this make?

The shift to policy governance will have four noticeable changes:

1. The number of Board committees will be reduced because the whole Board takes responsibility for monitoring the district's work (i.e. specified ends).
2. The number of community forums will increase, as the Board seeks to engage the community on topics that are pertinent in strategic planning and development. The community plays an important role in advising the board about its values and expectations.
3. Board meetings will shift to focus on reviewing more detailed monitoring reports, revealing how the district is working toward ends. In addition, some monitoring reports will address how the Board itself evaluates its own work.
4. Monitoring reports provide the board with data; the board will decide whether or not the district's actions are in compliance (based upon) a reasonable interpretation of the policy. Evaluating monitoring reports keeps the Board's focus on whether the district is achieving specified ends. If the monitoring report does not convince the Board that the district is in compliance with a given policy then the board will direct the superintendent to revise and resubmit the report. Regular monitoring allows the Board to decide whether policies need revision and or the degree of achieved progress toward District ends.

Drafted by Al Bombardier, EWSD Board Member, January 2022

1.0 Global Ends Policy

First Read: September 5, 2023

Second Read: September 19, 2023

Adopted: September 19, 2023

The Essex Westford School District exists with the following vision:

Growing hearts and minds for a better today and tomorrow.

Every Day, Every Way, Every One.

The Essex Westford School Board is committed to ensuring the highest quality and well-rounded education for all students. Students need academic knowledge and global competencies to succeed in their future endeavors. As part of this commitment, we affirm the pivotal role of the Superintendent in overseeing and ensuring the success of educational programs across learning curriculum areas approved by the Vermont State Board of Education and defined in the Vermont Educational Quality Standards. The Superintendent is also responsible for ensuring our global competencies, identified by our community, are embedded throughout a student's EWSD experience.

The EWSD School Board believes the following academic and competencies ends interwoven within a holistic approach to education will ensure the knowledge and skills needed to meet our EWSD vision.

ACADEMIC ENDS - The EWSD school board expects all students to have opportunities to learn and engage in curricula aligned with Vermont educational standards.

1. EXCELLENCE IN ACADEMICS

The board will monitor academic success through two critical areas of reading and mathematics. EWSD students will meet or exceed the math and literacy standards of the Vermont Agency of Education. The superintendent will continually monitor these academic areas and share State and local data with the board annually.

EWSD learners will:

1.1 Meet and/or exceed Vermont State Academic Standards in the areas of reading and mathematics

1.2 A system is in place and implemented to ensure all students have access to intervention in the areas of reading and mathematics

1.3 All students will experience concepts of cultural diversity, visibility, and respect for all identities throughout the curriculum

1.4 Be provided a safe and rigorous educational environment through the hiring and retention of

excellent staff

1.5 Meet high academic standards while also meeting specific Social and Emotional Learning standards

COMPETENCY ENDS - Our local community identified these ends through a series of forums and workshops to determine the core non-academic skills that our students will display as a result of their EWSD experience.

2. ADAPTABILITY

Adaptability is the ability to adjust to changing circumstances and work effectively within and across differences, ambiguity, and changing priorities in a global society.

EWSD learners will:

- 2.1** Be agile in thoughts and actions
- 2.2** Be productive responders to feedback
- 2.3** Be open to, and have an understanding of, diverse views and beliefs
- 2.4** Be flexible in acclimating to various roles and situations
- 2.5** Be able to seek new and updated information to inform decisions

3. COMMUNICATION

Communication is the ability to convey thoughts, feelings, needs, and information which is essential to our interconnectedness.

EWSD learners will:

- 3.1** Listen, observe, and read with attention, openness, and curiosity in order to decipher meaning, intentions, and nuances
- 3.2** Formulate and deliver effective spoken, written, and non-verbal messages for various purposes and audiences

4. CRITICAL THINKING

Critical thinking is the clear and rational processing, understanding, and synthesis of information toward informing potential actions and decisions and improving the quality of one's own thinking.

EWSD learners will:

- 4.1** Analyze information, evaluate perspectives and data, and make informed decisions.
- 4.2** Understand the larger global impact and propose solutions that are centered on the impact they may have on people and/or systems
- 4.3** Identify, evaluate, and prioritize solutions to difficult situations

4.4 Implement and reflect thoughtfully on a solution

5. EMPATHY

Empathy is the awareness of what others think or feel and the demonstration of compassion for one's impact on those experiences.

EWSD learners will:

5.1 Understand the perspectives of others when their experiences, beliefs, identities, or opinions may differ from oneself

5.2 Consistently treat others with shared humanity and kindness

6. FINANCIAL LITERACY

Financial Literacy equips students with the knowledge and skills necessary to make informed financial decisions throughout their lives and to promote financial stability and well-being.

EWSD learners will:

6.1 Be adept at establishing goals, developing plans, assessing risk, evaluating opportunities, and making well-informed decisions that positively impact personal finance

6.2 Be aware of economic and financial trends and fully understand the financial environment

7. PERSONAL WELLNESS

Personal wellness is a balanced and healthy state of physical, mental, and emotional growth.

EWSD learners will:

7.1 Make positive choices that promote healthy habits based on individual needs

7.2 Know how to maintain and improve their health, prevent disease, and reduce health-related risk behaviors

Mount Abraham Unified School District
(Bristol, Monkton, Mt. Abraham Union High, New Haven, Starksboro) Boards
of Directors' Policy

Policy Area: Board Operations: A1

Policy Subject: ENDS Policy

1.0 Our school system exists to educate the children of Mount Abraham Unified School District, so that they can meet the challenges of lifelong learners and responsible citizens at a cost deemed acceptable by the community.

Further, the Board is committed to equity in outcomes for each student so that students' achievement of the ENDS is not limited or predetermined by characteristics such as family economics, ethnicity, race, religion, class, geography, disability, language, gender, sexual orientation, gender identity or initial proficiencies.

1.1 Core Subjects in a Digital and Global Environment

To become one's personal best and a contributing member of a community, each student will demonstrate knowledge and skills within and across disciplines.

- Students demonstrate competence in the core subjects (English language arts, mathematics, science, social studies, arts, health, fitness and nutrition).
- Students interact critically and productively in a dynamic information and media rich environment.
- Students demonstrate competence as responsible and informed citizens of the world.

1.2 Life and Career Skills

To become one's personal best and a contributing member of a community, each student will develop effective social and emotional skills.

- Students engage actively in their own learning and pursue personal interests with self-direction, independence and responsibility.
- Students view themselves as valuable, contributing citizens, participating actively in the community.
- Students demonstrate adaptability, respect, and collaboration in solving problems collectively.
- Students relate to each other, value diversity in others and demonstrate understanding and empathy for all.
- Students foster health and wellness for self and others.

1.3 Learning and Innovation Skills

To become one's personal best and a contributing member of a community, each student will develop skills that lead to using one's mind well.

- Students exercise perseverance and intellectual curiosity.
- Students practice and hone skills for accuracy and effectiveness.
- Students make connections, transferring knowledge to new and meaningful situations.
- Students show creativity, imagination, and innovation in solving problems.
- Students communicate publicly what they understand.
- Students seek feedback and collaboration to extend knowledge and skills for continuous learning

Date Approved for Posting: 6/25/18

Date Posted: 6/26/18

Date Adopted: 7/13/18

Date in Effect: 7/13/18

Community Use of School Facilities and Equipment

Approval Procedure:

- 1) Contact school, fill out application and submit it to the school activities director, principal, or designee to receive preliminary approval.
- 2) Submit the application ten days before the intended use; application and liability waiver or “hold harmless” agreement must be signed by a person who will be held accountable for any damage or loss of property arising from such use.
- 3) Permission for use is granted by the school principal or designee.

Facility Use Guidelines:

- School activities take precedence over any other use of school facilities.
- Authorization for use of school facilities or equipment shall not be considered as endorsement or approval of the activity, group, or organization, nor the purposes they represent.
- Applications for use will be considered based on available space, resources, hours of operation and intended use.
- If police, custodians and/or other personnel are required, these services are the responsibility of the applicant. A fee for custodial services may be charged for all activities which take place during the weekend. Week day activities may have a fee charged if staff is required to spend additional time cleaning.
- Application requests must be made for each new use of the school facility; the continued use of a building is not automatically guaranteed.
- The use of school facilities on holidays, weekends and/or school vacation periods is contingent on the availability of staff to supervise the premises.
- The use of school facilities during summer vacation should not interfere with the requirements of the school district program for education (e.g., summer school) or maintenance requirements or preparations.
- Alcoholic beverages, tobacco, narcotics or other dangerous substances are not permitted in school facilities or on school property at any time.
- Firearms are not permitted in school facilities or on school property at any time.
- The user will be charged a fee for use of the facilities, based on approved fee schedule.

Classification of Groups and Fee Schedule:

- I. School-Affiliated and Public Safety Groups: school sponsored after-school clubs, school or school district groups, groups that support the centralized mission of the school (e.g., Mary Johnson after school and summer programs, Midd Summer Program), and public safety groups (e.g., town fire or police departments)

Fee: No charge

- II. Not-for-Profit outside user groups, social, religious, government or community groups

Fee: TBD

- III. For-profit outside user groups

Fee: TBD

Additional fees that may apply:

Revised: December 31, 2014

Building Use Form

Please complete all items below and submit to building principal or designee ten (10) days in advance of the activity. It will be approved or not approved and will be returned within one week of final determination. The school reserves the right to refuse the application if time or use of the area conflicts with a school activity. A copy of the school board policy concerning use of school facilities is available upon request. The user must furnish a Certificate of Insurance naming the school as the additional insured.

Name of person or organization renting facility: _____

Address: _____

Phone: _____

Billing Name & Address if different from above: _____

Name of Activity: _____

Date(s) of Activity: _____

Time of Activity: _____ to _____

Purpose of Activity: _____

Number of Participants expected: Adults: _____ Students: _____

Please check the rooms/grounds you are requesting. **Those areas, when approved, are the only rooms/grounds available to you.**

____ Cafeteria ____ Gymnasium ____ Library ____ Kitchen

____ Classroom #(s): _____ ____ Lobby ____ Field Use: _____

Other: _____

Open to the public? Y N Sheriff/Police needed? Y N Custodian needed? Y N

Chairs needed? Y N If yes, #: _____ Tables needed? Y N If yes, #: _____

Other: _____

Custodial Fees:

A fee for the custodian may be charged for all activities which take place during the weekend. Weekday activities may have a fee charged if our staff is required to spend time cleaning the area in use.

We, the undersigned person/organization, understand that this contract for the use stated above, will not be binding unless all of the provisions of the policy statement are followed. We also agree to abide by the policies stated in the School Board Policy Manual and this contract.

Signature of adult in charge of activity (Please print name here) Date

**Date Received: _____ Approved _____ Denied _____

Signature of building Principal or Designee Date

Cc: ____ Requester ____ Room Teacher(if appropriate) ____ Custodian ____ Other: _____