

AGENDA



**Addison Central School District
Policy Committee
Committee Meeting
Tuesday, June 4, 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/83397414171>

- 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 5/7/2024
- D. Committee Discussion:
 - 1. A21 - Public Participation at Board Meetings
 - 2. Policy/Governance discussion: ENDS policies
 - 3. E20: Community Use of School Facilities
- 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
Tuesday, May 7, 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

Meeting called to order

1. Introductions - Board Members, Administrators and Staff

Present: Steve Orzech, Laura Hartman, Laura Nugent (admin), Jamie McCallum

B. Public Comment - Agenda Item

No public comment

C. Recommendation to Approve Minutes of 4/3/2024

Minutes from 4/3/2024 approved

D. Committee Discussion:

1. A20: Board Meetings, Agenda Preparation & Distribution

We discussed re-writing the process by which the agenda is developed. We discussed confusion over the second to last paragraph and decided it might not belong in this policy. It seems like a holdover from A8 that we added to A20 when the policy committee included different people.

Next steps: Jamie will make edit suggestions based on our discussion and we will bring it to the board to review/discuss/approve.

2. C9: Wellness Policy

We discussed the merits / negatives of using snack food / candy as incentives / rewards in schools. Ultimately, we decided that was a procedural issue for the administration to outline. We decided to add a sentence about recess in K-5 to respond to Joanna Doria's suggestion to secure outdoor school-day time for all k-5 kids.

NEXT STEPS: Jamie will make the edits we discussed and we will bring C9 to the board to discuss/approve

3. E20: Community Use of School Facilities

Steve suggested that this policy was very complex and required more time. Had cautionary tales about the ways Hannaford Career Center was developing this policy. Jamie suggested the details about which parts of which buildings could be included in procedure, and/or stated to be subject to some kind of oversight process.

Next steps: Laura Nugent will email the district admin to see how they'd like to offer our various resources/services.

4. Policy/Governance discussion: ENDS policies

Not discussed. Moved to next meeting.

E. Public Comment - Any Topic

No public comment

F. Adjournment

Meeting adjourned

Respectfully submitted by Jamie McCallum

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ADDISON CENTRAL SUPERVISORY DISTRICT

Policy: Public Participation at Board Meetings

File Code: A21

Warned: November 18, 2022

Adopted: November 28, 2022

Policy

It is the policy of the board to encourage public participation at its meetings.

Background

Public participation is very important to the successful function of the Addison Central School District. The board wants to carry out its business with the benefit of public input and expertise. It also wants to keep the public informed and up-to-date on what is happening in the community's schools.

Implementation

Reasonable rules of participation may be used to ensure that meetings are conducted in an orderly fashion and that the business at hand is completed in a timely manner. Such rules may take into consideration such things as length of each speaker's presentation and the number of times each speaker may comment. (Procedure required)

Persons Who May Address the Board

1. Any district resident
2. School staff members, students and parents
3. Individuals who have been requested by the superintendent or the board to present a given subject
4. Persons who are directly affected by matters on the board agenda
5. Others at the discretion of the board

Public Comment on Agenda Items

1. The chair will ask for comments on agenda items before action is taken by the board.
2. When the number of people wishing to speak is large, the board may authorize the chair to use a speakers' list. Members of the public will be given an opportunity to sign the speakers' list, indicating which agenda item will be addressed.

Public Input on Items Not on the Agenda

1. There will be time set aside for public input on items not on the agenda at every regular, special or emergency meeting of the board.
2. The time allotted to this item will be assigned by the chair or the person responsible for organizing the agenda.

3. The chair shall rule out of order any presentation to the board which breaches the privacy or other rights of students, parents or school employees, or which does not comply with Board policy on complaints. (See ACSD Policy A2: Key Responsibilities)

VSBA Version: March 3, 2020

Date Warned:

Date Adopted:

Legal Reference(s): 1 V.S.A. §§ 310 et seq. (Public meetings)

16 V.S.A. § 554(b) (School board meetings)

Cross Reference: Board Meetings, Agenda Preparation and Distribution

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

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.