

AGENDA



Addison Central School District

ACSD Board

Board Meeting

Monday, September 9, 2024, 6:30 pm - 8:30 pm

Middlebury Union High School Library 73 Charles Ave, Middlebury

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/84373304260>

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|---|--------------------------------|--------|
| A. Call to Order Upon Reaching A Quorum | Barb Wilson | 5 min |
| 1. Introductions - Board Members, Administrators, and Staff | | |
| 2. Motion to Adopt Agenda | | |
| B. Public Comment Period | Barb Wilson | 10 min |
| C. Recommendation to Approve Minutes of 8/26/2024 | Barb Wilson | 5 min |
| D. Approve ACSD Bills | James Malcolm | 5 min |
| E. Report of Student Representatives | Sophia Lawton
Navah Glikman | 5 min |
| F. Report of Superintendent | Wendy Baker | 20 min |
| 1. Action: Personnel Appointments and Resignations | | 5 min |
| a. Appoint Riley Fifield, Paraprofessional, 1.0 FTE, Step 3, Effective 9-9-2024 | | |
| b. Appoint Rose Caron, Paraprofessional, 1.0 FTE, Step 2 Effective 6/6/2024 | | |
| c. Appoint Rodrigo Placencial, World Language Teacher, 1.0 FTE, Step 1, Effective TBD | | |
| d. Appoint Mac Rattie-Bicknell, Varsity Boys' Soccer Coach, Step 4, Effective 8/24/2024 | | |
| e. Appoint Eric Reid-St. John, Fall Drama Director, Step 6, Effective 8/24/2024 | | |
| f. Appoint Laura Steward, Paraprofessional, 1.0 FTE, Step 1, Effective TBD | | |
| 2. Action: Ripton K-2 Grade Configuration | | |

- | | | |
|---|----------------|--------|
| G. Report of the Chair | Barb Wilson | 20 min |
| 1. Action: Class size and Attendance Boundaries | | |
| 2. Recording of Committee Meetings | | |
| H. Report of the Board | | 15 min |
| 1. Action C9 - Local Wellness Policy | Jamie McCallum | |
| 2. Policies - First Reading | Jamie McCallum | |
| a. A5 -CODE OF CONDUCT | | |
| b. A30 - ROLE AND ADOPTION OF SCHOOL BOARD POLICIES | | |
| c. E20 - COMMUNITY USE OF SCHOOL FACILITIES | | |
| d. F1 - TRAVEL REIMBURSEMENT | | |
| I. Public Comment on any Topic | Barb Wilson | 10 min |
| J. Board Reflection | Laura Harthan | 2 min |
| K. Adjournment | | |

Total Meeting Time: 1h 42m

***Public Comment Guidelines:**

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

MINUTES

Addison Central School District

ACSD Board

Board Meeting

Monday, August 26, 2024, 6:30 pm - 9:00 pm

Middlebury Union High School Library 73 Charles Ave, Middlebury

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.

In-Person Attendance

Barbara Wilson; Brian Bauer; Courtney Krahn; Ellen Whelan; J. West; James Malcolm; Jamie McCallum; Jason Chance; Joanna Doria; Laura Harthan; Mary Heather Noble; Nicole Carter; Steve Orzechowski; Suzanne Buck; Tricia Allen; Wendy Baker

Remote Attendance

Ellie Romp; Matthew Corrente

Not In Attendance

Darcie Arensmeyer

A. Call to Order Upon Reaching A Quorum

Barb Wilson

Meeting called to order at 6:30 p.m.

1. Introductions - Board Members, Administrators, and Staff

Barb Wilson 5 min

ACSD Staff present:

Wendy Baker, Superintendent

Nicole Carter, Assistant Superintendent and Director of Equity & Student Services

Courtney Krahn, Director of Teaching & Learning

Emily Blistein, Director of Communications & Engagement

Bruce Macintyre, Director of Facilities

Matt Corrente, Director of Finance & Operations (remote)

Student Reps to the Board Sophia Lawton and Navah Glickman also present.

Barb Wilson requested a motion to adopt the agenda. Suzanne Buck made a motion to adopt the agenda; Jason Chance seconded. Barb Wilson noted a mistake in agenda item E.5 -- it should have been listed as an action item so the Board could take action on approving a bid for provision of heating oil and propane to ACSD buildings during the 2024-

25 school year. Barb called the vote to approve the corrected agenda -- it passed without objection.

2. Public Comment on Agenda Items

Barb Wilson 10 min

No public comment.

B. Recommendation to Approve Minutes of 8/12/2024 and 8/13/2024

Barb Wilson 5 min

Motion to approve minutes from the 8/12/24 and 8/13/24 Board meetings.

Move: Steve Orzech Second: Joanna Doria Status: Passed

C. Approve ACSD Bills

James Malcolm 5 min

James Malcolm presented a summary of the ACSD Bills, read on 8/19/24:

General Fund: \$1,241,980.24 (note: \$617,400 of this is related to healthcare)

General Fund (for staff retirement benefits): \$351,841.31

Payroll: \$313,544.73

Motion to approve and pay the ACSD bills as presented.

Move: James Malcolm Second: Jason Chance Status: Passed

D. Welcome Student Representatives: Sophia Lawton and Navah Glikman

5 min

Barb Wilson and Dr. Baker welcomed returning Student Rep Sophia Lawton back to the Board, and welcomed incoming Student Rep Navah Glickman to the Board. They will arrange to have a brief training for the students so they understand the Board's role, etc.

Sophia Lawton reported that the first day of school at MUHS went well -- there were lots of Peer Leader activities to welcome new freshman students into the school and to connect with existing MUHS students who might have been sitting alone in the cafeteria. Lots of community-building.

Navah Glickman reported that students and teachers seem pleased so far with the roll out of the new schedule, and are especially appreciative of the later start time.

E. Report of the Superintendent

Wendy Baker

1. Summary of School Year Opening

5 min

Dr. Baker provided a brief summary of First Day of School events, including back-to-school ice cream socials, orientation, and other events held at ACSD school to ease the transition into the new school year. She reported that everything appears to have run smoothly, and shared some photos that Emily Blistein gathered from the first day back.

2. Update Meeting Locations

5 min

Dr. Baker reminded the Board that she had been asked to facilitate hosting every other Board meeting at ACSD school locations, and had some additional information to share with the Board in light of updated Open Meeting Law requirements. In order to provide high-quality recording and zoom capabilities at all meetings, the District will have to spend some money to bring the technology capabilities up to speed. Director of Technology Will Hatch provided a summary of the work required and an estimated cost to enable streaming from the District's devices. The information is included in meeting materials, and totals between \$1,500 - \$2,000 per school. Dr. Baker wanted to bring this to the Board's attention before committing

to this work and rotating meeting schedule.

There was some discussion about the legal requirements for compliance with the new Open Meeting Law standards -- meetings must be recorded, but the District is NOT required to provide a zoom link for remote participation.

Steve Orzech expressed concern about the recording sound quality -- it has not been good in the past, so might require additional money to buffer the sound. Ellen Whelan-Wuest asked about the quality of past recordings. Mary Heather Noble noted that it can vary, depending on the school. Some were worse than others. Meetings in gymnasiums generally resulted in the poorest sound quality.

Tricia Allen and Mary Heather expressed concern about the Board's commitment to visit all of its member communities and schools -- the Communications & Engagement Committee identified this as the best engagement opportunity since the meetings are already on everyone's schedules. If not this, what else would all members of the board be willing to do to satisfy this work? Ellen Whelan-Wuest agreed -- either the Board commits to rotating meetings (perhaps without high-quality remote participation), or the Board establishes another routine for engagement.

Both Sophia Lawton and Navah Glickman expressed concern about getting to outer locations as students without driver's licenses. Steve Orzech again expressed concern about the obligation and expense of providing high-quality recordings. Barb Wilson took a straw poll of board members to get a sense of the preferences. Board members are in favor of rotating meetings between Middlebury and other member towns; 5 board members and 2 student reps are in favor of keeping meetings in Middlebury to provide a high-quality experience and recording, and committing to additional outreach to engage other towns.

Barb asked the Facilities Committee to explore further. This was not a formal vote, but the Committee can at least investigate the sound-quality issue based on past recordings and propose other alternative engagement activities for the board to consider. Dr. Baker also suggested reaching out to MCN to see if they can continue/commit to providing the required recordings. This issue will be discussed and decided at a future meeting.

3. Action: Personnel Appointments and Resignations

5 min

Mary Heather Noble asked if these appointments are reflected in the latest vacancy figures that Dr. Baker presented in her weekly update. Dr. Baker responded that they are not.

Joanna Doria asked if the appointments could also specify where their placements will be. Dr. Baker noted that student services staff may shift among several locations, depending on student need, but that she can include initial placement locations in her next report.

Steve Orzech cautioned against specifying a particular location in the motion to approve staff appointments so it is not misunderstood as a permanent work location. Mary Heather agreed that this should be clear. Dr. Baker reminded the Board that all positions are subject to relocation. Ellen Whelan-Wuest suggested providing just a verbal indication of a newly appointed employee's first assigned location.

Note: Laura Harthan abstained from voting.

Motion to approve the following ACSD appointments, retirements, and resignations:

- a. Appoint Wendy Blanchette, Paraprofessional, 1.0 FTE, Step 2, Effective 8/20/24
- b. Appoint Paige Cusanelli, Paraprofessional, 1.0 FTE, Step 1, Effective 8/20/24

- c. Appoint Debra Karpak, Health Teacher, .27 FTE, Step 17, Effective 9/5/24
- d. Appoint Shannon Minor, Paraprofessional, 1.0 FTE, Step 12, Effective 8/20/24
- e. Appoint Michael Patterson, Paraprofessional, .5 FTE, Step 14, Effective 8/26/24
- f. Appoint Shannon Thurber, Administrative Assistant, 1.0 FTE, Non-Union - No Step Placement, Effective 9/9/24

Move: Suzanne Buck Second: Tricia Allen Status: Passed

- a. Appoint Wendy Blanchette, Paraprofessional, 1.0 FTE, Step 2, Effective 8/20/24
- b. Appoint Paige Cusanelli, Paraprofessional, 1.0 FTE, Step 1, Effective 8/20/24
- c. Appoint Debra Karpak, Health Teacher, .27 FTE, Step 17, Effective 9/5/24
- d. Appoint Shannon Minor, Paraprofessional, 1.0 FTE, Step 12, Effective 8/20/24
- e. Appoint Michael Patterson, Paraprofessional, .5 FTE, Step 14, Effective 8/26/24
- f. Appoint Shannon Thurber, Administrative Assistant, 1.0 FTE, Non-Union - No Step Placement, Effective 9/9/24

4. AOE Capital Funding Pre-Approval Process (phase 1 8/20/24) Matthew Corrente 15 min

Matt Corrente and Bruce Macintyre provided a presentation concerning the AOE's Capital Funding Pre-Approval Process. This process is grounded in the requirements of Act 72 of 2023, which sets District Quality Standards for public school buildings, and requires Districts to maintain a 5-year Capital Improvement Plan for each of its facilities. This legislation is due to the state's recognition of significant deferred maintenance in VT schools and an effort to bring its public school facilities to a minimum standard.

The state is also contemplating how it will assist in funding such capital improvements, and is leaning toward the following approaches:

- Preauthorization for "shovel-ready" projects (with defined scope, timeline, blueprints, financial plan, etc.)
- Triage approach to fund most urgent needs
- Providing incentives for Districts that invest in a smaller footprint and green/energy efficient construction
- "Grandfathering" projects already in-process that meet the state's standards, with options to apply for retroactive matching funds

The task before ACSD: How do we move district facilities toward 'shovel-readiness'? How do we consider capital improvement needs of all buildings in pursuit of educational outcomes (e.g., prioritize to get the biggest impact for investment)? How do we minimize institutional gridlock and achieve planning unity?

Matt Corrente explained that the Facilities and Finance Department have broken the process for preauthorization down into two tracks:

PROCESS 1 -- Initiating Preauthorization for Middlebury Facilities:

Phase 1: ID remaining improvements needed at Mary Hogan, MUMS, and MUHS; place work in Capital Improvement Plan; other "shovel-ready" actions

Phase 2: ACSD School Construction Finance Initiative (tied to VT State Construction Aid Timeline)

PROCESS 2 -- Initiating Preauthorization for Small Schools:

Phase 1: Board evaluates options to address Policy C-30 (class size & student population) issues and use resulting decisions to inform Capital Improvement Plans for small schools

Phase 2: Pre-authorization: scope and scale, engineering drawings, bidding, financial planning

Both processes can proceed simultaneously. The goal is to be ready with eligible improvement projects when state funding becomes available.

BOARD QUESTIONS:

There was some general discussion about the two suggested processes, why Middlebury facilities are grouped together instead of grouping all elementary schools together, and clarification around the intent to have both processes move forward at the same time.

Jason Chance asked about what is known re: the state's preferences for funding improvement of existing facilities vs. new construction. Matt and Bruce said that there appear to be incentives developing to favor new construction, and that those districts that invest in energy efficient facilities, green construction, and reducing the school footprint will likely earn more matching funds.

James Malcom noted the expense of getting projects "shovel ready." Bruce mentioned that the District needs to look very carefully at the work needed and evaluate what will be the most appropriate investment for the long run.

Barb Wilson asked if the state had identified which buildings they don't recommend investing in, based on its high-level assessment of ACSD facilities. There was some discussion about the Facilities Condition Index (FCI) ratings for all of the ACSD schools during the Facilities Master Planning process -- those figures will need to be updated based on recent improvements to Middlebury and Mary Hogan, but we do have some baseline information to inform the process.

Mary Heather Noble asked about the timeline, and when the Board should have its Capital Improvement Plans in place in time to get in line for state funding. Bruce speculated that the state likely won't complete any funding program within this next year, so he believes the District is in a good place to begin preparations to become eligible for any potential funding.

Dr. Baker also offered other considerations: The Champlain Valley Superintendent's Association members met with AOE Secretary and brought up 2 points: 1) Bond payments that Districts have may not be included in what is counted toward the spending threshold, and 2) that the legislative Commission on the Future of Education in Vermont seems to be developing a vision about reducing the statewide education building footprint, and that they are expecting to see additional legislation toward that end be proposed this spring. There are also spending threshold considerations, and how bond .

Jamie McCallum noted that the Policy Committee is planning to look at Policy C-30 and suggested having Matt and Bruce join the meeting to inform the discussion. Brian Bauer expressed concern that politics has infiltrated education -- we have to be very careful about what the state is telling us to do. He brought up the Burlington High School/PCB issue, and how the State's decision to use more stringent State PCB standards instead of Federal clean-up standards forced the Burlington School District to build a new school.

James Malcolm returned to Dr. Baker's comment, noting that the state may simply force consolidation by setting minimum standards for facilities.

Mary Heather noted the similarity to state-driven unification of school districts and state-required coordinated curriculum. ACSD voluntarily made those changes, and even though there have been ups and downs, the District is in a better place for having done that work on its own before being forced by the state. She suggested it would be better to get ahead of the wave and have intention in planning the vision for facilities now and take advantage of the incentives.

Brian Bauer pushed back, arguing that consolidation won't save money. It may improve aspects of education but it won't save money.

5. Fuel Oil/Propane Bid Memo

Matthew Corrente 5 min

Bruce Macintyre presented a summary of bids received for delivery of fuel oil and propane to ACSD buildings during the 2024-25 school year.

The lowest bid for fuel oil was Champlain Valley Fuels at \$2.65 fixed price rate, and the lowest bid for propane was Fyles Brothers at \$1.56 fixed price rate.

Ellie Romp asked whether other providers were also invited to bid. Bruce confirmed that they extended the invitation to several companies and these were the ones that followed through with a bid.

Steve Orzech asked why the pre-buy option wasn't considered. Bruce responded that it is too difficult to estimate the need and runs the risk of over-purchasing.

Motion to award fuel contract to the lowest bidders as presented: Champlain Valley Fuels for fuel oil at \$2.56 fixed price rate and Fyles Brothers for propane at \$1.56 fixed price rate.

Move: James Malcolm Second: Ellie Romp Status: Passed

F. Report of the Chair

Barb Wilson

1. Superintendent Evaluation Next Steps/Update

5 min

Barb Wilson reported that the Executive Committee had met with Dr. Baker, and that Dr. Baker has offered to prepare a hybrid evaluation tool based on the 3 examples preferred by Board members from the 8/13 training. The Executive Committee will review her first draft and make necessary changes based on local priorities, and then deliver the revised draft to the full board for its review and approval. The timeline:

9/3 - Dr. Baker delivers 1st draft of Superintendent Evaluation Tool to Executive Committee

9/10 - Executive Committee meeting w/ Dr. Baker to make revisions as needed

9/23 - Executive Committee shares revised draft with full Board.

2. AOE Rule Adoption Discussion

5 min

Suzanne Buck reported the status of the rubrics that are being developed by the AOE and VSBA for the new AOE rules for School Boards. The VSBA completed its work and sent the draft rubrics back to AOE for final approval. The final rubrics might be available at the next VSBA meeting on 9/5.

Suzanne also emphasized that the Committee working on this project has strongly advised school boards to only select one rule to focus on for this academic year -- with the

understanding that work put toward compliance with one rule will very likely move the board toward compliance with other rules as well.

Barb Wilson shared that the Executive Committee felt it would be best to focus on the budget rule that the Board had already prioritized: making sure that the budget reflects/is consistent with the stated priorities. There was general agreement on this approach, which will be reflected in the Board's work plan.

3. Facilities Committee Charge Update

15 min

In light of the information provided during Matt Corrente and Bruce Macintyre's presentation on the AOE Capital Funding Reapproval Process, Barb Wilson suggested updating the charge for the Facilities Committee.

Mary Heather Noble noted that the addition of this agenda item was also in response to Jason Chance's suggestion about revisiting and confirming committee charges every year after reorganization. The need for this effort is most pressing for the Facilities Committee, but the Executive Committee is in favor of adopting this practice every year.

Suzanne Buck stated that the 2 Processes referenced in the presentation should be conducted in parallel, so that there is forward movement on developing improvement plans for both Middlebury and rural schools. Ellen Whelan-Wuest asked a clarifying question to confirm this. The Facilities Committee can be working on identifying and planning for shovel-ready improvements to the Middlebury schools while the Board examines options to address student population issues in the rural schools, and then develops a plan to inform facilities work in those buildings. Joanna Doria asked if the Policy Committee would be doing that work. Barb Wilson and Ellen Whelan-Wuest clarified that the full board still needs to decide how it is going to proceed with that work. Barb noted that the June 24, 2024 meeting minutes show that the options suggested then included: 1) having the Policy Committee do this work as part of Policy C-30, 2) creating an ad-hoc committee to specifically examine school configuration/boundaries, and 3) having the Facilities Committee resolve this question as part of its pre-qualification work. Ellen asked the Executive Committee to direct the Board on how to prepare for that conversation.

Sophia Lawton mentioned the challenges with construction at facilities that are in use during the summer, as the Mary Johnson program had to navigate through construction at Mary Hogan School this summer.

Ellen Whelan-Wuest made a motion to charge the Facilities Committee with completing Phase 1 of Process 1 in the presentation, which focuses facilities assessment and planning efforts on the Middlebury schools.

Mary Heather asked if it would be good to specify a deliverable for the Committee to complete for the Board. There was some discussion about what this might include, and Bruce was asked to provide input.

Mary Heather made a motion to modify the original motion to include the addition of a report that delivers: 1) assessment of the educational capacity of each building, 2) identification of remaining improvements needed to provide a safe and effective learning environment, and 3) prioritization of the projects in terms of their eligibility for AOE match funds (i.e., "shovel-readiness"). Laura Harthan seconded. Barb Wilson called the vote on the motion to amend and it passed with 12 'ayes.' Steve Orzech abstained.

Barb Wilson then called the vote on the modified motion -- which also passed with 12 'ayes.'

Steve Orzech abstained again.

[Revised] Motion to charge the Facilities Committee with completing Phase I of Process 1 from Matt Corrente and Bruce Macintyre's presentation on the AOE Capital Funding Preapproval Process, and deliver a report to the board that includes:

- 1) Evaluation of current educational capacity of Mary Hogan School, MUMS, and MUHS;
- 2) Identification of remaining improvements needed at those facilities; and
- 3) Prioritization of projects identified, based on their urgency and eligibility for AOE match funding.

Move: Ellen Whelan-Wuest Second: Laura Harthan Status: Passed

4. Board Member Roles & Responsibilities 2 min

Barb Wilson took a moment to remind Board members of their role, and that any requests for data or information from ACSD administrators (District Office admin and/or Building Principals) must be directed to Dr. Baker. There have been a few instances where Board members still haven't followed that practice and Barb and the Executive Committee are requesting cooperation with this requirement.

Mary Heather Noble added that Board members may reach out to the Executive Committee if they have questions about what is appropriate. Dr. Baker also noted that she is happy to provide guidance, particularly for members who are also parents/volunteers in the schools.

G. Report of the Board 25 min

1. Communications & Engagement Tricia Allen

Tricia Allen reported that the Communications & Engagement Committee did not meet in July or August, but will be meeting in September and will discuss the rotating board meeting vs. additional outreach events soon then.

2. Facilities Jason Chance

Jason Chance reported that the Facilities Committee will be meeting on 9/18.

3. Finance James Malcolm

James Malcolm reported that the Finance Committee has not yet met as a group, but will be soon.

4. Negotiations Steve Orzech

Steve Orzech reported that Chris Leopold just informed him that there is a tentative agreement with the Support Staff reps, so they are close.

5. Policy Jamie McCallum

Jamie McCallum presented the final revised A-20 Policy -- Board Meetings, Agenda Preparation & Distribution. The Board reviewed and approved.

Jamie also noted that the Policy Committee will be meeting twice a week to get through a backlog of policy updates, and committee members should expect a big packet.

a. Action A20 - Board Meetings, Agenda Preparation & Distribution

Motion to adopt updated Policy A-20 -- Board Meetings, Agenda Preparation & Distribution.

Move: Ellen Whelan-Wuest Second: Tricia Allen Status: Passed

6. PAHCC

Tricia Allen reported that the PAHCC Board recently finished a retreat with similar training to the 8/12-13 Board training that ACSD just completed with Judy Sclair-Stein. They have set goals for the year and are pleased to report that enrollment appears to be up.

7. Addison County VSBA Update

Suzanne Buck referenced her prior update on the work that VSBA has been doing to assist in the development/finalization of a rubric for the AOE's new rules for VT School Boards. She also noted that VSBA has 2 reps from Addison County, and that anyone interested in being a VSBA rep should reach out to Sue Ceglowski to express interest and learn more. Suzanne also reminded board members that the next VSBA board meeting will be on Thursday, 9/5/24 at 5:30 p.m.

8. Addison Central SEPAC Update

SEPAC has not met recently, so no update was reported.

9. Middlebury Community TV

No update.

Also no update from Middlebury Parks & Rec Board.

H. Public Comment - Any Topic

10 min

No public comment.

I. Board Reflection

Suzanne Buck 2 min

Barb Wilson noted that this is a new addition to the agenda, per Suzanne Buck's request, and asked Suzanne to provide a brief reflection.

Suzanne commended the Board on adhering to the norms and running the meeting efficiently and consistent with Open Meeting Law. She noted that members maintained a friendly and respectful atmosphere.

Mary Heather Noble expressed support for continuing the practice of Board reflection and asked members how the group might continue with participation from all. James Malcom suggested having the Board Chair select someone to reflect at the end of each meeting. Suzanne Buck mentioned VSBA's resource for Efficient & Ethical Operations for School Boards, and offered to distribute to all members so people have a sense of what elements might be reflected upon in the future.

J. Adjournment

Barb Wilson

Meeting adjourned at 8:34 p.m.

Motion to adjourn.

Move: Ellen Whelan-Wuest Second: Laura Harthan Status: Passed

Total Meeting Time: 2h 9m

*Public Comment Guidelines:

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chair. Public comments regarding personnel, students or legal matters will not be heard by the Board.

DRAFT

Addison Central School District

Policy: School Residence
File Code: C30
Warned: June 8, 2017
Adopted: June 19, 2017

Policy

PK-12 students are assigned to schools based on the attendance area in which their parent(s) and/or legal guardian reside(s). The attendance areas are established with the premise that the assigned schools provide equal educational opportunities for students in the communities they serve. Attendance areas for Addison Central School District are town borders, and correspond to town elementary schools:

Town of Bridport: Bridport Central School
Town of Cornwall: Bingham Memorial Elementary School
Town of Middlebury: Mary Hogan Elementary School
Town of Ripton: Ripton Elementary School
Town of Salisbury: Salisbury Community School
Town of Shoreham: Shoreham Elementary School
Town of Weybridge: Weybridge Elementary School

Students who live in towns whose elementary school has a pre-Kindergarten program have first priority to enroll in their school of residence pre-Kindergarten program. If space allows, pre-Kindergarten slots will be opened annually at ACSD schools with pre-Kindergarten programs for students in Addison Central School District from towns in which their local schools do not provide a pre-Kindergarten program.

Students whose residence changes within the District boundaries after January 15 may continue in the school serving the former residence until the end of the school year. The parent/guardian will be responsible for providing transportation for his/her student changing attendance areas for reasons other than those provided by law.

The Board acknowledges that circumstances may arise that result in a need to transfer a student to a school outside of his/her designated attendance area. All intra-district transfers shall be evaluated based upon documented circumstances which may include the following:

1. The student is a victim of a violent criminal offense in or on the resident school grounds;
2. Continuing enrollment in the student's current school for the remainder of the school year, given a change of the parent/guardian official residence;
3. Significant family and/or student circumstances of an educational, medical, financial, or personal nature which would be relieved by a change in attendance status;
4. A request is made to enroll a student in a school prior to the parent/guardian moving into that school's attendance area with documentation showing the move will occur within two months of the start of the school year or the date of the transfer submission, whichever is later;

Decisions regarding a student transfer shall be made by the Superintendent or designee, in consultation with the student's parent(s)/guardian, and relevant education and social service professionals. The decision by the Superintendent is final and not subject to appeal.

Procedure outlines application and enrollment criteria.

Addison Central School District

Policy: **Class Size**
File Code: **D6**
Warned: **November 8, 2016**
Adopted: **November 21, 2016**
Warned: **November 18, 2022**
Amended: **November 28, 2022**

Policy

It is the intent of the Board to comply with Sections 15 and 16 of Act 153 of 2010 requiring superintendents to work with school boards to develop policy guidelines for minimum and optimal average class sizes in regular and technical education classes. Class size guidelines will be used to inform annual decisions related to staffing and program offerings.

Implementation

1. The superintendent or his or her designee shall, in consultation with building principals, develop supervisory union wide class minimum, maximum and optimum average class size guidelines that take into account the instructional needs of specific elementary grade intervals and required and elective courses at the secondary level.
2. Class size guidelines in the supervisory union may vary as necessary to reflect differences among school districts due to geography and other factors, such as school size and programmatic needs.
3. The guidelines shall also ensure compliance with state or federal requirements related to matters such as student-teacher ratios, special education, technical education and English Language Learners.
4. The superintendent shall report to the Board at least annually on the implementation of this policy, and shall include in his or her report information related to the use of the guidelines in determining actual class sizes and program offerings in the schools within the supervisory union.
5. This policy shall be posted on the Addison Central School District website and forwarded to the Secretary of Education.

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-5 to participate in at least 30 minutes of unstructured outdoor physical activity within each school day. 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 indoor and/or

outdoor recess, and movement built into the curriculum, but does not replace physical education classes.

C. Recess may not be denied or withheld.

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.

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: Code of Conduct
File Code: A5
Warned: September 4, 2018
Adopted: September 17, 2018

Policy

The Board commits itself and its members to ethical, businesslike, lawful conduct, proper use of authority and appropriate decorum when acting as Board Members.

Board Members shall have loyalty to the stakeholders and to the communities who comprise the ACSD. Board members shall be impartial and keep the needs of the entire district paramount. Board members shall not be conflicted by loyalties to staff, other organizations, or any personal interest as a parent, guardian or friend of a student. Board Members shall avoid conflict of interest with respect to fiduciary responsibilities, including any self-dealing or business by a Board member with the school district. Annually Board members shall disclose to the Board Chair any involvement with other organizations vendors or any personal or business associations that might be reasonably seen as a conflict. {See Board Conflict of Interest Policy A1 adopted 11/28/22,}

Board members shall not use their Board position to obtain employment in the school district for themselves, family members, or close associates.

Board members shall not attempt to exercise individual authority or influence over any aspect of the school district. Board members' interaction with the Superintendent or staff shall recognize the lack of authority vested in individual members unless explicitly authorized by the Board. "Inquiries or programmatic recommendations related to school operations should be directed to the Superintendent. To the extent that inquiries may require unreasonable effort to fulfill, the Superintendent shall bring the inquiry to the attention of the executive committee." Board members' interaction with public, press, or other entities shall recognize the inability of any individual board member to speak for the Board except as explicitly stated in board decisions.

Board members assigned by the Board Chair to act as a liaison between an organization and the Board shall make clear their role as facilitator of information and not to speak for the Board.

Except for participation in board executive session deliberations about actions or interpretations of Board Policy, board members shall not express individual judgements of ACSD employee performance.

Board members shall respect and keep confidential all personnel issues and all issues of a sensitive nature.

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CODE A30

(Policy to Consider)

ROLE AND ADOPTION OF SCHOOL BOARD POLICIES

It is the intent of the Addison Central School District board to outline direction and goals for the successful, consistent, and efficient operation of the school(s) through the adoption of policies. School district policies will be in writing, codified, and made available to the public and will be in compliance with Vermont and federal law and regulations.

Definitions

- **Policies** guide the school board, administrators and other district employees, students, parents/guardians and community members by stating district goals and establishing parameters for administrative action.
- **Procedures** are developed by the superintendent or designee to provide for the management of the public schools in the district by describing how tasks will be carried out and board policies will be implemented.

Policy Development

In order to ensure efficient development and implementation of school board policies in the district, the board, or a subcommittee thereof, will determine when school board policies in the district should be developed or revised. The superintendent will assist the board in determining the need for policy development or revision in specific areas and will advise the board and member boards within the district on policy content.

When the board has approved a policy for distribution, the policy will be distributed by the superintendent for consideration by each member board. The board will seek appropriate public comment and administrative guidance as it considers proposals for policy development or revision. Comment and information may be sought in areas such as the following:

1. The specific need for the policy
2. The scope of the policy with regard to establishing appropriate roles for the board and the administration
3. The effect of the proposed policy on administrators, students, teaching staff and the community
4. Samples of similar policies of other boards
5. Applicable provisions of state and federal law
6. The anticipated costs and benefits of implementing, enforcing and evaluating the proposed policy.

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Warned: →September 4, 2018

Adopted: →September 17, 2018

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Policy Adoption^[1]

After consideration of the comments and information provided by interested individuals, the board may adopt or revise a policy developed by the board. A policy may be adopted at a regular or special meeting of the school board, after the board has given at least 10 days prior public notice of its intent to adopt the policy and has stated in its notice the substance of the proposed policy.

Policy Dissemination, Administration & Review

Dissemination

When policies are adopted, the superintendent will publish and make them available to the public, students, and school personnel. A copy of the district policy manual will be available during the normal working day in the office and/or library of each school within the district. The student handbook will include board policies related to student activities and conduct. The teacher handbook will include board policies related to teachers' responsibilities.

Administration

Policies will be administered through procedures and directives of the superintendent of schools and members of the management team.

Review

The superintendent will advise the board when revisions to adopted policies are required or otherwise appropriate. In addition, the superintendent will develop a policy review schedule to ensure that all policies are reviewed at least once every three to five years and, if necessary or appropriate, revised or repealed in response to changing legislation or other altered circumstances.

<u>VSBA Version:</u>	<u>10/16/2021</u>
<u>Date Written:</u>	
<u>Date Adopted:</u>	
<u>Legal Reference(s):</u>	<u>16 V.S.A. §563 (1) (Powers of school boards)</u>
<u>Cross Reference:</u>	

[1] See 16 V.S.A. §563(1). At the option of the school board, additional requirements for policy adoption or board approval or review of administrative procedures may be established through the inclusion of those requirements in this policy.

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¶ Procedures are developed by the Superintendent to provide clarity for how policies will be put into action. ¶

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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

| The Addison Central 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

Deleted: Supervisory Union/School

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).

The school district, 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 district to make school facilities, on a limited basis, available to community members and local municipal entities for the purposes of athletics, recreation, training, and/or governmental operations, provided the facilities are preserved for regular school activities.³

Deleted: Supervisory Union/School District (SU/SD)

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Administrative Responsibilities

1. The superintendent may authorize the use of school facilities by community members for the following purposes, provided all relevant procedures are followed³:
 - 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;⁴
 - 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;⁵
 - 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

³ 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

⁴ 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.

⁵ 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

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.

- 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;⁶
 - b. shall not discriminate based on viewpoint;
 - c. shall include a fee schedule for facilities use⁷;
 - 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

⁶ 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.

⁷ 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.

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.

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.⁸

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;⁹
- 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.

⁸ 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.

⁹ In *Hickock v. Orange County Comm.College*, 472 F. Supp. 2d 469 (S.D.N.Y. 2006), the court held that the exclusion of events that promote activities of political parties is an appropriate restriction for a school. 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>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)

	<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.

F1
REQUIRED¹

TRAVEL REIMBURSEMENT

Statement of Policy

It is the policy of the Addison Central School District to reimburse the reasonable expenses for travel for school business on a *per diem basis in lieu of actual costs incurred* by its employees, school board members, and volunteers, to the extent that budgeted funds permit.

Reimbursement will be only for those expenses that are reasonable and necessary for the activities of the district. The method of reimbursement will be consistent whether expenses are incurred in furtherance of federally funded or non-federally funded activities.

Administrative Responsibilities

The superintendent or designee shall establish written procedures to implement this travel reimbursement policy. Such procedures shall include:

1. The types of expenses that are covered, such as airfare, car rental, lodging, meals, tolls, parking, and mileage;
2. Expenses that are excluded, such as alcohol;
3. Spending limits;
4. Method of prior approval; and
5. Time frame for reimbursement.

<u>VSBA Review Date</u>	<u>August 15, 2023</u>
<u>Date Warned</u>	
<u>Date Adopted</u>	
<u>Legal References</u>	<u>2 CFR 200.475</u>
<u>Cross References</u>	

¹ 2 CFR 200.475

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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.

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