



**Addison Central School District
Policy Committee
Committee Meeting
September 10, 2024, 4:30 pm - 5:30 pm
ACSD District Office
49 Charles Ave**

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.*

AGENDA and DOCUMENTS

AGENDA

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Committee Meeting
Tuesday, September 10, 2024, 4:30 pm - 5:30 pm
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Please click the link below to join the webinar:

<https://us06web.zoom.us/j/83898090251>

- 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 8-21-24
- D. Committee Discussion:
 - 1. Policy A9 Chair's Role
 - 2. Policy A35 - Students on the School Board
 - 3. Policy A7 - Governing Style
 - 4. Policy C9 Wellness Policy
 - 5. Policy C30 School Residence
- E. Public Comment - Any Topic
- F. Adjournment

***Public Comment Guidelines:**

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

MINUTES



**Addison Central School District
Policy Committee
Committee Meeting
Wednesday, August 21, 2024, 4:30 pm - 5:30 pm
ACSD District Office
49 Charles Ave**

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A. Call to Order Upon Reaching a Quorum

Jamie called the meeting to order at 4:31 pm.

1. Introductions - Board Members, Administrators and Staff

In attendance are: Jamie McCallum, Ellen Vogelstein-Wuest, Steve Orzech, Laura Harthan and Wendy Baker.

B. Public Comment - Agenda Items

No members of the public were present.

C. Recommendation to Approve Minutes of 6-25-2024

Move: Steve Orzech Second: Laura Harthan Status: Passed

D. Committee Discussion:

Jamie explained that he and Wendy had gone through the policies in need of updates and organized them, with the goal of trying to approve policy updates in batches where possible.

1. Policy A5 - Code of Conduct

Jamie pointed out there is no VSBA mirror of this policy.

Everyone agreed the current version of what we have seems pretty boiler plate.

Wendy pointed out that sometimes there are interactions between board members and building level administrators along the lines of making suggestions about curriculum or teaching approaches.

She suggested we add the word "influence" after the word "authority" in the opening sentence of the fourth paragraph so that it read as "Board members shall not attempt to exercise individual authority or influence over any aspect of the school district."

Steve asked about inquiries board members might make to staff related to committee work,

and whether that would violate what Wendy suggested above. Wendy said not necessarily when it's related to committee work and the staff who are authorized to work with those board committees, but it's also possible that elements of those types of inquiries could end up taking up a lot of staff time if they are not somehow managed or directed.

Wendy suggested adding that "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."

Laura suggested adding that to the fourth paragraph, before the last sentence which read "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."

2. Policy A9 - Chair's Role

Not discussed at this meeting

3. Policy A35 - Students on the School Board

Not discussed at this meeting

4. Policy A7 - Governing Style

Not discussed at this meeting

5. Policy E20 - Community Use of School Facilities

E20: Public Use of District Facilities

Jamie pointed out that on the second page of the document, Pietro added language in related to making facilities available on a limited basis and only related to athletic, recreational or training purposes. Wendy pointed out this would limit us from making school facilities available for town meetings in various towns.

The suggestion is to add "governance operations" to this list.

With that addition, the committee agreed to advance this version of E20 to the board for the 9/9 meeting.

6. Policy F26 - Security Cameras

Not discussed at this meeting.

7. Policy F1 - Travel Reimbursement

F1: Travel Reimbursement

Committee agreed to edit only to show that the district will use a per diem reimbursement. Committee agreed to advance this to 9/9 with the above change.

8. Policy A4 - Policy Development

Laura pointed out that we would need to update language to reflect that the policy applies to ACSD rather than an "SD/SU."

Jamie said he believes this policy, as written, reflects how the policy committee has always operated.

Laura said it seemed odd for the Superintendent to develop the list of policies up for development or review, is that a Superintendent's role/responsibility? Wendy confirmed that it is standard for superintendents to do this.

Jamie pointed out that this draft policy has procedures, and he isn't sure if those are online

currently. Our policy, as presented online, does not currently have procedures.

Wendy offered that procedures for this policy would cover all aspects of the policy, or they would move the board through it. She pointed out that it would be helpful to have procedures for how policies are introduced or developed, and a procedures section for this policy would be helpful. Wendy would like to develop procedures in partnership with the board on how policies are developed and drafted.

Steve pointed out that our current A4 has something on this but it does not fully reflect how policies are developed or initiated within ACSD currently.

Wendy will take the lead on developing a procedures section for this new policy and will bring it back to the committee for further development and agreement.

There was a question about how many readings policies need before they can be considered for action by the full board, and the language in this new VSBA draft indicates it might only need 1 reading.

But for this policy, A4 it needs to be warned for 10 days before it can have its first reading, so best case scenario would be to plan for this batch of adopted policies from today's meeting to go for the September 9th full board meeting.

Laura pointed out that we would need to update language to reflect that the policy applies to ACSD rather than an "SD/SU."

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There was a question about how many readings policies need before they can be considered for action by the full board, and the language in this new VSBA draft indicates it might only need 1 reading.

But for this policy, A4 it needs to be warned for 10 days before it can have its first reading, so best case scenario would be to plan for this batch of adopted policies from today's meeting to go for the September 9th full board meeting.

For 9/9 we will advance A4, A5, F1 and E20 for a first reading.

The committee agreed to meet the 2nd and 4th Fridays of every month from 4:30-5:30 pm. Next meeting will be Tuesday, September 10th at 4:30 pm.

Steve asked if our committee should start considering developing a policy about how to set criteria for school consolidation. Wendy said she thinks there is work happening at the state level that will provide and set guidance that will play out for us as a board, and we'll have to figure out what to do with that guidance as a board. Wendy would ask that we not develop local policy until that state process is finished. Steve affirmed we need to move forward with the discussion from the spring, and he'll go to the Executive Committee with this request.

E. Public Comment - Any Topic

No public comment

F. Adjournment

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

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DRAFT

Addison Central School District

Policy: Chair's Role
File Code: A9
Warned: September 4, 2018
Adopted: September 17, 2018

Policy

The Chair of the Board oversees the integrity of the Board's processes and serves as the Board's official spokesperson. The Chair has the following authority and duties and shall:

- chair Board meetings following Robert's Rules of Order;
- appoint committee members to standing and *ad hoc* committees and initiate *ad hoc* committees to accomplish specific tasks;
- oversee the development of Board meeting agendas;
- ensure Board meeting deliberations are fair and open as well as efficient, timely, and orderly;
- ensure that only Board issues are discussed in Board meeting deliberations;
- participate in the orientation of new Board members;
- ensure that Board behavior is consistent with the Board's rules and policies;
- sign all contracts authorized by the Board;
- lead and coordinate the evaluation process for the Superintendent; and,
- unless specifically directed by the Board, the Chair shall refrain from exercising any authority to supervise or direct the Superintendent.

The Chair shall make all interpretive decisions that fall within the topics covered by Board policies on Governance Process and Board/Superintendent Relationship unless the Board specifically delegates such authority to others.

The Chair shall represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the areas assigned to the Chair and may delegate this authority to other Board members as appropriate.

In the absence or inability of the Chair to act, the Vice Chair shall have all of the powers and duties of the Chair. In the absence or inability of the Chair and Vice Chair, the Secretary shall have all the powers and duties of the Chair. In the absence of all Executive officers, the Superintendent will designate a Chair until a temporary presiding officer is elected.

Addison Central School District

Policy: Students on the School Board

File Code: A35

Warned: October 15, 2019

Adopted: October 28, 2019

Purpose:

The Addison Central School District Board values the perspective of students and believes their participation as members of the governing body will strengthen the district's mission of providing a rich student supported learning environment. Student voices and perspectives will enrich the school board's understanding of how educational programs impact students and their efforts to achieve personal learning goals as well as confirm to all students that their voice matters to our community. In addition, the student representative will gain leadership skills and experience in civic engagement.

Policy Statement:

Each year, the Board shall include two Middlebury Union High School students to serve as members of the Board. Each spring, a rising junior shall be appointed to the Board for a two-year term*. Student representatives will participate in an orientation and training program, and partner with a current board member and senior year student who will serve as mentors. The Superintendent and/or designees shall establish criteria and a process for student selection that reflects the Board's commitment to inclusivity and equitable access for all.

The role of the student representatives shall include:

- Communicate board activity and decisions to student body
- Represent the views of the entire student ACSD student body to the Board as appropriate and to the extent possible

The responsibilities of the student representatives shall include:

- Attend all board meetings and retreats
- Adhere to Robert's Rules of Order
- Respect confidentiality and other norms as outlined in Board Operations

The student representatives shall:

- Participate in the work of the Board to the fullest extent possible
- Receive the same materials as produced to elected members (with the exception of confidential materials)
- May participate in committee meetings, to the greatest extent possible.

The student representatives shall not:

- Make or vote on a motion
- Attend executive sessions
- Have access to confidential material

*Note: For the first year, a rising junior and rising senior shall be appointed. The rising senior shall only serve the one-year.

Addison Central School District

Policy: Governing Style
File Code: A7
Warned: September 4, 2018
Adopted: September 17, 2018

Policy

The Board shall govern with emphasis on end results for students not issues of individual Board members.

The Board shall:

- encourage diversity of viewpoints during discussions,
- focus on strategic leadership rather than administrative detail,
- observe clear distinction between Board and Superintendent roles,
- make collective decisions,
- emphasize future orientation rather than past or present, and
- govern proactively rather than reactively.

The Board shall cultivate a sense of group responsibility and be responsible for excellence in governing by:

- focusing on system issues and goals rather than personal individual member issues,
- respecting decisions of the full Board,
- making every reasonable effort to protect the integrity of the district,
- being honest in all written and interpersonal interactions,
- never intentionally misleading or misinforming each other,
- never embarrassing other members or the district.

To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members shall:

- discharge the duties of the office as prescribed by statute (Title 16, §563);
- speak only when recognized by the chair during meetings;
- be prepared for board meetings;
- listen for content and understanding, ask questions for clarification.
- communicate information in a timely manner to avoid surprises;
- support the chair's efforts to facilitate an orderly, and productive, and efficient meeting;
- ensure that all members' opinions are heard; and
- observe civility and discussion norms, such as not interrupting during meetings or repeating what has already been said or holding side conversations.

Board development includes orientation of new Board members about the governance process, continued education of all Board Members and periodic evaluation of the Board's process to assure continued improvement.

The Board will monitor its process and performance on an annual basis.

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: 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.