6:30 Open Session  Google Hangout (online/phone)
On March 30, 2020, Governor Scott signed H.681 into law, making temporary changes to Vermont’s Open Meeting Law which are in effect during the declared state of emergency due to COVID-19 (attached). Therefore, during this time of Stay Home, Stay Safe in Vermont, all School Board meetings will be held online using Google Hangout Meets, which offers the option of participating by phone or video online.

Meeting ID: meet.google.com/inc-sdsc-pfq
Phone Number: 781-570-3396 PIN: 667 300 793#

I Call to Order
II Changes and Additions to Agenda
III Announcements and Recognitions
IV Citizens Comments  10 min.
V Consent Agenda (Discussion/Action)  5 min.
A Minutes of Regular Meeting of August 3, 2020 and Executive Committee minutes of July 27 and 28, 2020
B Financial Warrants
VI New Business (Discussion/Action)  30 min
A FY21 Breakfast and Lunch Prices
B Award Contract for Trash, Recycling & Compost
C POLICY: Modes of Instruction During State of Emergency Due to COVID 19 Pandemic
D Instructional Material Complaint: “Something Happened in Our Town: A Child’s Story About Racial Injustice”
VII Old Business (Discussion/Action)  45 min
A Riverside Analysis
1. Renovation
2. New Build at High School
3. Energy Efficiency
B Reopening Update
VIII Next Meeting – September 8, 2020
IX Adjournment
X Executive Session – Quasi-Judicial Deliberation

Mission Statement
To provide students with effective academic and social-emotional learning in schools with a positive culture that are supported by the community.
Open Meeting  

Google Hangout Meets  

Present Via Remote Video:  
Board Members: Chair Troy Palmer, Vice Chair Michael Griffin, Clerk Steve Karaffa, Jeanice Garfield and Patti Kemp  
District Administrative Staff: Supt Zach McLaughlin; Director of Curriculum Missy Wilkins; CFO Rick Pembroke; Indy Hathorn, SHS Principal; Christine Pereira, Elm Hill Principal; Kelly Ryan, Director of Special Services; Michael Ruppell, SHS Asst Principal; Nate McNaughton, RMS Asst Principal; Colleen Amaya, Administrative Assistant  
Others Present: SAPA and Rod Arnold; Staff members: Alison Sylvester, Amanda Baker-Miller, Christine McCutcheon, Kirsten Aiello, Martha Tarbell, Molly Stevens; Community members: Bob Morin, Erin Waysville, Kori Joyce, Mary Krueger, Michael Davey, Ericka Priestley

I  Call to Order at 6:33 pm by Chair Troy Palmer.

II  Changes and Additions to Agenda. There were additional materials, but not additional items.

III  Announcements and Recognitions. Zach thanked the people who have been putting in time on planning teams. A lot of great work being done. Administrative team has been working very hard since March, with the "gas to the floor" since the closure started. He appreciates the hard work. Troy noted that the Board also recognizes all of the work that is being done and appreciates the level of work and hours being put in.

IV  Citizens Comments. There were none

V  Consent Agenda  
A Minutes of Regular Meeting of July 27, 2020  
B Financial Warrants

ACTION: Motion made by Jeanice, seconded by Steve to approve as presented.  
VOTE: All voted in favor.

VI  Retirement  
Deborah Davis – K-12 Support Teacher – Elm Hill School

DISCUSSION: Zach noted that Deb has been in the district for several years on a couple of different occasions. She is concerned about her ability to return safely and the impact, so this the best decision for her and her family. Zach is disappointed to see Deb go, but understands her decision. Jeanice shared about some of the people Deb taught and who she taught along with, and celebrates her years and thanked her for the time in the district.

ACTION: Motion made by Jeanice, seconded by Steve to accept Deb Davis’s retirement.  
VOTE: All in favor.
New Business

A Award Driver Ed Vehicle Bid
DISCUSSION: Rick noted that the current lease runs out 9/10. He reached out to local dealers and advertised it in the newspaper. Kelley Sales no longer carries mid-sized sedans. Springfield GMC Terrain will replace the current one, under the budgeted amount.

ACTION: Motion made by Mike, seconded by Jeanice to authorize the CFO to execute all necessary documents to lease a 2020 GMC Terrain AWD SLE for $329 per month for 3 years from Springfield Buick GMC Cadillac.

VOTE: Voted all in favor.

B Energy Audit Update
DISCUSSION: Rick introduced Michael Davey from Energy Efficiency Investments, along with the architects from Banwell Architects. Administration has been looking at savings to help take care of improvements in the buildings, though the pellet boiler at Elm is down and not been used for over a year. Analysis was done of the properties in the district by EEI as agreed to by the Board last year, looking at heating, electrical infrastructure, and ventilation. Efficiency VT has some funding available to districts to help with the ventilation work that would need to be done. The middle school was a big focus regarding upgrades and possible renovations or relocation. The architects looked at renovations as well as a new build option for the middle school. Renovation items included window replacement (from the 1950s), some of the exterior doors to be replaced, replacing floors, ceilings, cabinetry, as well as a lot of other little things that affect the day-to-day operations of the building including new boilers, restrooms, electrical upgrades, parking lot lighting, sprinkler system, a secure vestibule, and a permanent ramp in the building. For Option 2, it was determined that 60,000 sf would be needed to move to the high school location, suggesting a 3 story addition onto the existing building. The budget portion of the options were shared by Mike Davey. Ventilation options were discussed as outlined by the report as well. An addition onto the high school would cost approximately $27m. Maintaining the middle school where it is and doing the renovations would cost about $16m to bring it up to code as far as infrastructure, including the ventilation issue work. Regarding other building analysis, the wood pellet system at Elm is no longer manufactured, so can’t be fixed. If still wanting to heat with wood, a wood chip system is suggested. For all other items that would need to be done, there is another $3m of work to be decided upon.

For now, a decision would need to be made by the Board as to either fixing up Riverside or look toward a move to a new build later on. The recommendations for ventilation work would need to be done in some way in order to return, the nurse’s office isolation areas at all 4 schools and the ventilation work in the administration wing at Riverside would be done with grant funding. Zach emphasized that the Board is not expected to make an immediate decision. This is just the beginning of the conversation. There was some discussion about some of the concerns about the gym at RMS, and the need to replace that floor. Mike Griffin asked about work that would need to be done at the high school, though that school was not part of the deep analysis. He did say that there is not as much work that would need to be done at the high school, certainly not millions of dollars of improvements. Major infrastructure of the high school is all in good shape. Jeanice asked about the funding that had been borrowed for the Elm/Union projects, and the status of the balance on that debt service. Rick will get that information for the next meeting. Mike Griffin asked, and there was some discussion about how the enrollments would be affected should there be an influx of people relocating to the area. Rick explained that the isolation work is moving forward, with the majority being funded by Efficiency VT, with the remainder in the capital projects fund to pay for the work. If a decision can be made about RMS, the goal would be to get the ventilation work done before the time when all the windows need to be closed up. Mechanical ventilation has been part of building code for many years. Need to bring in more outside air, and can’t do that with the windows closed. Zach explained that this was part of the audit that was previously requested almost a year ago, and this ventilation issue is now a result of the COVID issue and the requirement from the state to get it done. As a Board, it was agreed they all want everyone to be safe, but need more time to look at all of the information and have more discussion. Rick is pretty confident that $100,000 will come from Efficiency VT, with the possibility of another $100,000 to do the ventilation work needed.
ACTION: Table for further discussion at the next meeting. Presentation slides will be made available for the Board to review. Rick will get the balance information about the debt service on the Elm/Union project for the next meeting, Aug 17th.

C Review Legal Guidance on Employee Leaves During COVID
DISCUSSION: Material provided by Attorney Pietro Lynn regarding this issue was shared in the packet by Zach. There is a change from that information on page 5, regarding traveling out of state and whether an employee can access leave time during quarantine upon return. VSBIT guidance indicated that people who went on non-essential travel to a location that forced them to quarantine, they were then given protection under FFCRA. Zach spoke with Pietro, who indicated his best guidance does not go along with what was indicated in the information.
In the spring, there was a very clear set of protections for employees. Some of those protections are no longer available to employees, and the responsibility is not as highly focused on the employer as it had been. It now rests with the employee. There are Federal provisions and other opportunities outlined in the document as well. The Board has the ability to grant leaves at their discretion as well. This information will be sent out to all district employees by the HR office so that employees can make the right decision for themselves. When asked, Zach explained that there have been about 5 support staff or teachers who have expressed concerns about returning for a variety of reasons. There could be some vacancies.

ACTION: The Board agrees with the information to be put out from HR to all staff in the next couple of days.

VIII Old Business
A Follow-up: SHS Students Option for Numeric vs Pass/Fail Grades
DISCUSSION: This information was shared as part of the packet. 130 students requested at least one 1-4 score versus a pass/fail or letter grade. Bindy noted that it was difficult for the students to decide what was best for them. They had an open timeline to make that decision from the beginning of May until the end of school so that teachers would know how to enter grades. She noted that some districts were not given a choice, but were pass/fail only. She does not feel it was indicative of encouraging students to move in an academic or trade school path, as that is always an ongoing discussion by the counselors with the students. It was a learning curve for students and teachers, and did what they could to be successful. The comparative data may be skewed some going into the Fall. There is a wall at the high school in recognition of where students have been accepted into colleges, trade schools, and military options after graduation. Bindy also noted that during the last week of the senior week, students are given a survey about their plans after graduation.

B Reopening Update
DISCUSSION: Zach indicated there has been newer guidance that the ultimate responsibility about the way to return is with the Board, or they can give the responsibility to the Supt through procedure for decision. Guidance by the AOE on 7/23/20 is that the Board needs to make that decision. Zach then shared several datapoints that were accomplished through the process over the last couple of weeks (on file with these minutes). Zach is still planning to put out a letter to all families of students by tomorrow or Wednesday. All of the survey results will be posted on the website, and anything that is personally identifiable will be removed. There were surveys completed by families, as well as surveys from teachers and support staff. The Safety and Health Guidance for Reopening Schools is the best available information from the AOE and the Department of Health, and is important for the community to know as it guides the district in making decisions. Logistics of accommodating all students appropriately proved to be a challenge. Staff and parents agree that completely remote learning is not preferred, as it is not felt to be effective. Then went back to parents and staff about obstacles to returning, as well as potential remote work for staff and students, and parents were asked about which hybrid option would be preferred. Transportation needs were also discussed to determine how that would be handled. There was a very good response rate from parents regarding the options for hybrid scenarios. For those who are interested in remote options, there are some decisions to make about perhaps having a totally remote teacher for some grades. Recommend to the Board a 2 day rotation model with Monday/Tuesday in person full day, with Wednesdays being remote learning only and the 2nd group on Thurs/Fri in person. Zach recommends moving professional development days to the front of the calendar, starting on Aug 26th, with students starting on Sept 8th. Grouping
families to be in school on the same days if at all possible has been requested. Mandatory masks and health issues revolving around masks will need to be determined and will not be a personal decision by the student or employee. The Strong & Healthy Start guidelines are to be followed for the return. 
Still some things not yet decided upon: having remote instruction on the days students are off, whether to have certain teachers as just remote teachers, and the date parents need to commit to the process; possible reduction by the legislature of the 175 student day requirement; All4One role; special education service delivery, and fall athletics. School calendar originally had the first opening day as Aug 20th, with students coming in on the 26th. Suggested changes would not bring staff back in full until Aug 26th through Sept 4th doing preparation and planning. The first student day would be Sept 8th. Half days would be moved from Fridays to Wednesdays, and would still plan to end on June 9th and have graduation on June 11th.
Next steps are for the Board to make a determination on the decision process. Board members agreed that to move along through policy, would take too long. Troy asked how often the hybrid plan or long-term plan would be evaluated. Zack explained that some decisions will be made for all districts, but there is still a lot of gray area that would determine how things are done in each district. Zach is going to put together a decision matrix laying out how to reach a determination before school starts again. A formal delegation of authority to proceed was encouraged by the Secretary of Education, though it is the Board’s control of how to proceed. Discussion by Board members about empowering the Superintendent procedurally, and perhaps putting an end date of right after the holiday break (January 4th) was suggested. Zach noted that there would be discussions in November about the second semester, so that may be a natural evaluation point.

ACTION: Motion by Steve, seconded by Jeanice, to delegate authority to the Superintendent around the learning model through January 4th.

VOTE: Voted all in favor.

FURTHER ACTION: Zach will put together a letter for families and staff by tomorrow or at least by the end of the day Wednesday with what is planned. What the remote looks like is the next step so parents can then make a committed decision about the remote option. Family grouping will be identified very soon as well. We all have to accept that it’s going to be a challenging year. Zach noted that the teachers association and the support staff association have been constructive in their work with all of this planning being done.

IX Next Meeting – August 17th

X Adjournment. Upon a motion by Mike, seconded by Patti, the meeting adjourned to Executive Session at 9:12 pm

Submitted by,
Colleen Amaya, Recording Secretary
TO: Springfield School Board  
FROM: Rick Pembroke  
DATE: August 13, 2020  
RE: School Meal program pricing

According to the USDA PLE (Paid Lunch Equity) worksheet our full pay lunch prices should have a weighted average of $3.09. Our current pricing of $2.60 for elementary and $2.95 for secondary gives us a weighted average of $2.79. We are required to increase a minimum of $0.10 but that will only bring our weighted average to $2.89. We are allowed to be within $0.10 of the required (recommended) price. That would require we have a weighted of average of $2.99.

Current pricing....
PLE 2019-2020 Tool

<table>
<thead>
<tr>
<th>Monthly # of Paid Lunches</th>
<th>Paid Lunch Price</th>
<th>Monthly Revenue</th>
<th>SY 2019-20 Weighted Average Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 750</td>
<td>$ 2.60</td>
<td>$ 1,950.00</td>
<td></td>
</tr>
<tr>
<td>2. 848</td>
<td>$ 2.60</td>
<td>$ 2,204.80</td>
<td></td>
</tr>
<tr>
<td>3. 676</td>
<td>$ 2.95</td>
<td>$ 1,994.20</td>
<td></td>
</tr>
<tr>
<td>4. 1,197</td>
<td>$ 2.95</td>
<td>$ 3,531.15</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>$</td>
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<td></td>
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<tr>
<td>7.</td>
<td>$</td>
<td></td>
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<tr>
<td>8.</td>
<td>$</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>$</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,471</td>
<td>$ 9,680.15</td>
<td>2.79</td>
</tr>
</tbody>
</table>

Note: SY 2019-20 Weighted Average Price equal to or above the target price of $3.09 are compliant for SY 2020-21. $3.09 is the difference between the Free and Paid reimbursement rates for SY 2019-20.

We are recommending that we increase the elementary lunch to $2.75 and the secondary lunch to $3.25 which then gives us a weighted average of $3.02.
See below

**PLE 2019-2020 Tool**

**Pricing Estimation Calculator**

Below is a tool allowing users to manipulate prices to achieve the required new weighted average price.

<table>
<thead>
<tr>
<th>Monthly # of Paid Lunches</th>
<th>Paid Lunch Price</th>
<th>Monthly Revenue</th>
<th>Weighted Average Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>750</td>
<td>$ 2.75</td>
<td>$ 2,062.50</td>
</tr>
<tr>
<td>2.</td>
<td>848</td>
<td>$ 2.75</td>
<td>$ 2,332.00</td>
</tr>
<tr>
<td>3.</td>
<td>676</td>
<td>$ 3.25</td>
<td>$ 2,197.00</td>
</tr>
<tr>
<td>4.</td>
<td>1,197</td>
<td>$ 3.25</td>
<td>$ 3,890.25</td>
</tr>
<tr>
<td>5.</td>
<td>$</td>
<td></td>
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<td>6.</td>
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<td>9.</td>
<td>$</td>
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<td>$</td>
</tr>
<tr>
<td>10.</td>
<td>$</td>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>3,471</strong></td>
<td><strong>$ 10,481.75</strong></td>
<td><strong>$ 3.02</strong></td>
</tr>
</tbody>
</table>

Current Breakfast charges are $1.40 for elementary and $1.60 for secondary. We are recommending Breakfast charges be increased to $1.75 for elementary and $2.00 for secondary.

To summarize, the administrations recommends the Board adopt the following prices for the 2020-2021 school year meal program.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>$1.75</td>
<td>$2.00</td>
</tr>
<tr>
<td>Lunch</td>
<td>$2.75</td>
<td>$3.25</td>
</tr>
</tbody>
</table>
Springfield School District
Procurement & Bid Summary Form

This form is used to ensure that goods and services purchased using federal funds are obtained in an open and competitive manner and in compliance with federal procurement regulations. It should be used in conjunction with and follow the district’s Procurement Procedures.

Grant: N/A______________________________  Investment# (if any): N/A__________

Grant Manager: N/A_____________________

Item or Service being purchased:

This is to lease a new vehicle for the Driver Education program.

1. History & need (narrative):

On July 1, 2020 schools were required to compost food waste. In researching the most cost effective way to accomplish composting, we examined all our solid waste, recycling and composting needs. We requested quotes from our current hauler Casella Waste Mgt. and Alva Waste Mgt.

2. Check the procurement method used: (Please see the district's Procurement Procedures for more detail)

☐ Micro Purchase – a single purchase or open purchase under $10,000. To the extent practical those purchases must be distributed among qualified suppliers (describe).

✓ Small Purchase – a single purchase under $250,000. You must obtain two (preferably 3) or more quotes and document the reason you selected the awarded vendor. (note: when making purchases in excess of $15,000 for buildings, improvements, supplies, equipment maintenance, repairs, transportation of students or a contract for transportation, you must use the SEALED BID method)

☐ Sealed Bids – (Please involve the Business Office) formal advertising when a complete, adequate and realistic specification or purchase description is available. Selection of vendor is made primarily on the basis of price. When making purchases in excess of $15,000 for buildings, improvements, supplies, equipment maintenance, repairs, transportation of students or a contract for transportation. Vermont state bid law (Title 16, Section 559) requires this method.

☐ Small Purchase Competitive Proposals – (Please involve the Business Office) very similar to Sealed Bid method but award is made based on a technical evaluation of the bid and not primarily on price.

☐ Non-Competitive Proposals – only used when the goods or service are only available from a single source, in an emergency, or the Vermont AOE expressly authorizes such in a response to a written request. This method cannot conflict with Vermont state bid law (Title 16, Section 559).
3. Vendor comparison & cost analysis/rationale for selecting vendor (use additional paper or attach documentation if needed):

<table>
<thead>
<tr>
<th>Name of Vendor</th>
<th>Qualification or Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casella Waste Management</td>
<td>Longtime statewide waste hauler</td>
</tr>
<tr>
<td>Alva Waste Management</td>
<td>Longtime Area waste hauler</td>
</tr>
</tbody>
</table>

Two (2) haulers were notified and requested to submit quotes for a total waste removal solution. The district had many discussions with both haulers about how best to structure a total solution. The district’s current hauler estimates the following annual tonnage.

- **Solid Waste** 68.8
- **Zero Sort Recycle** 20.8
- **Compost** 33.0

Both haulers responded to the request. Casella’s price is based on yards picked up per week. Alva’s price is based on tonnage delivered by the district to their transfer station in Springfield.

**Method of Solicitation** (phone, internet, quote, etc.): emailed quotes

<table>
<thead>
<tr>
<th>Name of Vendor</th>
<th>Bid Met all Requirements? (Y/N)</th>
<th>Solid Waste</th>
<th>Recycling</th>
<th>Compost</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casella Waste Management</td>
<td>Y</td>
<td>$11,250</td>
<td>$5,625</td>
<td>$8,775</td>
<td>$25,650</td>
</tr>
<tr>
<td>Alva Waste Management</td>
<td>Y</td>
<td>$7,568</td>
<td>$2,808</td>
<td>$4,650</td>
<td>$15,026</td>
</tr>
</tbody>
</table>

**Narrative** (what the process was and how decision was made): We have a budget of $28,800 for this service. Although it would not be a cash cost to the district it is assumed it will take two men an hour per week to transport the waste to the transfer station in Springfield. At a salary and benefit cost of $25 per hour each for 52 weeks would be a personnel cost of $2,600 (25 x 2 x 52). If you add this and another $2,000 for fuel and wear and tear on our truck to the Alva price ($15,025 + $2,600 + $2,000 = $19,625), Alva is still the least expensive solution.

Administration recommends accepting the quote from Alva Waste Management as a solution to the district's waste management needs.

4. Attach copy of search for exclusions (suspension or debarment) at [http://www.SAM.gov](http://www.SAM.gov)
5. Action requested:

Motion to contract with Alva Waste Management for the districts waste disposal needs at a price per ton of $110 for solid waste, $135 for Zero sort Recycling, and $155 for compost.

Completed by: Richard C Pembroke

Date: 08/03/20

Richard C Pembroke, CFO

For Business Office Use Only

Need Identified: 

Need within the timeline of the grant: 

Vendor properly selected: 

Procurement Method properly used: 

Need allowed in the grant: 

SAM documentation obtained: 

Business Office Approval

PO# ________________ (attach this form to PO)
Springfield School District Policy
Springfield, Vermont

CODE D22

Modes of Instruction During State of Emergency Due To COVID-19 Pandemic

The Springfield School District (District) is committed to the success of every student. The School Board (Board) holds itself and all District and school-site decision-makers accountable for developing a continuum of district-wide, flexible modes of instruction and a system of communication thereof during the State of Emergency.

The District will ensure the provision of the minimum instructional hours in any one of the following three ways:

1. The total hours of direct instruction and expected independent student work for the day equal the minimum daily hours set forth in State Board Rule 2312.1[1]; or
2. The cumulative hours of direct instruction and expected independent work for the week equal the cumulative minimums set forth in State Board Rule 2312.1[2]; or
3. The District obtains the Secretary of Education's prior approval of another method of counting instructional hours per State Board Rule 2312.2[3].

The Board delegates authority to the superintendent to develop and implement rules and procedures to address the following: (From list below, any authority not delegated to the superintendent requires a Board policy with review by legal counsel strongly recommended):

- Options for in-person, remote, and hybrid learning, by grade level, with an emphasis on ensuring in-person instruction for students in the primary grades.
- The process for parents/guardians to sign up and discontinue participation in in-person, remote, and hybrid modes of learning.
- The completion of student work and achievement of academic milestones, proficiencies and other benchmarks.
- A description as to what extent remote and/or hybrid learning experiences will be synchronous to comparable in-person instructional activities.
- The provision for educational supports including teacher-student check-ins and other supports provided under the district's regular EST process.
- The provision of special education services and related services.
- A process for sharing information about student status (remote/in-person) with your school nutrition program so that they are able to provide meals at home or at school.
- Student participation in in-person extracurricular activities such as clubs, sports and music ensembles.

Responsibilities of the Superintendent
The superintendent shall provide a ____________ (monthly, quarterly) status report to the Board.

Duration of Policy
This policy shall be in effect for the duration of the State of Emergency due to COVID-19 and shall terminate automatically when the State of Emergency is lifted.
[1], [2] Rule 2312.1 requires:
Except as provided in Rule 2311.5 (Day of Mourning); the length of the school day shall be:
(a) for kindergarten, a minimum of two instructional hours. However, in any calendar week, five school days may be counted if the total number of hours of instructional time is equal to or exceeds 10 hours per week.
(b) for grades 1-2, a minimum of four instructional hours including recess, excluding lunch. However, in any calendar week, five school days may be counted if the total number of hours of instructional time is equal to or exceeds 20 hours, including recess, excluding lunch.
(c) for grades 3-8, a minimum of 5 1/2 instructional hours, including recess, excluding lunch. However, in any calendar week, five school days may be counted if the total number of hours of instructional time is equal to or exceeds 27 1/2 hours, including recess, excluding lunch.
(d) for grades 9-12, a minimum of 5 1/2 instructional hours, exclusive of the time allowed for recess and lunch. However, in any calendar week, five school days may be counted if the total number of hours of instructional time is equal to or exceeds 27 1/2 hours, exclusive of the time allowed for recess and lunch.

[3] Rule 2312.2 provides exceptions to Length of School Day:
(a) Where the board of school directors has found it necessary to delay the opening of the school day by up to two hours or to send the pupils home after school has begun due to emergencies such as the outbreak of a contagious disease, unsafe building conditions, hazardous weather, high water, unsafe highways, or a fire, the day may be counted as a full day of school;
(b) Upon request of the board of school directors, the Commissioner may permit alternate methods of counting the cumulative instructional hours set forth in subsection 2311.4 of this section where: (1) overall, students do not lose instructional time; (2) students do not lose transportation to and from school or to other educational programs during the school day; (3) students do not lose access to related education programs such as technical or special education; and (4) it is otherwise in the interests of the students and the district.
MIDDLE SCHOOL RENOVATION SCOPE

Facilities:
- No ADA access for gym entrance
- Secure entrance vestibule
- Option to provide new entrance and admin addition near gym.
- Does stair need to be enclosed?
- Tech Ed
- Staff bathroom renovation
- Acoustic walls between classrooms
- Roof repairs (over Art/Health)
- Fix ADA ramp to Admin
- Acoustic isolation improvements
- Endose stair
- Hazmat abatement
- Most bathrooms have been updated. Staff toilets need to be updated.

Auditorium
- Handicap Lift
- New seating
- Re-fresh (new ceiling, paint, etc) as it functions as civic center
- New sound system and lighting controls

Guidance:
- Needs additional office space for Restorative Student Support Staff
- Group meeting space (10 +/-)
- Waiting area.

Health / Nurse
- ADA compliant bathroom
- Sink
- Exam room
- Separate office
- Need AC

Tech Ed / Ins Arts / FACS
- More sinks
- Dust collector
- Fume hood / Paint booth
- Prep rooms
- Bathroom upgrades (sinks don't function)
- Larger door for deliveries
- Separate classroom space and lab spaces to control dirt

Art
- Additional Sink
- Need kiln located closer

Library
- New furniture
- Need storage

Music
- Need practice rooms

PE
- Needs office

MEP
- Mechanical
  - New Boilers (biomass & LP)
  - Unit Ventilators
  - DDC Controls
  - Admin VRV

Plumbing
- Water Heaters
- Kitchen Plumbing
- Add sump pump in basement
- Fire Protection
- New Sprinkler system

Electrical
- LED lighting
- Electrical upgrades
- More outlets
- Parking lot lighting
- Technology & Security

LIFE SKILLS
(5/6)
A: 851 SF

CLASSROOM
(5)
A: 880 SF

CLASSROOM
(5)
A: 880 SF

CLASSROOM
(5)
A: 880 SF

CLASSROOM
(5)
A: 880 SF

ALL-4-ONE
A: 880 SF

ALL-4-ONE
A: 452 SF
<table>
<thead>
<tr>
<th>Program &amp; Services</th>
<th>Area Requirement</th>
<th>Load Factor</th>
<th>Required Area</th>
<th>Existing Area</th>
<th>HS Addition</th>
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<tr>
<td>General Instruction</td>
<td>30 SF/Student</td>
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<td></td>
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<tr>
<td>Library</td>
<td>4 SF/3 Capacity</td>
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</tr>
<tr>
<td>Library Storage</td>
<td>10% Floor Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Workroom/Classroom</td>
<td>10% Floor Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Art</td>
<td>50 SF/Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art Storage</td>
<td>10% Floor Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Classroom</td>
<td>30 SF/Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Storage</td>
<td>10% Floor Area</td>
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<tr>
<td>Music/Instrumental Storage</td>
<td>50 SF/Student</td>
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<tr>
<td>Science Laboratory</td>
<td>50 SF/Student</td>
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<td></td>
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<td>Science Preparation Storage</td>
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<tr>
<td>Foreign Language</td>
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<td>Family Consumer Science</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Family Consumer Storage</td>
<td>10% Floor Area</td>
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</tr>
<tr>
<td>Tech Ed</td>
<td>50 SF/Student</td>
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<td>Tech Ed Storage</td>
<td>10% Floor Area</td>
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<tr>
<td>Computer Lab</td>
<td>30 SF/Student</td>
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<td>Computer Lab Service Area</td>
<td>50 SF/Student</td>
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<td>Special Services</td>
<td>2 SF x Capacity</td>
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<tr>
<td>Multi-Purpose Room</td>
<td>2,400 SF</td>
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<td>Multi-Purpose Storage</td>
<td>15% Floor Area</td>
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<tr>
<td>Gymnasium</td>
<td>3,840 SF</td>
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<tr>
<td>Gymnasium Storage</td>
<td>10% Floor Area</td>
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<td></td>
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<tr>
<td>Locker Rooms</td>
<td>10% Floor Area</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locker Rooms</td>
<td>10% Floor Area</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cafeteria/Dining Room</td>
<td>10 SF x capacity</td>
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<tr>
<td>Cafeteria/Dining Room Storage</td>
<td>5% Floor Area</td>
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<tr>
<td>Kitchen</td>
<td>3 SF x capacity</td>
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<td>Auditorium</td>
<td>3 SF x capacity</td>
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<tr>
<td>Theater</td>
<td>10% Floor Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage</td>
<td>5% Floor Area</td>
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<td></td>
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<tr>
<td>Health</td>
<td>150 SF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td>2 SF x capacity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Conference</td>
<td>1 SF x capacity</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>3 SF x capacity</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Project Rooms</td>
<td>4 SF x capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher Planning Room</td>
<td>2 SF x capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Storage</td>
<td>2 SF x capacity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Total (Net Area)</td>
<td></td>
<td></td>
<td>37,469 SF</td>
<td>46,537 SF</td>
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<tr>
<td>Supports (toilets, halls, etc.)</td>
<td>40%</td>
<td></td>
<td>14,988 SF</td>
<td>18,615 SF</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>52,457 SF</td>
<td>65,152 SF</td>
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<tr>
<td>Maximum MS Gross Area</td>
<td>160 GSF/Student</td>
<td></td>
<td>48,000 GSF</td>
<td>88,918 SF</td>
<td></td>
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</tbody>
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**SPRINGFIELD SCHOOLS**

13 FAIRGROUND ROAD / 303 SOUTH STREET

SPRINGFIELD, VT 05156

**OPTION 2**
### Summary

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>Estimate</th>
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</thead>
<tbody>
<tr>
<td>Option A</td>
<td>Ventilation Impairments, Middle School Reno, &amp; Other District needs</td>
<td>$18,846,555.00</td>
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<tr>
<td>Option B</td>
<td>Middle School Addition, Ventilation, and Other District Needs</td>
<td>$34,039,005.00</td>
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</tbody>
</table>

### Springfield Vermont Schools

#### Ventilation Options

| ECM 1   | Nurses station Isolation area (All 4 Schools)                               | $150,000.00  |
| ECM 2   | Add Ventilation to Unventilated Wing Riverside                             | $175,000.00  |
| ECM 3   | DDC Controls High School (needed for any of the ventilation options)      | $569,205.00  |
| ECM 4   | Piping Replacements High School Allowance                                  | $100,000.00  |
| ECM 5a  | Replace Ventilation Units in Kind High School (Unit Vents)                 | $1,560,000.00 |
| ECM 5B  | Replace Ventilation Units with Ducted ERV Springfield High School. (Recommended by Efficiency Vermont) | $3,500,000.00 |
| ECM 6   | Filtration Upgrades (Middle and Elementary school)                         | $60,000.00   |

#### Total Ventilation Options

| Option 1 with 5A | $2,614,205.00 |
| Option 2 with 5B | $4,554,205.00 |

### Option 1

- **Move Middle School to High School**
  - **Total**: $26,565,000.00

### Option 2 Renovate Middle School

<table>
<thead>
<tr>
<th>Riverside Middle</th>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>New Controls</td>
<td>$332,500.00</td>
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<tr>
<td>2</td>
<td>Demolition/Asbestos</td>
<td>$650,000.00</td>
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<tr>
<td>3</td>
<td>Electrical Service fire alarm</td>
<td>$552,000.00</td>
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<tr>
<td>4</td>
<td>Windows and Exterior Wall</td>
<td>$1,995,000.00</td>
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<tr>
<td>5</td>
<td>Masonry and Exterior Soffit</td>
<td>$900,000.00</td>
</tr>
<tr>
<td>6</td>
<td>Various Interior Renovations</td>
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<tr>
<td>7</td>
<td>LED Lighting</td>
<td>$200,000.00</td>
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<tr>
<td>8</td>
<td>New Boilers</td>
<td>$625,000.00</td>
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<tr>
<td>9</td>
<td>Add to go biomass boiler</td>
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<tr>
<td>10</td>
<td>Ceilings</td>
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</tr>
<tr>
<td>11</td>
<td>Flooring &amp; Other Finishes</td>
<td>$500,000.00</td>
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<tr>
<td>12</td>
<td>ADA/Fire Upgrades</td>
<td>$300,000.00</td>
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<tr>
<td>13</td>
<td>Painting</td>
<td>$150,000.00</td>
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<tr>
<td>14</td>
<td>Plumbing</td>
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<tr>
<td>15</td>
<td>Roofing</td>
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<tr>
<td>16</td>
<td>New Doors</td>
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<td>17</td>
<td>Design</td>
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<tr>
<td>18</td>
<td>Millwork</td>
<td>$504,000.00</td>
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<tr>
<td>19</td>
<td>Sprinkler</td>
<td>$320,000.00</td>
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</tbody>
</table>
Complaints about Instructional Materials

Appendix A

Citizen's Request for Reconsideration of School Materials

(To be signed and submitted by all persons registering a complaint about school materials)

Name: Jeremy Desmoulins

Date: 6/3/20

Street Address: _______________________

City: _______________________________

State: __________ Zip: ___________

Phone: (home) ___________________________ (work) ___________________________

1. Name of School:_____ Elementary School_____ Classroom:_____ Or Library:_____

2. School material on which you are commenting:

   [ ] Book
   [X] Audiovisual/Media
   [ ] Magazine
   [X] Electronic Resource (CD-ROM)
   [ ] Newspaper
   [ ] Other

   Title: Sex Education in our Town
   Author: Personal Legend

3. What do you find objectionable about this material?

   [ ] Pornographic or obscene materials
   [ ] Other: _______________________

4. Did you read, view, or listen to the entire material? If not, what parts did you read, view or listen to?

   [ ] Yes
   [ ] No

5. Please comment on the material as a whole, as well as those matters which concern you.
   (Use the back of this form, if necessary.)

   Signature: _____________________________ Date: 6/5/20

   Date Received: ________________________
* Please note: Email was redacted to remove elements of the complaint that were related to the staff rather than the material.

6/3/20 There is a separate process for a personnel complaint.

Formal complaint about instructional materials and public complaint about personnel

Related Springfield School District Policies:

CODE B22a- Public complaints about personnel

CODE B22b- Complaints about instructional material

CODE 6-6

Complainant:

Jeremy & Christine Desjardins

Springfield, VT 05156

802-885-1414

Teacher involved: [REDACTED]

Instructional materials- Remote learning class session on 6/1/20, YouTube video presentation of book reading: Something Happened in our Town. *It should be noted this book has been taken down from the google classroom in response to other complaints.

Original complaint emailed to Superintendent Zach McLaughlin (to date no response)

From: Jeremy Edward Joel Desjardins [redacted]

To: Zach McLaughlin

Subject: Classroom education

Good morning, I am sitting here listening to a book reading and discussion for my sons third grade class involving the weekend's protest. I find this highly offensive that the school and teachers are presenting this topic, [REDACTED] and had no concern for my son whose father is a police officer. This is not appropriate for this age group, not an appropriate forum to have in this online learning, and I truly hope you address this immediately. As a law enforcement officer, my wife and children have to be extra cautious right now and I cannot believe this would intentionally be brought up as a topic by the teacher when few kids even understood or knew what was going on when asked. [REDACTED]

The session was recorded and if no action is taken, I will be following up with my own action. I am requesting the recorded online sessions since March from my students class and I am making this request under the Family Educational Rights and Privacy act and will accept the records in an electronic format or mailed on a disk.
To Principal David Cohn, Superintendent McLaughlin, and School Board Members,

As I have yet to receive a response from the Superintendent I will send this now to the Principal to start the process formally. As I am aware, Mr. Cohn has responded to another concerned parent regarding the instruction and provided the following context:

- The book was shared by the librarian as an option for teachers to bring into their curriculum based on racial tensions that have recently escalated in our country.
- I (Mr. Cohn) plan to read this book to my daughter and see what questions come up for her. I want her to know that yes, some police officers mistreat blacks based on the color of their skin. Many officers also stand up strongly against injustice and protect and serve their communities honorably.

Admittedly, Mr. Cohn did not view the learning session, nor was present to hear the dialog added before and after the reading. I expect that the school district will review this session and investigate the matter. The book on the YouTube video is prefaced to have the child have this conversation with a trusted adult present to answer any questions they have.

If you can not see the problem with this and the potential trauma you have now placed on my son and this student of color, then I believe public education reforms need to be made and additional education provided. The actions of this teacher have now imprisoned thoughts and feelings that cannot be taken back and may require outside intervention or counseling. This damage may not even be known by some of the other parents who may not understand why their children are talking about this matter after the session.

I have spent my career protecting and serving all Vermonters, have received extensive training on this matter, and been on the forefront of improving Vermont law enforcement’s response to implicit and explicit biases. I could go line by line with this book and the potential damage it has caused an impressionable age group. As someone who spends my life under a microscope, I would like to turn that lens on this school district and how it will react and handle this complaint. As the book states ‘officer’s stick together’ so no one gets in trouble, I wonder if the school district and teacher’s union will follow suit when a light is shined on their institution. I am not alone on this issue and this form of discrimination will be pursued further if no action or response is taken. The school under its own policy is required to provide the questioned materials and they shall not be removed from the school pending
a final outcome. The thread on my child’s classroom including the video have already been removed and I would hope are being retained and will be provided within the required ten school days. I expect a formal response in writing to this complaint and have attached the formal complaint form.
Springfield School District Policy
Springfield, Vermont

CODE B22b

COMPLAINTS ABOUT INSTRUCTIONAL MATERIALS

Policy
It is the policy of the Springfield School District to provide for fair and impartial review of any complaint about instructional materials used by the District.

Procedure for Handling Complaints

On occasion, despite the quality of the selection process, a patron may voice an objection to library or classroom materials. In the event of any complaint, this is the procedure that shall be followed.

I. Informal Complaints

1. All complaints shall be reported to the building principal involved, whether received by telephone, letter, email, or in personal conversation.
2. Within a week, the teacher or librarian involved will attempt to resolve the problem informally by discussing it with the complainant.

II. Formal Complaints

If the complaint is not resolved informally, the complainant shall be given promptly a copy of the selection policy along with the standard complaint form "Citizen's Request for Reconsideration of School Materials" (Appendix A). This complaint form must be completed, signed, and returned by the complainant before consideration will be given to the complaint. If the complainant fails to return the form to the building principal within ten (10) school days, the complaint will be considered resolved.

Upon receipt of a completed form, the Principal in the building involved will call together a committee of five to consider the complaint. This committee will consist of the curriculum director and from the school involved, the Principal, the librarian, a teacher, and a parent representative.

No questioned materials shall be removed from the school pending a final outcome of the request for reconsideration, but the parent making the complaint may request that access to the questioned materials be denied to his/her child (or children) pending the final decision.

Within ten (10) school days, the committee will meet to discuss the material and within ten (10) school days thereafter will prepare a report on the material containing its recommendations on the disposition of the matter.

The Principal will send a formal report and recommendation to the Superintendent. The Principal will explain the materials selection system, give the guidelines used for selection, and cite authorities used in reaching decisions. If the committee recommends that the work that caused the complaint be kept, and the Superintendent concurs, the complainant will be given an explanation. If the Superintendent does not concur, or the complaint is found to be valid, the Principal will make recommended changes and notify the complainant.
If the complainant desires to pursue the complaint further, he or she must inform the Superintendent in writing within ten (10) school days. The Superintendent shall arrange for a special Board meeting within thirty (30) days of receiving the written request from the complainant or place the matter on the agenda of the next regularly scheduled board meeting. The Board shall render a final decision in writing within ten (10) school days of hearing the appeal and so inform the complainant.

Instructions to the Materials Review Committee

The Materials Review Committee is charged with the responsibility of reviewing the questioned material as a whole, and if necessary reading, and/or listening to the questioned material in its entirety. The general acceptance of materials should be assessed by consulting reviews and standard evaluation aids and by checking local holdings in other schools. Values and faults of the questioned material should be weighed against each other, and the Committee's resulting opinion should be based on the material as a whole and not on passages or parts pulled out of context.

The Committee should bear in mind the principles of freedom to learn and to read and should base its decision on those broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Date Written: 3/9/07; 3/12/07; 4/6/07
Date Adopted: 4/9/07
Legal References: 16 V.S.A. §§63 (4) (Powers of school boards)
Cross Reference: Selection of Instructional Materials (63)
Selection of Library Materials (G4)
July 22, 2020

Dr. McLaughlin,

Today, according to SSDVT policy CODE B22b, an Instructional Materials Committee met to discuss the book, *Something Happened in Our Town*, after a parent made a formal complaint about the book. To be more precise, the material in question is not a physical copy of the book, but rather a video of someone reading the book aloud. The committee consisted of the following members: myself, Missy Wilkins (Curriculum Director), Jessie Baldwin (RMS librarian), Alison Sylvester (5th grade teacher), Jessica Robinson (parent rep) and Jeremy and Christine Desjardins (complainants and parents of a rising 4th grader).

The Desjardins began the discussion with a succinct overview of their concerns, and it became apparent that they were not only upset about the book selection itself, but also the manner by which it was implemented by the teacher. According to the Desjardins, the teacher did not invite parents to be part of the discussion and sit next to their child while watching the video, which is recommended by the woman who reads the story aloud. In fact, the Desjardins felt discouraged to do so based on a request made by the teacher during a previous remote learning session.

What ensued was a respectful, insightful, and meaningful conversation about race, effective instruction, the challenges of remote learning, and whether we felt this was/is an appropriate book for 3rd graders. Of particular note, Alison Sylvester shared that she also infused this book into her 5th grade curriculum after the death of George Floyd. Ms. Sylvester informed parents well ahead of time, invited them to be part of the lesson and discussion, and allowed them to opt out if they so wished. Ms. Sylvester’s thoughtful and intentional approach to the lesson and the modifications she made resulted in a positive experience overall. As a group, we all recognized the developmental differences between a 3rd grade student and a 5th grade student.
Jessie Baldwin then pointed out certain moments in the book which gave her pause, referring to them as “danger” moments. For example, the main character’s older brother states that police officers don’t like black men, and our committee discussed the importance of carefully designing a lesson around particular statements that could be confusing and distressing for kids. As the discussion progressed, the theme of intentional lesson design arose and we agreed that not enough was done in advance of the lesson to prepare both parents and students for a successful experience with such a critical topic.

Jessica Robinson could empathize with the Desjardins and understood the root of their concerns. From a fellow parent’s perspective, Ms. Robinson would want to know about a lesson like this well in advance so that she could be there to provide guidance and support for her own child. We also acknowledged as a committee the challenge not only of talking about race (for which Ms. Robinson and others expressed their appreciation that as a district we’re addressing issues of race and equity), but the additional challenge of having this potentially difficult discussion remotely. In a remote setting, it’s difficult if not impossible to read student body language and to address questions that arise for students throughout the reading. This is not to say that the teacher should not have taught the book whatsoever, but again points to the importance of intentional lesson planning with an effort to engage parents in advance.

As a committee, we therefore do not recommend the removal of this instructional material. However, we feel it would be more appropriate for older elementary-aged students and may not be the best material to begin a discussion on race, particularly in a remote environment. We also think it’s critical to pull parents into the conversation early and often, as topics of race and social justice impact an entire community. Based on today’s conversation, as Union Street’s Principal I am committed to collaborating with staff, parents, and community members to discuss race in a way that’s thoughtful and inclusive for all.

Respectfully,

David
July 28, 2021

Jeremy and Christine Desjardins

Springfield, Vermont 05156

Re: Instructional Materials Complaint

Dear Mr. and Mrs. Desjardins,

In accordance with your concern complaint and the Springfield School District policy code B22b, I am writing to inform you of the recommendation forwarded to me from Union Street School Principal David Cohn. Under our policy, Mr. Cohn is tasked with convening a team to review the complaint and submitting a recommendation to the superintendent.

I am attaching the entire recommendation. It concludes with the following paragraph:

As a committee, we therefore do not recommend the removal of this instructional material. However, we feel it would be more appropriate for older elementary-aged students and may not be the best material to begin a discussion on race, particularly in a remote environment. We also think it's critical to pull parents into the conversation early and often, as topics of race and social justice impact an entire community. Based on today's conversation, as Union Street's Principal I am committed to collaborating with staff, parents, and community members to discuss race in a way that's thoughtful and inclusive for all.

I am tasked with considering and responding to the recommendation. In my review of the materials and the principal's recommendation, I find that I share some views. The appropriateness of the materials themselves counts on a lot on two things.

1. First, the reader of the book acknowledges that the intent of the reading is for it both to occur with "trusted adults" and lead to conversations with "trusted adults." While one could try to argue that the presenter could mean teachers or school staff, I think it is fair to assume that for a subject matter of this type, given to this age group, that a parent or caregiver would be the desired co-participant.

We empower capable cosmopolitans who are ready and motivated to improve their community and engage with the world.
2. The ability to properly interpret the book can hinge on the capacity of a student to understand ideas about the narrator's voice and point of view. Some of these concepts can be very nuanced for a 3rd-grade student to understand.

These two considerations lead me to have concerns about the utilization of the material with this grade level without thoughtful lesson design. In his recommendation letter, Mr. Cohn recalled from the committee discussion:

*Of particular note, Alison Sylvester shared that she also infused this book into her 5th grade curriculum after the death of George Floyd. Ms. Sylvester informed parents well ahead of time, invited them to be part of the lesson and discussion, and allowed them to opt-out if they so wished. Ms. Sylvester's thoughtful and intentional approach to the lesson and the modifications she made resulted in a positive experience overall.*

The importance of this type of approach, especially in a period of social unrest due to related issues, cannot be understated. As educators, it can be important to engage our students in the topics of the day, but it is important to frame those issues, and the materials used to present them, in a way that helps meet students both in terms of cognitive development and life experience where they are. If this material was used without introduction and attempts to involve parents, it seems clear that it was not used properly.

After concluding that the material was not used skillfully, I must turn my attention to the question of the material itself. Is the material by its nature inappropriate and worthy of banning within the school or grade level? To create a prism through which to judge that question, I lean on the school board policy itself. At its conclusion the policy lays out a potential standard for consideration:

*The Committee should bear in mind the principles of freedom to learn and to read and should base its decision on those broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.*

Baring that direction in mind, I concur with the committee that the material was not thoughtfully used; however, I can not endorse the banning of this material for this specific grade or this specific school. That being said we can continue to work with teachers to thoughtfully design lessons when engaging topics that can be considered controversial by some families.

I am also attaching the pertinent board policy that speaks to additional steps in our process if you find my ruling unsatisfactory.

Respectfully,

Dr. Zach McLaughlin
Superintendent of Schools