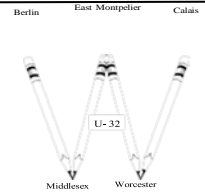


# Washington Central Unified Union School District

*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
Fax (802) 229-2761

Debra Taylor, Ph.D.  
Interim Superintendent



## Washington Central Unified Union School District Board Meeting Agenda

6.3.20 6:00 PM – 9:00 PM

### Virtual Meeting Information:

<https://tinyurl.com/vcvq29d3>

Meeting ID: 991 8317 9399

Password: 927095

Dial by Your Location 1-929-205-6099

### **Open Meeting Law temporary changes as of 3/30/20:**

Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.

**Our building will not be open for meetings. All are welcome to attend virtually.**

### TIME

(in minutes)

5	1.0	Call to Order
60	2.0	Committee Meetings – Breakouts
	2.1	Quality Education Topics Include: Examination of Student Achievement Data – Cohorts Over Time, Post-Secondary Achievement & Plan, Draft Monitoring Calendar, Focus on Remote Learning
	2.2	Negotiations Topic: ESP Negotiations Discussion – Executive Session
10	3.0	Welcome
	3.1	Reception of Guests
	3.2	Agenda Revisions
	3.3	Public Comments
	3.4	Student Reports
20	4.0	Board Operations (Discussion/Action)
	4.1	Report Teacher/Staff Appreciation Group (Action)
	4.2	Superintendent Transition Update –July 1, 2020
	4.3	Blanket Authorization for Check Orders (Action) – pg. 3
	4.4	Authorize Superintendent to Approve Fuel Oil, Propane, Wood Chip and Wood Pellet, and Paper Bids (Action) – pg. 4
	4.5	Authorize Superintendent to Sign all Documents & Contracts on Behalf of the Washington Central Unified Union School District (Action) – pg. 5
	4.6	Revenue Anticipation Note & Investment Bids (Action)
	4.7	Construction Bids (Action) – pg. 6
	4.8	Insurance Bid (Action) – pg. 11

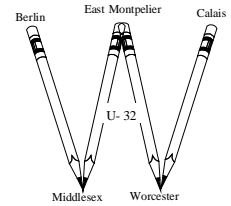
30	5.0	Reports (Discussion/Action)
	5.1	Superintendent – pg. 12
	5.2	Policy (Action) – pg. 15
	5.2.1	Second Reading of B40 Non-Retribution/Retaliation, C2 Student Alcohol & Drugs, C3 Transportation, C5 Weapons/Firearms, C6 Home Study Students, C7 Student Attendance, C8 Pupil Privacy Rights, C10 & C10P Prevention of Harassment, Hazing and Bullying Policy and Procedures, C11 Student Freedom of Expression in School-Sponsored Media, C30 Student Medication, C32 Eighteen Year-Old Students Policies – pg. 18
	5.2.2	First Reading C21 Search and Seizure of Students by School Personnel – pg. 52
	5.3	ESP Negotiations (Discussion/Action) – pg. 56
	5.4	Education Quality- pg. 57
	5.4.1	Charter (Action) – pg. 60
10	6.0	Consent Agenda (Action)
	6.1	Approve Minutes of 5.20.20 - pg. 62
	6.2	Approve Board Orders
10	7.0	Personnel (Action)
	7.1	Approve Hires, Resignations, Retirements
5	8.0	Future Agenda Items
	8.1	Finance Committee
	8.1.1	Efficiency Study
	8.1.2	Construction Update
10	9.0	Adjournment

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Debra Taylor, Ph.D.  
Interim Superintendent



## **EFFECTIVE IMMEDIATELY FY 2020-2021**

To: Mary Ormsby/WCUUSD Treasurer

We would like you to consider this a blanket authorization for you to sign all payroll checks, related benefit checks, and accounts payable checks during months that the WCUUSD Board does not meet. The Superintendent or designee also has authorization to process any utility, bond, contract or other payments that are due prior to the regularly scheduled or postponed board meetings to avoid late penalties, except that VSBA dues may only be paid upon an affirmation vote of the board warned for this purpose.

The nature of these obligations requires vendor payment to be made between WCUUSD Board meetings. Any checks that are signed by you without an approved warrant will be reviewed and approved the next time the WCUUSD Board meets.

This will remain in effect until further notice from the WCUUSD Board.

Thank you for your assistance.

Sincerely,

WCUUSD Board of Directors:

_____ DATE: _____	_____ DATE: _____
_____ DATE: _____	_____ DATE: _____
_____ DATE: _____	_____ DATE: _____
_____ DATE: _____	_____ DATE: _____
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# Washington Central Unified Union School District

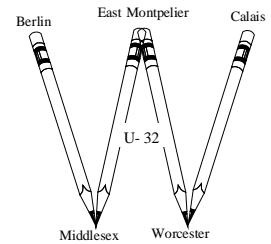
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Debra Taylor, Ph.D.  
Interim Superintendent



## MEMORANDUM

TO: WCUUSD Board of Directors  
FROM: Debra Taylor, Ph.D., Superintendent  
DATE: June 3, 2020  
RE: Authorization for Bids

Historically, bids come in throughout the summer for fuel oil, propane, woodchips, wood pellets and paper for the district.

We recommend that you authorize the superintendent to award these bids as they come in.

Sample motion verbiage:

I make a motion to approve the authorization of the superintendent to award bids for fuel oil, propane, woodchips, wood pellets and paper for the district as they come in.

# Washington Central Unified Union School District

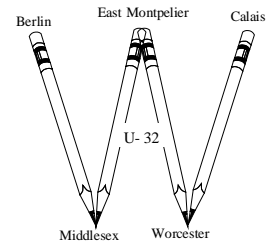
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Debra Taylor, Ph.D.  
Interim Superintendent



## MEMORANDUM

TO: WCUUSD Board of Directors  
FROM: Debra Taylor, Ph.D., Superintendent  
DATE: June 3, 2020  
RE: Authorization for Superintendent to Sign all Documents & Contracts on Behalf of the WCUUSD

In the past, WCUUSD has had a recommendation by our audit firm regarding the board taking action to authorize the superintendent to sign all documents and contracts on behalf of the district.

We recommend that you authorize the superintendent to sign these documents and contracts on behalf of the district.

Sample motion verbiage:

I make a motion to authorize of the superintendent to sign all documents and contracts on behalf of Washington Central Unified Union School District.

# Washington Central Unified Union School District

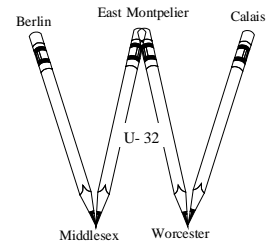
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Debra Taylor, Ph.D.  
Interim Superintendent



## MEMORANDUM

TO: WCUUSD Board of Directors  
FROM: Debra Taylor, Ph.D., Superintendent  
DATE: June 3, 2020  
RE: Project: Rumney Sidewalk Bid Recommendation

We received bids from J. Merrill Construction LLC and J. Hutchins Inc. on May 19, 2020 for the Rumney sidewalk project.

The scope of the project includes repairing the entire sidewalk around the Rumney building.

The following vendors did not bid: Grandfield Masonry & Construction, K. Bellavance Landworks & Hauling, Dubois Construction, Inc., Walker Construction, Inc., and Hutch Brothers Construction, Inc.

The low base bid amount of \$104,800.00 was provided by J. Merrill Construction LLC. This amount decreases by \$7,524.00 for alternates for a combined total of \$97,276.00.

A project budget would include 10% for change orders for a total budget order of \$115,280.00.

The capital budget fund has sufficient funds for this project.

It is recommended for the approval of the bid provided by J. Merrill Construction LLC in the amount of \$115,280.00.



# Washington Central Unified Union School District

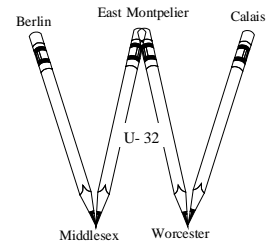
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Debra Taylor, Ph.D.  
Interim Superintendent



## MEMORANDUM

TO: WCUUSD Board of Directors  
FROM: Debra Taylor, Ph.D., Superintendent  
DATE: June 3, 2020  
RE: Bid Recommendation U-32 Gym Equipment Project

We received bids from Tri-State Folding Partitions and Lajeunesse Interiors, Inc. for the U-32 Gym Equipment bid.

The scope of the project includes repair and or replacement of the following: Stage rigging, batting cage, fold up curtain, bleachers, basketball hoops, solid fold up curtain at the gym division, shooting station, fold up net and overall defective system components.

There were only 2 vendors that provided a bid. The bid was sent to 6 vendors, 2 did not qualify, 1 did not provide a bid in time, and 1 did not respond. There was an ad placed in the Times Argus for two weeks on 5/5/2020 and 5/14/2020.

The low base bid amount of \$ 54,775.00 was provided by Lajeunesse Interiors Inc.

The capitol budget fund has sufficient funds for this project.

It is recommended for the approval of the bid provided by Lajeunesse Interiors Inc. in the amount of \$ 54,775.00.



	A	B	C
1			
2		Tri-State	Lajeunesse
3	Item 1	1,650.00	1,000.00
4	Item 2A	9,999.00	6,200.00
5	Item 2B	6,500.00	4,000.00
6	Item 3	8,500.00	6,000.00
7	Item 4	2,800.00	8,725.00
8	Item 5	13,495.00	9,300.00
9	Item 6	14,999.00	7,500.00
10	Item 7	1,500.00	300.00
11	Item 8	9,999.00	4,000.00
12	Item 9	11,850.00	5,800.00
13	Lift Need	not bid	1,400.00
14	Freight	not bid	550.00
15	Total bid	75,000.00	54,775.00
16			
17			
18	Start date	6/1/2020	6/15/2020
19	End date	8/14/2020	8/7/2020

# Washington Central Unified Union School District

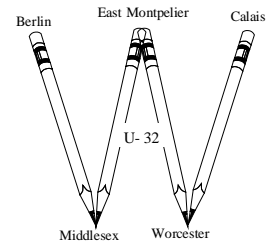
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Debra Taylor, Ph.D.  
Interim Superintendent



## MEMORANDUM

TO: WCUUSD Board of Directors  
FROM: Debra Taylor, Ph.D., Superintendent  
DATE: June 3, 2020  
RE: Project: U-32 Sidewalk Bid Recommendation

We received bids from Avery Excavating, J. Hutchins, and Walker Construction on May 28, 2020 for the U-32 sidewalk project.

The scope of the project includes repairing a portion of the sidewalk in the front of the building.

The following vendors did not bid: Moran Construction, Duranleau Construction, Interactive Maintenance Services, Inc., and Dubois Construction.

The low base bid amount of \$166,000.00 was provided by Avery Excavating.

A project budget would include 10% for change orders for a total budget order of \$182,600.00.

The capital budget fund does not have sufficient funds for this project. We would need to request that funds for this project be increased by \$20,000.00.

It is recommended for the approval of the bid provided by Avery Excavating in the amount of \$ 166,000.00.

### Recommended Board Motions:

Award the bid for U-32 sidewalk reconstruction Area #1 to Avery Excavating in the amount of \$166,000.00.

Approve the transfer of \$20,000.00 from the district capital fund as the project cost exceeds estimates.

# WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT(WCUUSD) PROPERTY, LIABILITY AND RELATED AND WORKERS COMPENSATION BID RESULT: DISTRICT-WIDE BID AWARD FY20-21

**Authorize Superintendent to Sign the Contracts:**

To appoint Denis Ricker Brown as the WCUUSD insurance agent for a one year period: July 1, 2020-June 30, 2021

To award both property, liability and related insurance bid to Liberty Mutual Insurance Company and workers compensation insurance bid to AIM Mutual Insurance Company and other Insurance Carriers as provided in the proposal for a one year period: July 1, 2020-June 30, 2021

**COVERAGE PERIOD: JULY 1, 2020- JUNE 30, 2021**

**BID SUBMITTED BY:**

**DENIS RICKER BROWN**

	PROPERTY, LIABILITY & RELATED	WORKERS COMPENSATION	COMBINED TOTAL	BUDGET TOTAL: General Fund, Grants, Food Service, Community Connections	(Over) Under Budget
WCUUSD	\$107,252	\$91,181	\$198,433	\$222,434	\$24,001



*Class of 2020: Ad astra per aspera!*

## **Superintendent's Board Report**

**June 3, 2020**

### **Graduation/End of Year Celebrations -**

Dates/Times of School HS Graduations and 6th Grade Ceremonies

#### U-32 High School Graduation:

*June 12 (live stream virtual ceremony); June 13 and 14 scheduled vehicle diploma pickup*

U-32 is planning a remote high school graduation event which will be live streamed on June 12. This will be followed by a planned in-person, vehicle pick-up of diplomas and awards which will be organized by TA group and be scheduled on June 13 and 14.

#### **IMPORTANT - INVITATION TO BOARD MEMBERS:**

During High School Graduation in the past, our Board Members presented diplomas to the graduates. We will not be able to do that this year with the health department requirements for social distancing and crowd sizes. We would like to extend an invitation to Board Members to be present when specific students come to get their diploma in the drive thru events on Saturday and Sunday, June 13th and 14th. We will allow our teachers, staff, and board members to park in the parking lot, remain in their cars and cheer on the graduates as they cross the stage and get their diploma. We will not be allowing any others to be in the parking lot, so we need to know which students you would like to be present for and we will provide you with the time window when those students will be walking. Please provide the list of names to Lesley Fitch, [lfitch@u32.org](mailto:lfitch@u32.org), by Tuesday, June 9th so she can notify you. Thank you for supporting our graduates.

#### Elementary Schools:

All schools will hold virtual 6th grade celebrations with in-person, vehicle pick-up of certificates at the times noted below:

*Berlin Elementary: June 11, 6:00 pm*

*Calais Elementary: June 10, 6:30 pm*

*Doty Memorial: June 10, 6:00 pm*

*East Montpelier Elementary: June 11, 6:00 pm*

*Rumney Memorial: June 9, beginning at noon by appointment*

## **Future Planning**

### Summer School

Extended school year will be provided remotely this summer. No in person summer school is scheduled this year.

### Meals:

The last day for school year meals will be June 18. We are currently gauging interest, determining transportation and gauging staffing needs for student meal delivery during the month of July in conjunction with the summer camp. This will originate at East Montpelier Elementary School.

### Summer Camp - Community Connections

Our community connections summer camp programs will be offered to resident students at the preschool and elementary grade levels. Announcements have been sent. Enrollment is limited due to social distancing requirements and available staffing. Due to construction in other school sites, the camp will be held at East Montpelier.

### Curriculum & Instruction:

Our leadership team has begun planning for the fall. We do not yet have clear guidance at this time. Regardless, we are planning for contingencies that include in-person school in the fall at some level be it all students, reduced numbers of students, or hybrid/remote learning. Ultimately, this guidance comes from the Governor and Secretary of Education who base it on the Department of Health and CDC guidelines.

Our district leadership team will gather all ideas, synthesize them, fold in any new guidance that comes our way, and send them out for rapid feedback until an intentional plan is finalized. The goal is to have every educator confident in our direction and their abilities to provide the best for WCUUSD students going forward.

There are several operational decisions that need to be made for the coming year. Examples of Instructional Tasks for which we are planning include:

- Develop Remote Learning Curricula--Based on guidance from the AOE to prepare for in-person instruction in the fall, but develop remote learning infrastructure as a contingency.
- Develop a comprehensive assessment plan to measure skills of students to inform instructional design

- Document and communicate curriculum coverage for each grade level to inform instructional design for next year's teachers.
- Plan Summer Professional Development

### Human Resources:

As you can see just from the number of pages in your Board packet over the last couple of meetings we are filling out our teacher roster for next school year. Teacher contracts have been returned. In addition, we have collected Letters of Intent from our school year support staff.

While working on the staffing of our schools, we have also notified staff directly concerning the early retirement program approved by the Board last month. As retirement notices are received they will be shared with the board.

Finally, we are following all the guidance as it is published so that when it is time to reopen our buildings we can do so in a safe manner. Currently, employees that are coming to the buildings are required to complete a short training provided by VOSHA. The Central Office remains closed to outside visitors. Beginning on June 1, approximately 50% of central office staff will be working in the office, while the remainder continue to work remotely from home.

### Remote Learning

As to the current remote learning instructional plan that is underway, our staff are working very hard to implement all aspects of our plan. The COVID-19 websites prepared for each school are a great place to check in and review the activities at the elementary level. U-32 teachers continue to provide course specific instruction. You may be interested in reviewing information concerning [Continuity of Learning Plan Exemplars statewide](#).

### Legislative Update

A legislative report will be published next week and I will forward it onto the Board upon receipt.

### School Year Concludes

I continue to be amazed by and very proud of the continuous excellent work of our school staff, the support of our students and families, and positive feedback from our communities. Thank you for your leadership this year, in particular during these challenging times of school closure.

Take care and be well everyone.

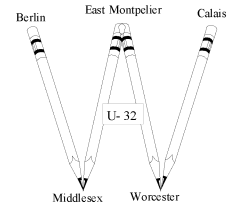
Respectfully Submitted,  
Debra Taylor, Ph.D.  
Superintendent of Schools

# Washington Central Unified Union School District

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Interim Superintendent



## **WCUUSD Policy Committee Meeting Minutes - Unapproved 5.19.20 4:30-6:30 pm**

### **Via Video Conference\***

**Present:** Chris McVeigh (Chair), Marylynne Strachan, Jody Emerson, Jaiel Pulskamp, Ellen Knoedler, Aaron Boynton, Dorothy Naylor, Debra Taylor

1. **Call to Order:** Chris McVeigh called the meeting to order at 4:32.

2. **Approve Minutes of 5.12.20:** Dorothy Naylor moved to approve the minutes of May 12, 2020. Seconded by Jaiel Pulskamp. A few edits were suggested - Jaiel's name was misspelled, and one discussion item was attributed to Marylynne whereas it had been Scott Thompson. **This motion carried unanimously, with noted edits.**

3. **School Choice Survey Update:** Committee members discussed the survey draft which had been shared. Dorothy Naylor suggested that on a few items, it would be useful to offer the opportunity to provide a more in depth response - for example, why did you answer this way? She stated that she thinks it would be advantageous to offer more options for answers. Marylynne Strachan indicated that she believes it is important to get the feedback from the community. Jody Emerson suggested starting with "Should Washington Central offer school choice?" and "Why or why not?"

Discussion followed around the possibility of starting with a quick survey for parents and to invite (via FPF) community members to offer thoughts or feedback to committee members; then to survey the community at a later time.

Committee feedback around the survey had been sought by email. Some edits to the survey were suggested to Dorothy Naylor; she made notes of edits. She and Debra Taylor will revise the form and will share with the committee next Tuesday. The intention is to use google forms for this survey. Chris McVeigh suggested including parents of home-schooled children and parents of students enrolled in private schools.

**4. B40 Non-Retaliation/Retribution Policy:** Some suggested additions to the policy had been offered by Scott Cameron. The committee considered the suggested edits. **The committee agreed that this policy is ready to go to the board at the June meeting.**

## **5. Review Existing Policies**

### 5.1 Section C – Students

#### 5.1.1 Current:

C20: Student Conduct and Discipline: Jody Emerson and Ellen Cooke had suggested some edits to this policy. The committee will take another look at this policy on Tuesday, May 26th, and anticipates sending it to the board after that.

C21: Search and Seizure of Students by School Personnel: Chris McVeigh had added some language around “clothing.” Jody Emerson asked whether language should be more specific, for example, around “sweatshirt.” Dorothy Naylor suggested using the phrase “not including the primary layer.” Some of the language was changed in the policy to reflect the definition of clothing.

**This policy will go to the board in June.**

C34: Use of Restraint and Seclusion. Is this policy required? Jody Emerson - this is not required. Debra Taylor stated that she thinks it’s redundant to have policies that are already explicitly covered by law. She recommends that this policy not be included.

Marylynne Strachan asked, would it help to align this policy with our Handle with Care training, if we are going to keep it? Regardless, she thinks that parents should be able to easily access the procedure or the law in the parent/ student handbook. Jody Emerson shared that usually the law is referred to when a restraint is needed.

Discussion followed around the Handle with Care training, that is required every year. The committee and administrators discussed the required reporting when student restraint and seclusion are used.

Debra Taylor suggested that the link to statute be included in the handbook that is shared with all parents. She does not believe a policy is needed, as the law is very thorough around this.

Chris McVeigh asked whether it would be acceptable for the board to be notified when a restraint occurs? Debra Taylor indicated that this data is submitted to the state every year; it might be something the board would like to consider each year, via this report.

Marylynne Strachan suggested that if a policy is warranted, then it would be good to have input from Kelly Bushey.

The committee agreed that making a reference in the handbook to the legal statute and to the AOE information on restraint and seclusion is sufficient. Debra Taylor and Jody Emerson will work on a draft of language to include in the handbook - for the committee to consider, two weeks from now (not in time for the next meeting.)

C45: Bus Discipline. Again, is this policy required? We already have a student



discipline policy. Could this be incorporated into the student discipline policy? Student behavior on the bus is subject to the same behavior expectations as on the school property. Debra Taylor explained that the bus is an extension of the school, and all rules apply.

Marylynne Strachan asked, how often are students removed from bus privileges, versus suspension from school? Jody Emerson shared that this year there were approximately three times when students were removed from bus privileges, for one to three days at a time. She stated that there have been more suspensions this year than that. Discussion followed around various strategies to support student behavior on the bus.

The committee agreed that this could be included in C20 - Student Discipline. Chris McVeigh will make some suggested additions to the language in C20 to include bus discipline. The committee will consider C20 at the next meeting.

C46: Interrogation or Searches of Students by Law Enforcement or Other Non-School Personnel: Debra Taylor suggested that Scott Cameron take a look at this policy. She also noted that this is not a required policy according to VSBA. The committee will consider this in two weeks.

C47 and C48 - Student Exchange Policies: Chris McVeigh - is there a reason these are two separate policies? Debra Taylor will draft this as one policy, for the committee to consider at the next meeting.

C49: Kindergarten Entrance Age: The committee discussed that this is also covered in state statute. Debra Taylor reviewed the law which is not as specific as the policy.

Some discussion followed around preschool. Aaron Boynton stated that it is useful to have an explicit and consistent policy on the issue of kindergarten entrance age, for all of the elementary schools in WCUUSD to follow. The committee will reconsider this policy at the next meeting. There may be verbiage included about preschool age limits.

## **6. Future Agenda Items**

**7. Adjourn:** The committee adjourned by consensus at 6:34 p.m.

Respectfully submitted,  
Lisa Stoudt, Committee Recording Secretary

**NEXT MEETING DATE: Tuesday, May 26, 2020 at 4:30 pm**

**\*Open Meeting Law temporary changes as of 3/30/20:**

**Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.**

**Our building will not be open for meetings. All are welcome to attend virtually.**

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

Board of Directors' Policy

POLICY: B40

WARNED: \_\_\_\_\_

ADOPTED: \_\_\_\_\_

EFFECTIVE: \_\_\_\_\_

**NON-RETRIBUTION/RETALIATION**

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It is the Washington Central Unified Union School District's goal to encourage all employees of Washington Central Unified Union School District to be secure in discussing matters of public interest related to the School District, its staff, its students, its administration, ~~and~~ or the Board. To encourage employees to frankly discuss matters of public interest related to the School District's provision of services to students, parents, staff members, or the community, it is the policy of the Washington Central Unified Union School District that no employee shall be retaliated against for voicing their opinion about a District related matter of public interest or raising any issue of public interest related to the School District services or business, provided the employee has acted in good faith in voicing their opinion(s). Good faith means the employee has a reasonably identifiable basis for expressing their opinion about a District related business or educational matter. This policy does not protect any employee from individual responsibility for potentially libelous or slanderous expression.

This non-retribution policy does not prohibit any potential employment action involving an employee taken in accordance with according to established policy or contract provision, provided the employment action is not initiated, even in part, because of the employee's actions or opinions on the part of an employee which are protected by this non-retaliation/non-retribution policy.

When an employee's concerns involve a personnel matter or a student matter, the employee shall follow the established lines of communication set forth in B31 Educator Supervision & Evaluation: Probationary Teachers policy.

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:**     **B40**    

**WARNED:**     **5.29.20**    

**ADOPTED:** \_\_\_\_\_

**EFFECTIVE:** \_\_\_\_\_

**NON-RETRIBUTION/RETALIATION**

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It is the Washington Central Unified Union School District's goal to encourage all employees of Washington Central Unified Union School District to be secure in discussing matters of public interest related to the school district, its staff, its students, its administration, or the board. To encourage employees to frankly discuss matters of public interest related to the school district's provision of services to students, parents, staff members, or the community, it is the policy of the Washington Central Unified Union School District that no employee shall be retaliated against for voicing their opinion about a district related matter of public interest or raising any issue of public interest related to the school district services or business, provided the employee has acted in good faith in voicing their opinion(s). Good faith means the employee has a reasonably identifiable basis for expressing their opinion about a district related business or educational matter. This policy does not protect any employee from individual responsibility for potentially libelous or slanderous expression.

This non-retribution policy does not prohibit any potential employment action involving an employee taken in accordance with established policy or contract provision, provided the employment action is not initiated, even in part, because of actions or opinions on the part of an employee which are protected by this non-retaliation/non-retribution policy.

When an employee's concerns involve a personnel matter or a student matter, the employee shall follow the established lines of communication set forth in B31 Educator Supervision & Evaluation: Probationary Teachers policy.



**Staff Training.** The (superintendent, principal, other) will work with appropriate staff to provide training for teachers and health and guidance personnel who teach or provide other services in the school's alcohol and drug abuse prevention education program. The training provided will meet the requirements of State Board Rules related to staff training.<sup>11</sup>

**Community Involvement.** The (superintendent, principal, other) will work with school staff and community members to implement a program to inform the community about substance abuse issues in accord with State Board of Education rules.<sup>12</sup>

**Annual Report.** In a standard format provided by the Agency of Education, the (superintendent, principal, other) will submit an annual report to the Secretary of Education describing substance abuse education programs and their effectiveness.<sup>13</sup>

**Notification.** The (superintendent, principal, other) shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.<sup>14</sup>

<sup>1</sup> 16 V.S.A. § 1165(a). See also 18 V.S.A. § 4237 making it unlawful for any person to sell or dispense any regulated drug to minors or to any other person on school property or property adjacent to a school.

<sup>2</sup> Vermont State Board of Education Manual of Rules and Practices, Rule 4211

<sup>3</sup> See definitions of narcotic drugs and hallucinogenic drugs in 18 V.S.A. §4201; and controlled substance in 41 U.S.C. §706(3) and 21 U.S.C. §812.

<sup>4</sup> 16 V.S.A. §131(9); SBE Rule 4213.1

<sup>5</sup> SBE Rule 4212.2 requiring that education program be consistent with this Plan.

<sup>6</sup> 20 U.S.C. §§7101 et seq.

<sup>7</sup> SBE Rule 4212.3

<sup>8</sup> SBE Rule 4212.3D.

<sup>9</sup> SBE Rule 4212.3B. SBE Rule 4212.3B requires that each "...school district policy...establish procedures for administering first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved."

<sup>10</sup> SBE Rule 4212.3.

<sup>11</sup> SBE Rule 4213.2. See also SBE Rule 4212.3C.

<sup>12</sup> SBE Rule 4214 does not require that this paragraph be included in a school board policy. The rule does require that schools engage in community programs "...to inform the community about the school's alcohol and drug prevention education program, alcohol and drug abuse prevention issues, and community-wide responsibility for effective alcohol and drug abuse prevention." This paragraph could be included in administrative procedures developed in conjunction with this policy.

<sup>13</sup> SBE Rule 4215 does not require that this paragraph be included in a school board policy. The rule does require that the school's annual report include information on substance abuse education programs. This paragraph could be included in administrative procedures developed in conjunction with this policy.

<sup>14</sup> This section is not required by law, but could be included in a school board policy to ensure that adequate notice of the school district's policy and procedures related to alcohol and drug abuse is given to students and parents.

*Legal Reference(s):* 20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)  
16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)  
16 V.S.A. 131(9) (Comprehensive Health Education)  
16 V.S.A. §1045(b)(Driver Training Course)  
16 V.S.A. §1165 (Alcohol and drug abuse)  
18 V.S.A. §4226 (Drugs: minors, treatment, consent)  
Vt. State Board of Education Manual of Rules and Practices §§4200 -4215)



**Staff Training.** The (superintendent, principal, other) will work with appropriate staff to provide training for teachers and health and guidance personnel who teach or provide other services in the school's alcohol and drug abuse prevention education program. The training provided will meet the requirements of State Board Rules related to staff training.<sup>11</sup>

**Community Involvement.** The (superintendent, principal, other) will work with school staff and community members to implement a program to inform the community about substance abuse issues in accord with State Board of Education rules.<sup>12</sup>

**Annual Report.** In a standard format provided by the Agency of Education, the (superintendent, principal, other) will submit an annual report to the Secretary of Education describing substance abuse education programs and their effectiveness.<sup>13</sup>

**Notification.** The (superintendent, principal, other) shall ensure that parents and students are given copies of the standards of conduct and disciplinary sanctions contained in the procedures related to this policy, and are notified that compliance with the standards of conduct is mandatory. Notice to students will, at a minimum, be provided through inclusion of these standards and sanctions in the student handbook distributed to all students at the beginning of each school year or when a student enrolls in the school.<sup>14</sup>

<sup>1</sup> 16 V.S.A. § 1165(a). See also 18 V.S.A. § 4237 making it unlawful for any person to sell or dispense any regulated drug to minors or to any other person on school property or property adjacent to a school.

<sup>2</sup> Vermont State Board of Education Manual of Rules and Practices, Rule 4211

<sup>3</sup> See definitions of narcotic drugs and hallucinogenic drugs in 18 V.S.A. §4201; and controlled substance in 41 U.S.C. §706(3) and 21 U.S.C. §812.

<sup>4</sup> 16 V.S.A. §131(9); SBE Rule 4213.1

<sup>5</sup> SBE Rule 4212.2 requiring that education program be consistent with this Plan.

<sup>6</sup> 20 U.S.C. §§7101 et seq.

<sup>7</sup> SBE Rule 4212.3

<sup>8</sup> SBE Rule 4212.3D.

<sup>9</sup> SBE Rule 4212.3B. SBE Rule 4212.3B requires that each "...school district policy...establish procedures for administering first aid related to alcohol and drug abuse. The procedures will define the roles of the personnel involved."

<sup>10</sup> SBE Rule 4212.3.

<sup>11</sup> SBE Rule 4213.2. See also SBE Rule 4212.3C.

<sup>12</sup> SBE Rule 4214 does not require that this paragraph be included in a school board policy. The rule does require that schools engage in community programs "...to inform the community about the school's alcohol and drug prevention education program, alcohol and drug abuse prevention issues, and community-wide responsibility for effective alcohol and drug abuse prevention.". This paragraph could be included in administrative procedures developed in conjunction with this policy.

<sup>13</sup> SBE Rule 4215 does not require that this paragraph be included in a school board policy. The rule does require that the school's annual report include information on substance abuse education programs. This paragraph could be included in administrative procedures developed in conjunction with this policy.

<sup>14</sup> This section is not required by law, but could be included in a school board policy to ensure that adequate notice of the school district's policy and procedures related to alcohol and drug abuse is given to students and parents.

*Legal Reference(s):* 20 U.S.C. §§7101 et seq. (Safe & Drug-Free Schools & Communities Act of 1994)  
16 V.S.A. §909 (Drug & Alcohol Abuse Prevention Education Curriculum)  
16 V.S.A. 131(9) (Comprehensive Health Education)  
16 V.S.A. §1045(b)(Driver Training Course)  
16 V.S.A. §1165 (Alcohol and drug abuse)  
18 V.S.A. §4226 (Drugs: minors, treatment, consent)  
Vt. State Board of Education Manual of Rules and Practices §§4200 -4215)







16 V.S.A. §1166 (2). However, the school board may modify the expulsion on a case-by-case basis when it finds circumstances such as, but not limited to:

- a. The student was unaware that they had brought a weapon to school.
- b. The student did not intend to use the weapon or threaten or endanger others.
- c. The student is disabled and the misconduct is related to the disability.
- d. The student does not present an ongoing threat to others and a lengthy expulsion would not serve the best interests of the student nor substantially further the goal of ensuring a safe and fear free environment.

At the discretion of the school board and administration, an expelled student may be afforded limited educational services at a site other than the school during the period of expulsion under this policy.

### **Policy Implementation**

An expulsion hearing conducted under this policy shall afford due process as required by law, and as developed by the superintendent or their designee.

The superintendent may refer to the appropriate law enforcement agency any student who possesses or brings a dangerous weapon to a school under the control and supervision of the school district. The superintendent shall refer to the appropriate law enforcement agency any student who possesses or brings a firearm to a school under the control and supervision of the school district. In addition, the superintendent may report any incident subject to this policy to the Department of Children & Families.

As required by state law, the superintendent shall annually provide the Secretary of Education with descriptions of the circumstances surrounding expulsions imposed under this policy, the number of students expelled, and the type of dangerous weapons involved.

### **PART B: WITH REGARD TO PERSONS OTHER THAN STUDENTS**

No person shall enter onto school grounds while in possession of a dangerous weapon or firearm as described above unless:

- a. The person has prior written approval from the superintendent or their designee to bring the weapon to school for authorized activities;
- b. The person is a law enforcement officer.

*Legal Reference(s):* 16 V.S.A. §1162 (Suspension or expulsion of pupils)  
16 V.S.A. §1166 (State law pursuant to Federal law)  
13 V.S.A. §§4004, 4016 (Criminal offenses)  
20 U.S.C. §7151 (Gun Free Schools Act)  
18 U.S.C. §921 (Gun Free Schools Act of 1990)  
20 U.S.C. §§ 1400 et seq. (IDEA)  
29 U.S.C. §794 (Section 504, Rehabilitation Act of 1973)  
Vt. State Board of Education Manual of Rules & Practices, §§4311, 4312

**Required**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:**         C6        

**WARNED:**         5.15.20        

**ADOPTED:**   

**EFFECTIVE:**   

**HOME STUDY STUDENTS**

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**Policy**

It is the policy of the Washington Central Unified Union School District to comply with the requirements of Act 119 of 1998 by allowing home study students to participate in courses, programs, activities, and services and use school educational materials and equipment.

The superintendent will develop administrative procedures that comply with rules promulgated by the Vermont State Board of Education as is necessary to implement this policy.

*Legal Reference(s): 16 V.S.A. 563 (24) (Powers of school boards)  
Vermont State Board of Education Manual of Rules & Practices §§4400, 9200.3.1, 2367  
20 U.S.C. §§1400 et seq. (IDEA)  
34 C.F.R. §§ 300.450-2, 76.650-662  
16 V.S.A. 563(24). School boards are required to "... adopt a policy which, in accordance with rules adopted by the state board of education, will integrate home study students into its schools through enrollment in courses, participation in co-curricular and extra-curricular activities and use of facilities." See also SBE Rules 4400-4405.*

**Required**

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**STUDENT ATTENDANCE**

**POLICY:** C7

**WARNED:** 5.15.20

**ADOPTED:** \_\_\_\_\_

**EFFECTIVE:** \_\_\_\_\_

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**Policy**

It is the policy of the Washington Central Unified Union School District to set high expectations for consistent student school attendance in accordance with Vermont law in order to facilitate and enhance student learning. Legal pupils between the ages of 6 and 16 and who are residents of the school district and non-resident pupils who enroll in school district schools are required to attend school for the full number of days that school is held unless they are excused from attendance as provided in state law. Students who are over the age of 16 are required to attend school continually for the full number of the school days for which they are enrolled, unless they are mentally or physically unable to continue, or are excused by the superintendent in writing.

Annually, the superintendent shall ensure that the school board appoints one or more individuals to serve as the truant officer, and shall ensure that appointment is recorded with the clerk of the school district.

The superintendent shall develop administrative rules and procedures to ensure the implementation of this policy.

**Administrative Rules and Procedures**

The procedures will address the following issues and may include others as well:

- written excuses;
- tardiness;
- notification of parents/guardian;
- signing out of school;
- excessive absenteeism;
- homebound and hospitalized students;
- early dismissals;
- homework assignments;
- making up work.

**Administrative Responsibilities**

The principal is responsible for maintaining accurate and up-to-date records of student attendance.

The principal is responsible for assuring that the school has the appropriate family information that allows the school to contact the parent(s) or guardian(s) of all students whenever necessary.

*Legal Reference(s):* 16 V.S.A. §§1121 et seq. (Attendance required)  
16 V.S.A. § 1125 (Truant officers)  
VT State Board of Education Manual of Rules & Practices: §2120.8.3.3



8. Provisions to ensure that parents are notified of the school district policies and procedures adopted to comply with federal and state laws and regulations governing pupil privacy, including, but not limited to, notification of activities involving the collection of personal information from students, the administration of surveys containing items specifically listed in the Pupil Privacy Rights Amendment.<sup>[11]</sup>

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<sup>[1]</sup> This policy is required by the Federal Protection of Pupil Rights Act, 20 U.S.C. §1232h; Vermont State Board Manual of Rules and Practices, Rule 2120.8.12(f).

<sup>[2]</sup> See 20 U.S.C. 1232h.

<sup>[3]</sup> See Vermont State Board of Education Rule 2120.8.12(f).

<sup>[4]</sup> The federal law and state regulations requiring board policies on this subject are in some instances limited to surveys, analyses or evaluations funded in whole or in part by the U.S. Department of Education. See 20 U.S.C. § 1232h(c)(1). At the board's discretion, the protections provided by this policy could be expanded to include all surveys conducted by the school district, regardless of the survey's funding source.

<sup>[5]</sup> See 20 U.S.C. §1232h(c)(1).

<sup>[6]</sup> See 20 U.S.C. §1232h(c)(1)(B) for the list of eight items that must be included.

<sup>[7]</sup> See 20 U.S.C. §1232h(c)(1)(C).

<sup>[8]</sup> See 20 U.S.C. §1232h(c)(1)(D).

<sup>[9]</sup> See 20 U.S.C. §1232h(c)(1)(E).

<sup>[10]</sup> See 20 U.S.C. §1232h(c)(1)(F)

<sup>[11]</sup> See 20 U.S.C. §1232h(c)(2).



## **II. Implementation**

The superintendent or their designee shall:

1. Adopt a procedure directing staff, parents and guardians how to report violations of this policy and file complaints under this policy. (See Washington Central Unified Union School District Procedures on the Prevention of Harassment, Hazing and Bullying of Students.)
2. Annually, select two or more designated employees to receive complaints of hazing, bullying and/or harassment at each school campus and publicize their availability in any publication of the district that sets forth the comprehensive rules, procedures, and standards of conduct for the school.
3. Designate an Equity Coordinator to oversee all aspects of the implementation of this policy as it relates to obligations imposed by federal law regarding discrimination. This role may be also be assigned to one or both of the designated employees.
4. Respond to notifications of possible violations of this policy in order to promptly and effectively address all complaints of hazing, harassment, and/or bullying.
5. Take action on substantiated complaints. In cases where hazing, harassment and/or bullying is substantiated, the district shall take prompt and appropriate remedial action reasonably calculated to stop the hazing, harassment and/or bullying; prevent its recurrence; and to remedy the impact of the offending conduct on the victim(s), where appropriate. Such action may include a wide range of responses from education to serious discipline.

Serious discipline may include termination for employees and, for students, expulsion or removal from school property. It may also involve penalties or sanctions for both organizations and individuals who engage in hazing. Revocation or suspension of an organization's permission to operate or exist within the district's purview may also be considered if that organization knowingly permits, authorizes or condones hazing.

## **III. Constitutionally Protected Speech**

It is the intent of the district to apply and enforce this policy in a manner that is consistent with student rights to free expression under the First Amendment of the U.S. Constitution. The purpose of this policy is to (1) prohibit conduct or communication that is directed at a person's protected characteristics as defined below and that has the purpose or effect of substantially disrupting the educational learning process and/or access to educational resources or creates a hostile learning environment; (2) prohibit conduct intended to ridicule, humiliate or intimidate students in a manner as defined under this policy.



**IV. Definitions.** For the purposes of this policy and the accompanying procedures, the following definitions apply:

**A. “Bullying”** means any overt act or combination of acts, including an act conducted by electronic means, directed against a student by another student or group of students and which:

- Is repeated over time;
- Is intended to ridicule, humiliate, or intimidate the student; and
- (i) occurs during the school day on school property, on a school bus, or at a school-sponsored activity, or before or after the school day on a school bus or at a school-sponsored activity; or  
(ii) does not occur during the school day on school property, on a school bus or at a school-sponsored activity and can be shown to pose a clear and substantial interference with another student’s right to access educational programs.

**B. “Complaint”** means an oral or written report information provided by a student or any person to an employee alleging that a student has been subjected to conduct that may rise to the level of hazing, harassment or bullying.

**C. “Complainant”** means a student who has provided oral or written information about conduct that may rise to the level of hazing, harassment or bullying, or a student who is the target of alleged hazing, harassment or bullying.

**D. “Designated employee”** means an employee who has been designated by the school to receive complaints of hazing, harassment and bullying pursuant to subdivision 16 V.S.A. 570a(a)(7). The designated employees for each school building are identified in Appendix A of this policy.

**E. “Employee”** includes any person employed directly by or retained through a contract with the district, an agent of the school, a school board member, a student teacher, an intern or a school volunteer. For purposes of this policy, “agent of the school” includes district staff.

**F. “Equity Coordinator”** is the person responsible for implementation of Title IX (regarding sex-based discrimination) and Title VI (regarding race-based discrimination) for the district and for coordinating the district’s compliance with Title IX and Title VI in all areas covered by the implementing regulations. The equity coordinator is also responsible for overseeing implementation of the district’s *Preventing and Responding to Harassment of Students and Harassment of Employees* policies. This role may also be assigned to designated employees.

**G. “Harassment”** means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s or a student’s family member’s actual or perceived race, creed, color, national origin, marital status disability, sex, sexual orientation, or gender identity, that has the purpose or effect of objectively and substantially undermining and detracting from or interfering with a student’s educational performance or access to school resources or creating an objectively intimidating hostile, or offensive environment.

Harassment includes conduct as defined above and may also constitute one or more of the following:

(1) Sexual harassment, which means unwelcome conduct of a sexual nature, that includes sexual violence/sexual assault, sexual advances, requests for sexual favors, and other verbal, written, visual or physical conduct of a sexual nature, and includes situations when one or both of the following occur:

- (i) Submission to that conduct is made either explicitly or implicitly a term or condition of a student’s education, academic status, or progress; or
- (ii) Submission to or rejection of such conduct by a student is used as a component of the basis for decisions affecting that student.

Sexual harassment may also include student-on-student conduct or conduct of a non-employee third party that creates a hostile environment. A hostile environment exists where the harassing conduct is severe, persistent or pervasive so as to deny or limit the student’s ability to participate in or benefit from the educational program on the basis of sex.

(2) Racial harassment, which means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived race or color, and includes the use of epithets, stereotypes, racial slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, and taunts on manner of speech and negative references to cultural customs.

(3) Harassment of members of other protected categories, means conduct directed at the characteristics of a student’s or a student’s family member’s actual or perceived creed, national origin, marital status, disability, sex, sexual orientation, or gender identity and includes the use of epithets, stereotypes, slurs, comments, insults, derogatory remarks, gestures, threats, graffiti, display, or circulation of written or visual material, taunts on manner of speech, and negative references to customs related to any of these protected categories.

**H. “Hazing”** means any intentional, knowing or reckless act committed by a student, whether individually or in concert with others, against another student: In connection with pledging, being initiated into, affiliating with, holding office in, or maintaining membership in any organization which is affiliated with the educational institution; and

- (i) Which is intended to have the effect of, or should reasonably be expected to have the

effect of, endangering the mental or physical health of the student.

Hazing shall not include any activity or conduct that furthers legitimate curricular, extra-curricular, or military training program goals, provided that:

- (1) The goals are approved by the educational institution; and
- (2) The activity or conduct furthers the goals in a manner that is appropriate contemplated by the educational institution, and normal and customary for similar programs at other educational institutions.

With respect to Hazing, **“Student”** means any person who:

- (A) is registered in or in attendance at an educational institution;
- (B) has been accepted for admission at the educational institution where the hazing incident occurs; or
- (C) intends to attend an educational institution during any of its regular sessions after an official academic break.

**I. “Notice”** means a written complaint or oral information that hazing, harassment or bullying may have occurred which has been provided to a designated employee from another employee, the student allegedly subjected to the hazing, harassment or bullying, another student, a parent or guardian, or any other individual who has reasonable cause to believe the alleged conduct may have occurred. If the school learns of possible hazing, harassment or bullying through other means, for example, if information about hazing, harassment or bullying is received from a third party (such as from a witness to an incident or an anonymous letter or telephone call), different factors will affect the school’s response. These factors include the source and nature of the information; the seriousness of the alleged incident; the specificity of the information; the objectivity and credibility of the source of the report; whether any individuals can be identified who were subjected to the alleged harassment; and whether those individuals want to pursue the matter. In addition, for purposes of violations of federal anti-discrimination laws, notice may occur when an employee of the district, including any individual who a student could reasonably believe has this authority or responsibility, knows or in the exercise of reasonable care should have known about potential unlawful harassment or bullying.

**J. “Organization”** means a fraternity, sorority, athletic team, association, corporation, order, society, corps, cooperative, club, or other similar group, whose members primarily are students at an educational institution, and which is affiliated with the educational institution.

**K. “Pledging”** means any action or activity related to becoming a member of an organization.

**L. “Retaliation”** is any adverse action by any person against a person who has filed a complaint of harassment, hazing or bullying or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. Such adverse action may include conduct by a school employee directed at a student in the form of intimidation or reprisal such as diminishment of grades, suspension, expulsion, change in educational conditions, loss of privileges or benefits, or other unwarranted disciplinary action. Retaliation may also include

conduct by a student directed at another student in the form of further harassment, intimidation, and reprisal.

**M. “School administrator”** means a superintendent, principal or their designee assistant principal//technical center director or their designee and/or the district’s equity coordinator.

**N. “Student Conduct Form”** is a form used by students, staff, or parents, to provide, in written form, information about inappropriate student behaviors that may constitute hazing, harassment and/or bullying.

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## **APPENDIX A**

### Designated Employees:

The following employees of the Washington Central Unified Union School District have been designated by the district to receive complaints of bullying and/or harassment pursuant to this policy and 16 V.S.A. §570a(a)(7) and 16 V.S.A. §570c(7) and under federal anti-discrimination laws;

Name:

Title:

Contact Information:

Name:

Title:

Contact Information:

**WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT  
PROCEDURES ON THE PREVENTION OF HARASSMENT, HAZING AND  
BULLYING OF STUDENTS**

**I. Reporting Complaints of Hazing, Harassment and/or Bullying**

**A.** Student Reporting: Any student who believes that they have been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that they reasonably believe might constitute hazing, harassment and/or bullying, should promptly report the conduct to a designated employee or any other school employee.

**B.** School employee reporting: Any school employee who **witnesses conduct** that they reasonably believe might constitute hazing, harassment and/or bullying shall take reasonable action to stop the conduct and to prevent its recurrence and immediately report it to a designated employee and immediately complete a Student Conduct Form.

Any school employee **who overhears or directly receives information** about conduct that might constitute hazing, harassment and/or bullying shall immediately report the information to a designated employee and immediately complete a Student Conduct Form. If one of the designated employees is a person alleged to be engaged in the conduct complained of, the incident shall be immediately reported to the other designated employee or the school administrator.

**C.** Other reporting: Any other person who witnesses conduct that they reasonably believe might constitute hazing, harassment and/or bullying under this policy should promptly report the conduct to a designated employee.

**D.** Documentation of the report: If the complaint is oral, the designated employee shall promptly reduce the complaint to writing in a Student Conduct Form, including the time, place, and nature of the alleged conduct, the identity of the complainant, alleged perpetrator, and any witnesses. Both the complainant and the alleged perpetrator will have the right to present witnesses and other evidence in support of their position.

**E.** False complaint: Any person who knowingly makes a false accusation regarding hazing, harassment and/or bullying may be subject to disciplinary action up to and including suspension and expulsion with regard to students, or up to and including discharge with regard to employees. There shall be no adverse action taken against a person for reporting a complaint of hazing, harassment and/or bullying when the person has a good faith belief that hazing, harassment and/or bullying occurred or is occurring.

**F.** Rights to Alternative Complaint Process: In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the

Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission  
14-16 Baldwin Street  
Montpelier, VT 05633-6301  
(800) 416-2010 or (802) 828-2480 (voice)  
(877) 294-9200 (tty)  
(802) 828-2481 (fax)  
Email: [human.rights@state.vt.us](mailto:human.rights@state.vt.us)

Office for Civil Rights, Boston Office  
U.S. Department of Education 8<sup>th</sup> Floor  
5 Post Office Square Boston, MA 02109-3921  
617-289-0111 (voice)  
877-521-2172 (tdd)  
617-289-0150 (fax)  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

## **II. Responding to Notice of Possible Policy Violation(s)**

- A.** Upon notice of information that hazing, harassment and/or bullying may have occurred the designated employee shall:
- i. Promptly reduce any oral information to writing, including the time, place, and nature of the conduct, and the identity of the participants and complainant.
  - ii. Promptly inform the school administrator(s) of the information;
  - iii. If in the judgment of the school administrator, the information alleges conduct which may constitute harassment, hazing or bullying, the school administrator shall, as soon as reasonably possible, provide a copy of the policy on hazing, harassment and bullying and these procedures to the complainant and accused individual, or if either is a minor, cause a copy to be provided or delivered to their respective parent or guardian.
- B.** Upon initiation of an investigation, the designated employee shall:
- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
    1. an investigation has been initiated;
    2. retaliation is prohibited;
    3. all parties have certain confidentiality rights; and
    4. they will be informed in writing of the outcome of the investigation.
- C.** All notifications shall be subject to state and/or federal laws protecting the confidentiality of personally identifiable student information. Pursuant to 34 CFR Part 99.30, a school administrator may seek the consent of the parent/guardian of the accused student, or the accused eligible student (if 18 or older, the accused student has the ability to consent), in order to inform the complainant of any

disciplinary action taken in cases where the school determined that an act(s) of harassment, hazing, and/or bullying, or other misconduct occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

### **III. Investigating Hazing, Harassment and/or Bullying Complaints**

- A. Initiation of Investigation - Timing.** Unless special circumstances are present and documented, such as reports to the Department for Children and Families (“DCF”) or the police, the school administrator shall, no later than one school day after notice to a designated employee, initiate or cause to be initiated, an investigation of the allegations, which the school administrator reasonably believes may constitute harassment, hazing or bullying.
- B. Investigator Assignment.** The school administrator shall assign a person to conduct the investigation; nothing herein shall be construed to preclude the school administrator from assigning themselves or a designated employee as the investigator. No person who is the subject of a complaint shall conduct such an investigation.
- C. Interim Measures.** It may be appropriate for the school to take interim measures during the investigation of a complaint. For instance, if a student alleges that they have been sexually assaulted by another student, the school may decide to place the students immediately in separate classes and/or transportation pending the results of the school’s investigation. Similarly, if the alleged harasser is a teacher, allowing the student to transfer to a different class may be appropriate. In all cases, the school will make every effort to prevent disclosure of the names of all parties involved – the complainant, the witnesses, and the accused -- except to the extent necessary to carry out the investigation. In all cases where physical harm has resulted and/or where the targeted student is known to be expressing suicidal ideation, or experiencing serious emotional harm, a safety plan will be put in place. Safety plans must also be considered in cases where the targeted student is known to have difficulty accessing the educational programs at the school as a result of the inappropriate behavior. No contact orders, or their enforcement, may also be appropriate interim measures.
- D. Due Process.** The United States Constitution guarantees due process to students and district employees who are accused of certain types of infractions, including but not limited to sexual harassment under Federal Title IX. The rights established under Title IX must be interpreted consistent with any federally guaranteed due process rights involved in a complaint proceeding, including but not limited to the ability of the complainant and the accused to present witnesses and other evidence during an investigation. The district will ensure that steps to accord due process rights do not restrict or unnecessarily delay the protections provided by Title IX to the complainant.

- E.** Standard Used to Assess Conduct. In determining whether the conduct constitutes a violation of this policy, the investigator shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. The complainant and accused will be provided the opportunity to present witnesses and other evidence during an investigation. The school will also consider the impact of relevant off-campus conduct on the school environment where direct harm to the welfare of the school can be demonstrated or the conduct can be shown to pose a clear and substantial interference with another student's equal access to educational programs. Whether a particular action constitutes a violation of this policy requires determination based on all the facts and surrounding circumstances.
- F.** Completion of Investigation – Timing. No later than five school days from the filing of the complaint with the designated employee, unless special circumstances are present and documented, the investigator shall submit a written initial determination to the school administrator.
- G.** Investigation Report. The investigator shall prepare a written report to include a statement of the findings of the investigator as to whether the allegations have been substantiated, and as to whether the alleged conduct constitutes hazing, harassment and/or bullying. The report, when referencing student conduct, is a student record and therefore confidential. It will be made available to investigators in the context of a review conducted by either Vermont AOE, or investigations of harassment conducted by the Vermont Human Rights Commission or U.S. Department of Education Office of Civil Rights.
- H.** Notice to Students/Parents/Guardians. Within five school days of the conclusion of the investigation, the designated employee shall:
- i. Notify in writing both the complainant and accused individual (or if either is a minor inform their respective parent or guardian) that:
    1. the investigation has been completed;
    2. whether or not the investigation concluded that a policy violation occurred (and which policy term was violated, i.e. harassment, hazing and/or bullying);
    3. that federal privacy law prevents disclosure of any discipline imposed as a result of the investigation unless the parent/guardian of the accused student and/or the accused eligible student consents to such disclosure, pursuant to 34 CFR Part 99.30, as set forth in Section II, Part C, above.
  - ii. Notify the Complainant Student - or if a minor, their parent(s) or guardian - in writing of their rights to:
    1. an internal review by the school of its initial determination as a result of its investigation as to whether harassment occurred;
    2. request an Independent Review of the school's "final" determination as to whether harassment occurred within thirty (30) days of the final determination or although a "final" determination was made that harassment indeed occurred the school's response to that harassment was inadequate to correct



the problem; and that the review will be conducted by an investigator to be selected by the superintendent from a list developed by the Agency of Education;

3. file complaints of harassment with either the Vermont Human Rights Commission and/or the federal Department of Education's Office of Civil Rights.
- iii. Notify the Accused Student – or if a minor, their parent(s) or guardian - in writing of their right to appeal as set forth in Section V of these procedures.

- I. Violations of Other Policies. In cases where the investigation has identified other conduct that may constitute a violation of other school disciplinary policies or codes of conduct, the designated employee shall report such conduct to the school administrator for action in accordance with relevant school policies or codes of conduct.

#### **IV. Responding to Substantiated Claims**

- A. Scope of Response. After a final determination that an act(s) of hazing, harassment and/or bullying has been committed, the school shall take prompt and appropriate disciplinary and/or remedial action reasonably calculated to stop the hazing, harassment and/or bullying and prevent any recurrence of harassment, hazing and/or bullying, and remedy its effects on the victim(s). In so doing, the following should be considered:
  - i. Potential Remedial Actions. Remedial action may include but not be limited to an age appropriate warning, reprimand, education, training and counseling, transfer, suspension, and/or expulsion of a student, and warning, reprimand, education, training and counseling, transfer, suspension and/or termination of an employee. A series of escalating consequences may be necessary if the initial steps are ineffective in stopping the hazing, harassment and/or bullying. To prevent recurrences counseling for the offender may be appropriate to ensure that they understand what constitutes hazing/harassment and/or bullying and the effects it can have. Depending on how widespread the hazing/harassment/bullying was and whether there have been any prior incidents, the school may need to provide training for the larger school community to ensure that students, parents and teachers can recognize hazing/harassment/bullying if it recurs and know how to respond.
  - ii. School Access/Environment Considerations. The district will also take efforts to support victims' access to the district's programs, services and activities and consider and implement school-wide remedies, where appropriate. Accordingly, steps will be taken to eliminate any hostile and/or threatening environment that has been created. For example, if a female student has been subjected to harassment/bullying by a group of other students in a class, the school may need to deliver special training or other interventions for that class to repair the educational environment. If the school offers the student the option of withdrawing from a class in which a hostile environment/bullying occurred, the district will assist the student in making program or schedule changes and ensure that none of the changes adversely affect the student's

academic record. Other measures may include, if appropriate, directing a bully/harasser to apologize to the affected student. If a hostile environment has affected the entire school or campus, an effective response may need to include dissemination of information, the issuance of new policy statements or other steps that are designed to clearly communicate the message that the school does not tolerate harassment and/or bullying and will be responsive to any student who reports that conduct.

- iii. Hazing Case Considerations. Appropriate penalties or sanctions or both for organizations that or individuals who engage in hazing and revocation or suspension of an organization's permission to operate or exist within the institution's purview if that organization knowingly permits, authorizes, or condones hazing.
- iv. Other Remedies: Other remedies may include providing counseling to the victim(s) and/or the perpetrator(s), and additional safety planning measures for the victim(s).

- B. Retaliation Prevention**. It is unlawful for any person to retaliate against a person who has filed a complaint of harassment or against a person who assists or participates in an investigation, proceeding or hearing related to the harassment complaint. A person may violate this anti-retaliation provision regardless of whether the underlying complaint of harassment is substantiated.

The district will take reasonable steps to prevent any retaliation against the student who made the complaint (or was the subject of the harassment), against the person who filed a complaint on behalf of a student, or against those who provided information as witnesses. At a minimum, this includes making sure that the students and their parents, and those witnesses involved in the school's investigation, know how to report any subsequent problems and making follow-up inquiries to see if there are have been any new incidents or any retaliation.

- C. Alternative Dispute Resolution**. At all stages of the investigation and determination process, school officials are encouraged to make available to complainants alternative dispute resolution methods, such as mediation, for resolving complaints. Certain considerations should be made before pursuing alternative dispute resolution methods, including, but not limited to:  
(1) the nature of the accusations (for example, face-to-face mediation is not appropriate for sexual violence cases), (2) the age of the complainant and the accused individual, (3) the agreement of the complainant, and (4) other relevant factors such as any disability of the target or accused individual, safety issues, the relationship and relative power differential between the target and accused individual, or any history of repeated misconduct/harassment by the accused individual.

## **V. Post Investigative Reviews**

### Rights of Complainants

**A. Internal Review of Initial Harassment Determinations By Complainant.**  
A complainant or parent of a complainant may request internal review by the district of a designee's initial determination (following investigation) that harassment has not occurred via written request submitted to the district superintendent. All levels of internal review of the investigator's initial determination, and the issuance of a final decision, shall, unless special circumstances are present and documented by the district, be completed within thirty (30) calendar days after review is requested.

**B. Independent Reviews of Final Harassment Determinations By Complainant.**  
A complainant may request an independent review within thirty (30) days of a final determination if s/he: (1) is dissatisfied with the final determination as to whether harassment occurred, or (2) believes that although a final determination was made that harassment occurred, the school's response was inadequate to correct the problem.

The complainant shall make such a request in writing to the superintendent of schools within thirty (30) days of a final determination. Upon such request, the superintendent shall promptly initiate an independent review by a neutral person as described under 16 V.S.A. § 570a. (b)(1) and shall cooperate with the independent reviewer so that s/he may proceed expeditiously. The review shall consist of an interview of the complainant and relevant school officials and a review of the written materials from the school's investigation.

Upon completion of the independent review, the reviewer shall advise the complainant and school officials in writing: (1) as to the sufficiency of the school's investigation, its determination, and/or the steps taken by the school to correct any harassment found to have occurred, and (2) of recommendations of any steps the school might take to prevent further harassment from occurring. A copy of the independent review report shall be sent to the Secretary of Education.

The reviewer shall advise the student of other remedies that may be available if the student remains dissatisfied and, if appropriate, may recommend mediation or other alternative dispute resolution. The independent reviewer shall be considered an agent of the school for the purpose of being able to review confidential student records. The costs of the independent review shall be borne by the district. The district may request an independent review at any stage of the process.

**C. Rights to Alternative Harassment Complaint Process.** In addition to, or as an alternative to filing a harassment complaint pursuant to this policy, a person may file a harassment complaint with the Vermont Human Rights Commission or the Office for Civil Rights of the U.S. Department of Education at the addresses noted below:

Vermont Human Rights Commission  
14-16 Baldwin Street  
Montpelier, VT 05633-6301  
(800) 416-2010 or (802) 828-2480 (voice)  
(877) 294-9200 (tty)

(802) 828-2481 (fax)  
Email: [human.rights@state.vt.us](mailto:human.rights@state.vt.us)

Office for Civil Rights, Boston Office  
U.S. Department of Education 8<sup>th</sup> Floor  
5 Post Office Square Boston, MA 02109-3921  
617-289-0111 (voice)  
877-521-2172 (tdd)  
617-289-0150 (fax)  
Email: [OCR.Boston@ed.gov](mailto:OCR.Boston@ed.gov)

### Rights of Accused Students

- A.** Appeal. Any person determined to have engaged in an act(s) of hazing, harassment and/or bullying may appeal the determination and/or any related disciplinary action(s) taken, directly to the school board of the school district. The school board shall conduct a review on the record. The standard of review by the school board shall be whether the finding that an act(s) of hazing, harassment, and/or bullying has been committed constitutes an abuse of discretion by the school level fact finder. Appeals should be made to the school board within ten (10) calendar days of receiving the determination that an act(s) of hazing, harassment and/or bullying has occurred and/or any announced discipline. The school board shall set the matter for a review hearing at the next scheduled school board meeting to the extent practicable, but not later than 30 days from receipt of the appeal filing.
- B.** Accused Student/Appellant Access to Investigative Reports/Findings. The school district shall make available upon request of the Accused Student/Appellant, any relevant information, documents, materials, etc. related to the investigation and r elated finding on appeal that can be redacted and de-identified in compliance with the requirements set forth at 34 CFR Part 99. For those documents that cannot be provided due to the requirements set forth at 34 CFR Part 99, when an Accused Student/Appellant seeks a review on the record before the school board of the school district, a school administrator may seek the consent of the parent/guardian of the targeted student, or the accused eligible targeted student (if 18 or older, the targeted student has the ability to consent), in order to inform the accused student of the findings which gave rise to the school's determination that an act(s) of harassment, hazing, and/or bullying occurred. The parent/guardian or eligible student shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from the student's education records.

## **VI. Confidentiality and Record Keeping**

- A.** Privacy Concerns. The privacy of the complainant, the accused individual, and the witnesses shall be maintained consistent with the district's obligations to

investigate, to take appropriate action, and to comply with laws governing the disclosure of student records or other applicable discovery or disclosure obligations.

- i. Concerns Related to Harassment Complaints. The scope of appropriate response to a harassment complaint may depend upon whether a student or parent of a minor student reporting the harassment asks that the student's name not be disclosed to the harasser or that nothing be done about the alleged harassment. In all cases, school officials will discuss confidentiality standards and concerns with the complainant initially. The school will inform the student that a confidentiality request may limit the school's ability to respond. The school will remind the student that both federal Title IX and Vermont Title 9 prevent retaliation and that if they are afraid of reprisals from the alleged harasser, the school will take steps to prevent retaliation and will take strong action if retaliation occurs. If the student continues to ask that their name not be revealed, the school should take all reasonable steps to investigate and respond to the complaint consistent with the student's request as long as doing so does not prevent the school from responding effectively to the harassment and preventing harassment of other students.

The school will evaluate the confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. The factors the school might consider in this regard include the seriousness of the alleged harassment, the age of the student harassed, whether there have been other complaints or reports of harassment against the alleged harasser, and the rights of the accused individual to receive information about the accuser and the allegations if a formal proceeding with sanctions may result. If information about the incident is contained in an "education record" of the student alleging the harassment, as defined by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, the school will consider whether FERPA prohibits it from disclosing information without the student's consent.

- B. Document Maintenance. The superintendent or school administrator shall assure that a record of any complaint, its investigation and disposition, as well as any disciplinary or remedial action taken following the completion of the investigation, is maintained by the district in a confidential file accessible only to authorized persons. All investigation records created in conformance with this policy and procedures, including but not limited to, the complaint form, interview notes, additional evidence, and the investigative report, shall be kept by the equity coordinator, designated employees and district central office for at least six years after the investigation is completed.

## **VII. Reporting to Other Agencies**

- A. Reports to Department of Children and Families. When a complaint made pursuant to this policy includes allegations of child abuse, any person responsible for reporting suspected child abuse under 33 V.S.A. § 4911, et seq. must report the allegation to the Commissioner of DCF. If the victim is over the age of 18 and a report of abuse is warranted, the report shall be made to Adult Protective Services in accordance with 33 V.S.A. § 6901 et seq.

- B. Reports to Vermont Agency of Education.** If a harassment complaint is made in a public school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the principal shall report the alleged conduct to the superintendent and the superintendent shall report the alleged conduct to the commissioner. If a harassment complaint is made in an independent school about conduct by a licensed educator that might be grounds under Vermont law for licensing action, the head of school is encouraged to report the alleged conduct to the Secretary of Education.
- C. Reporting Incidents to Police**
- a. **FERPA Rights.** Information obtained and documented by school administration regarding the school's response to notice of student conduct that may constitute hazing, harassment and/or bullying may constitute an "educational record" regarding the student or student(s) involved as defined by the Family Education Rights and Privacy Act. Accordingly, such information may not be disclosed without prior parent approval to local law enforcement except in response to a lawfully issued subpoena, or in connection with an emergency if disclosure is necessary to protect the health or safety of the student or other individuals.
  - b. **First Hand Reports.** Nothing in this policy shall preclude persons from reporting incidents and/or conduct witnessed first-hand that may be considered to be a criminal act to law enforcement officials.
  - c. **Hazing Incidents.** It is unlawful to (1) engage in hazing; (2) solicit direct, aid, or attempt to aid, or abet another person engaged in hazing; or (3) knowingly fail to take reasonable measures within the scope of the person's authority to prevent hazing. It is not a defense in an action under this section that the person against whom the hazing was directed consented to or acquiesced in the hazing activity. Hazing incidents will be reported to the police in a manner consistent with the confidentiality rights set forth above in this section.
- D. Continuing Obligation to Investigate.** Reports made to either DCF or law enforcement shall not be considered to absolve the school administrators of their obligations under this policy to pursue and complete an investigation upon receipt of notice of conduct which may constitute hazing, harassment and/or bullying.

## **VIII. Disseminating Information, Training, and Data Reporting**

- A. Disseminating Information.** Annually, prior to the commencement of curricular and co-curricular activities, the district shall provide notice of this policy and procedures to students, custodial parents or guardians of students, and staff members, including references to the consequences of misbehavior contained in the plan required by 16 V.S.A. 1161a. Notice to students shall be in age-appropriate language and include examples of hazing, harassment and bullying. At a minimum, this notice shall appear in any publication of the district that sets forth the comprehensive rules, procedures and standards of conduct for the district.

- B. Student Training.** The school administrator shall use their discretion in developing age-appropriate methods of discussing the meaning and substance of this policy with students to help prevent hazing, harassment and bullying.
- C. Staff Training.** The board or its designee shall ensure that teachers and other staff receive training in preventing, recognizing and responding to hazing, harassment and bullying.
- D. Data Gathering.** Public school districts shall provide the Vermont Agency of Education with data requested by the Secretary of Education.

**Legal References:**

Title V, Section B, 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794 et seq.;

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d;

Title IX of the Educational Amendments Act of 1972, 20 U.S.C. §§ 1681 et seq.; Family Education Rights Privacy Act; 20 U.S.C. §1232g;

Public Accommodations Act, 9 V.S.A. §§4500 et seq.;

Education, Classifications and Definitions, 16 V.S.A. §11(26);(30)(A);(32); Education, 16 V.S.A. §140(a)(1); Education, 16 V.S.A. §166(e);

Education, Bullying, 16 V.S.A. §570c;

Education, Harassment, Hazing and Bullying, 16 V.S.A. § 570; Education, Harassment, 16 V.S.A. §570a;

Education, Harassment, 16 V.S.A. §570c; Education, Harassment, 16 V.S.A. §570f;

Education, Hazing, 16 V.S.A. §570b; Education, Hazing, 16 V.S.A. §570f Education,

Discipline, 16 V.S.A. §1161a;

Education, Suspension or Expulsion of Pupils; 16 V.S.A. §1162; Child Abuse, 33 V.S.A. §§4911 et seq.;

Adult Protective Services, 33 V.S.A. §6901 et seq., all as they may be amended from time to time.

Washington v. Pierce, 179 VT 318 (2005).





1. Is libelous or slanderous;
2. Constitutes an unwarranted invasion of privacy;
3. May be defined as obscene, gratuitously profane, threatening or intimidating;
4. May be defined as harassment, hazing, or bullying under Title 16 § 11;
5. Violates federal or state law; or
6. Creates the imminent danger of materially or substantially disrupting the ability of the school to perform its educational mission.

District staff may restrain the distribution of content in school-sponsored media that can be demonstrated to violate any of the conditions 1-6 above.

Content in school-sponsored media will not be restrained solely because it involves political or controversial subject matter, or is critical of the school or its administration. A student journalist may not be disciplined for acting in accordance with this policy.

A media advisor may not be disciplined for taking reasonable and appropriate action to protect a student journalist in conduct protected by this policy or for refusing to infringe on conduct that is protected by this policy, by the first amendment to the U.S. Constitution, or by the Vermont Constitution.

*Legal Reference: 16 V.S.A. § 1623*

**WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT**

**Board of Directors' Policy**

**POLICY:**       **C30**      

**WARNED:**       **5.15.20**      

**ADOPTED:** \_\_\_\_\_

**EFFECTIVE:** \_\_\_\_\_

**STUDENT MEDICATION**

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Washington Central Unified Union School District recognizes that some students are able to attend school because of the effective use of prescription and over the counter medication in the treatment of chronic or acute disabilities or illnesses. It is more desirable for medication to be administered at home; however, any student who needs to take medication during the regular school day must comply with school procedures. It is the policy of the Washington Central Unified Union School District to have procedures in place to assure that medication required by students during the school day will be administered and maintained in a safe manner as directed by the school nurse in collaboration with the student's parent/guardian and health care provider.

WASHINGTON CENTRAL UNIFIED  
UNION SCHOOL DISTRICT

**Board of Directors' Policy**

**POLICY:** C32

**WARNED:** 5.15.20

**ADOPTED:** \_\_\_\_\_

**EFFECTIVE:** \_\_\_\_\_

**EIGHTEEN YEAR-OLD STUDENTS**

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**Policy**

Eighteen year-old students are subject to all school policies, rules and standards. Except as provided in this policy, report cards, discipline reports and other communications from the school will be provided to responsible parents or guardians of all students regardless of the age of those students.

**Permission**

Permission slips for participation in field trips or other school activities may be signed by 18 year old students. Eighteen year old students may sign their own absence and late notes, but parents will be notified of absences and tardy incidents for their 18 year old children on the same basis as other students, unless communications from the school are limited to the student only in accord with this policy.

**Communications with Parents/Guardians**

Students who are 18 years old or older may request, in a manner designated by the superintendent, that communications to their parents or guardians be provided to them as well. The school will comply with these requests.

Students who are 18 years old or older may request, in a manner designated by the superintendent, that all communications from the school be made to them and not to their parents. These requests will be granted by the Superintendent or his or her designee only when the student's responsible parents or guardians agree in writing, or when the student shows that he or she is not a dependent student as defined in section 152 of the Internal Revenue Code of 1954.

The maintenance and distribution of documents defined by the Family Educational Rights and Privacy Act of 1974 as student records will be governed by that Act and the regulations promulgated pursuant to that Act.

The superintendent or his or her designee shall develop procedures where necessary to implement this policy.

*Legal Reference(s):* 20 U.S.C. §§1232f-1232j (Family Educational Rights & Privacy Act of 1974)  
34 C.F.R. Part 99  
15 V.S.A. §670 (Access to records by divorced parents)



"Person search" means a search of a student's person and may require the student to loosen or remove outer layers of clothing. A students' primary layer of clothing shall not be removed as part of any search district personnel conduct.~~Clothing such as shirts, blouses, skirts, pants, or underwear, of similar types of clothing, shall not be removed as part of any search district personnel conduct.~~

"Student" means a student of Washington Central Unified Union School District schools or of another elementary or secondary school who is participating in Washington Central Unified Union School District activities, or is otherwise on school property.

### **III. PUBLICATION**

The student handbook shall describe student search and seizure procedures, and in particular shall describe the ability of the school to open desks, lockers, textbooks and other materials or supplies loaned by the school to students for routine cleaning and maintenance and in emergencies.



"Person search" means a search of a student's person and may require the student to loosen or remove outer layers of clothing. A student's primary layer of clothing shall not be removed as part of any search district personnel conduct.

"Student" means a student of Washington Central Unified Union School District schools or of another elementary or secondary school who is participating in Washington Central Unified Union School District activities, or is otherwise on school property.

### **III. PUBLICATION**

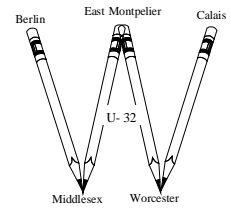
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# Washington Central Unified Union School District

*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

1130 Gallison Hill Road  
Montpelier, VT 05602  
Phone (802) 229-0553  
Fax (802) 229-2761

Debra Taylor, Ph.D.  
Interim Superintendent



## **WCUUSD ESP Negotiations Unapproved Minutes 5.11.20 5:00-8:00 pm**

### 1. Call to Order

Jonas Eno-Van Fleet called the meeting to order at 5:39pm.

### 2. Approve Minutes

Lindy moved, Steven seconded the approval of the minutes of the April 27 meeting. The motion carried unanimously.

### 3. ESP Contract Negotiations

Lindy moved, Steven seconded, to go into executive session at 5:40pm. Motion carried unanimously. Lindy moved, Steven seconded, to leave executive session at 6:10. Motion carried unanimously.

Lindy moved, Steven seconded, to go into executive session at 6:22pm. Motion carried unanimously. Lindy moved, Steven seconded, to leave executive session at 6:30pm. Motion carried unanimously.

Lindy moved, Steven seconded, to go into executive session at 7:22pm. Motion carried unanimously. Lindy moved, Steven seconded, to leave executive session at 7:33pm. Motion carried unanimously.

In all executive sessions, the committee discussed negotiation strategy.

### 4. Adjourn

Meeting was adjourned by consensus at 7:47pm.

Notes provided by Jonas Eno-Van Fleet



# Washington Central Unified Union School District

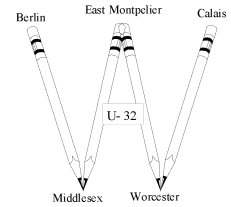
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---

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## **WCUUSD Quality Committee Minutes - Unapproved 5.6.20 6:07 - 6:57 pm**

Via Video Conference\*

In attendance: Kari Bradley (Chair), Jen Miller-Arsenault (Director of Curriculum, Instruction, and Assessment), Diane Nichols-Fleming (Board), Jill Olson (Board), Mia Smith (Student Rep to Board), Cindy Gardner-Morse (Public), and Corrine Stridsburg (Public)

1. Called to Order: 6:07 p.m.
2. Approved Minutes of 4.1.20 – Jill Olson moved the minutes. Diane seconded. All voted unanimously.
3. Draft Committee Charge – Kari Bradley checked in on the charge of the committee to use evidence to assess quality. Diane Nichols-Fleming said it was helpful to identify both academics and transferable skills. Kari Bradley suggested to start with student learning outcomes (SLO) to define achievement. Jill Olson agreed to focus on SLO's but didn't want to leave out post secondary success. Kari Bradley will draft the charge and share with the group for review.
4. Discussion
  - 4.1 State Literacy and Math Data – Jennifer Miller-Arsenault provided a continuation of the presentation last month addressing requests for information. She shared a comparison of WCCUSD to the state from spring of 2019. Students were just above the state average, except grade 8, which was close. The next slide showed a cohort over time in ELA. The data showed this year's 9th graders from 4th through 8th grade in comparison to the state, using SBAC as the measure. A second chart for Math, compared the same group and assessment to the state and showed that scores slipped over time in comparison with the state. Cindy Gardner-Morse asked how a year's gain was measured. Jen said scale scores combined with other data are cut for what state determines proficient. The SBAC is just one measure and they try to triangulate the data using local assessments (Star 360), benchmarks assessments, early literacy

assessments, and classroom assessments and progress on report cards to measure one years of growth comprehensively.

Jennifer Miller-Arsenault was asked to provide data on the achievement of students who qualified for free and reduced lunch, students with IEPs, students without IEPs and students who have both, which were fewer than 10. A final question was the definition of 4-year graduation rate. Jennifer Miller-Arsenault said the data was not yet available due to glitches with state longitudinal data systems. She had emailed the AOE and hoped maybe in June.

Kari Bradley asked how the school and Jennifer Miller-Arsenault can support the Quality Committee as they look at students across all SLO's including transferable skills, which are more important than ever. The Committee might want a monitoring structure to review one SLO at a time, using formal and informal measures. Cindy Gardner-Morse asked for high school graduation rates. The 2018 cohort was 90%. Diane Nichols-Fleming asked to cross reference those students who achieved across the board with those involved in sports and the arts. Jennifer Miller-Arsenault would like to establish a plan for monitoring and focus on this discussion at the next meeting. Kari Bradley wanted a calendar to monitor SLOs and asked Jennifer Miller-Arsenault to draft it. Diane Nichols-Fleming wanted to see areas of strength and areas of challenge. Kari Bradley asked for clarification about a chart. Cindy Gardner-Morse asked about high school student services and graduation rates. Jennifer Miller-Arsenault shared alternative paths to graduation including the Zenith program, to support all learners.

4.2 Update on Remote Learning - Jennifer Miller-Arsenault said the CLP, which was drafted, started with goals and driving principles and was the right way to go. As issues come up, the district keeps going back to guiding principles to see if it was reasonable, responsible, and connected. It continues to be a success. She shared the success of the technology department, who has worked hard with families in different situations to increase access. Schools have created remote learning sites to consolidate information for families because families were feeling inundated with school communication. Special educators have worked tirelessly to create learning plans for students and build connections with families. Challenges and next steps will be to achieve balance for teachers and families. She shared how hard teachers have worked when many have young children at home. Anecdotal reports have shown that families were doing OK when maintaining learning, but when the expectation increased to include elementary allied arts, it put some families over the edge.

Jennifer Miller-Arsenault said schools are continuing to iron out scoring and reporting practices and don't want to penalize students or families due to circumstances. It is important to return to the guiding principles and meet students where they are. There will be a need to evaluate the effectiveness of the CLP. Now they have anecdotal reports from teachers and families, but will need to have more forms and structure. A task force will draft a reporting idea for the end of year for elementary and communication about summer. Teachers are worried about retention for next year, and will assure families we will meet students where

they are. Board support has done a lovely job expressing appreciation to the teachers. As we await a big announcement on summer learning and camps, the district will need to be flexible and nimble. Literacy specialists across all schools have expressed the need for more intervention materials. In the fall, Math teachers wonder how to balance welcoming kids and also conducting diagnostic assessments using iReady to know the current state. Jill Olson asked about why adding Allied Arts sent families over the edge, and asked if it could be optional. Jennifer Miller-Arsenault said the next work is to see what kids have done, decide how to score and report it, and what to do if there is no evidence of work. No student will be penalized, and schools will do the best they can, provide reasonable expectations, and respond in the fall. Diane Nichols-Fleming asked how student voices can be included. Mia Smith stressed the importance of student/teacher connection, which was easier with some teachers. Students need a clear understanding of what grades look like and others don't know or understand how grades are calculated. Diane Nichols-Fleming asked Mia Smith about quality relationships between teachers and administrators with learners. Mia Smith said it was just as important now with distance learning as with normal school. She said that there is not clarity about transferrable skills vs content skills. Some students are not open to proficiencies, and some teachers struggle with proficiencies, it also affects students. Diane Nichols-Fleming asked about PD for teachers..

5. Future Agenda Items - Next meeting will be June. Draft monitoring calendar. Explore one SLO (not literacy or math). Review the correlation of AP students and their connection to artistic expression. Quality of education in unusual environments. AP Exams. SAT's. College referrals. Implications for U-32. Focus on remote learning for the near future.

6. Adjourned by consensus at 6:57 p.m.

Michele Tofel-Murray  
Committee Recorder

**\*Open Meeting Law temporary changes as of 3/30/20:**

**Boards are not required to designate a physical meeting location. Board members and staff are not required to be present at a designated meeting location.**

**Our building will not be open for meetings. All are welcome to attend virtually.**

## WCUUSD School Quality Committee

June 2020

Proposed Charter

### **Committee Charter**

Date: June 2020

Chair: Kari Bradley

Members: Marylynne Strachan, Diane Nichols-Fleming, Jill Olson, Flor Diaz Smith, Mia Smith, Jaiel Pulskamp, Scott Thompson (ex officio)

Staff Support: Debra Taylor, Jen Miller-Arsenault

The job of the School Quality Committee is to:

1. Support the board in defining, understanding and monitoring student learning outcome achievement including current performance, trends, student experience, equity and post-graduation success
2. Support the board's understanding of district plans and systems for instruction, assessment and overall performance measurement
3. Help the district to understand opportunities, challenges and resources needed for school quality improvement
4. Support staff adoption of strategic priorities and appropriate targets for improvement.
5. As directed by the board chair, provide verbal or written report to the board about the activities of the committee.

### **Relevant Board Policies**

#### *Student Learning Outcomes*

WCUUSD exists to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities.

More specifically, WCSU students will meet or exceed rigorous standards for:

Core knowledge of essential academic subjects, including:

- Literacy
- Mathematical Content and Practices
- Physical Education and Health
- Global Citizenship
- Artistic Expression
- Financial Literacy
- Scientific Inquiry and Content Knowledge

Transferable skills and behaviors that prepare them for life-long learning and success, including:

- Creative and Practical Problem Solving
- Effective and Expressive Communication
- Engaged Citizenship
- Working Independently and Collaboratively
- Informed, Integrated and Critical Thinking
- Self-Awareness and Self-Direction

*A31: Board Member Education*

It is the policy of the Washington Central Unified Union School District to encourage and support board members' efforts to actively engage in their roles and the issues with which they deal.

*A35: Board Goal-Setting & Evaluation*

The board will participate in goal-setting and self-evaluation activities developed or recommended by the superintendent annually in April.

*D1: PBGRs*

It is the policy of Washington Central Unified Union School District to ensure that all students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in Washington Central's Student Learning Outcomes (SLO), in alignment with Vermont's Education Quality Standards.

## Washington Central Unified Union School District

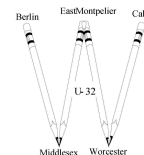
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*WCUUSD exists to nurture and inspire in all students the passion, creativity and power to contribute to their local and global communities.*

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Debra Taylor, Ph.D.  
Interim Superintendent



## Washington Central Unified Union School District Board Meeting Minutes - Unapproved May 20, 2020

### Present by Teleconference\*:

**Board Members:** Flor Diaz Smith, Lindy Johnson, Scott Thompson, Diane Nichols-Fleming, Dorothy Naylor, Stephen Looke, Chris McVeigh, Marylynne Strachan, Kari Bradley, Jill Olson, Jonas Eno-Van Fleet, Student Rep. Mia Smith and Townes DeGroot

**Administrators:** Superintendent Debra Taylor, Business Administrator Lori Bibeau, Technology Director Keith MacMartin, Berlin Principal Aaron Boynton, Calais Principal Cat Fair, Director of Curriculum Jen Miller-Arsenault, Director of Student Services Kelly Bushey, Doty Principal Gillian Fuqua, EMES Principal Alicia Lyford, U-32 Principal Steven Dellinger-Pate, U-32 Associate Principal Jody Emerson, Rumney Principal Casey Provost, U-32 Student Affairs Director Amy Molina

**Other:** ORCA videographer, Dave Delcore (Times Argus), Robert Porter, B. Fischer, David Lawrence

**1.0 Call to Order:** Scott Thompson called the meeting to order at 6:03 p.m.

### **2.0 Welcome**

2.1 Reception of Guests

2.2 Agenda Revisions: no revisions

2.3 Public Comments: no public comments

2.4 Students' Report: Townes reported that the Advanced Placement tests were recently completed; they were in a different format this time due to COVID19. The students reported briefly on end of year developments, during this distance learning period.

### **3.0 Board Operations (Discussion/Action)**

3.1 Board Steering Team Membership: Scott Thompson reviewed the discussion that had occurred at the previous board meeting. Scott Thompson, Flor Diaz Smith and Jonas Eno-Van Fleet agreed to serve on this team, being chair, co-chair and clerk. **Chris McVeigh moved**

**that Jill Olsen serve on this team as Middlesex representative. Seconded by Jonas Eno-Van Fleet, this motion carried unanimously. Flor Diaz Smith moved that Diane Nichols-Fleming serve on this team as Berlin representative. Seconded by Marylynn Strachan, this motion carried unanimously.** The purpose of this team will be to form the agenda for the WCUUSD Board meetings.

3.2 Board Committee Schedules (Action): **Flor Diaz Smith moved to approve the board committee schedules as presented. Seconded by Jonas Eno-Van Fleet. This motion carried unanimously.**

3.3 Superintendent Transition Update –July 1, 2020: Scott Thompson invited board members to communicate directly with future Superintendent in response to the proposed transition plan which has been shared with the board and administration.

3.4 CV Fiber Letter of Support (Action): **Lindy Johnson moved to approve the CV Fiber Letter of Support as presented. Seconded by Flor Diaz Smith, this motion carried unanimously.**

3.5 Teacher Appreciation: Scott Thompson reminded the board that this had been discussed at the previous board meeting. Diane Nichols-Fleming shared some ideas that might be feasible, for the board to consider. Some discussion followed around the possibility of having signs of appreciation made for teachers. This topic will go to a brainstorming group who will flesh out some ideas.

#### **4.0 Reports (Discussion/Action)**

##### 4.1 Superintendent

4.1.1 COVID 19 Update: Superintendent Taylor had shared a written report. She noted that we have approval to amend our school year calendar. Decisions about summer services are expected to be made by June 1st.

4.1.2 Bid Recommendation (Action): **Flor Diaz Smith moved to approve Connor Contracting for construction projects as presented, in the amount of \$235,437. Seconded by Chris McVeigh.** Discussion: Kari Bradley asked for more information about the projects included in this bid. Brief discussion followed. Superintendent Taylor shared that these projects had been prioritized in February when the board had been considering facilities needs. She can provide detailed information if board members want more specifics. **This motion carried unanimously.**

4.1.3 Net Metering Contract (Action): Scott Cameron had provided some counsel to follow up on this issue which had been discussed at the previous board meeting. Flor Diaz Smith shared that the Finance Committee had agreed on an 18 month, with six months to finish the contract; a two year commitment. Board members had provided questions for Robert Porter, and he answered questions about this contract.

**Flor Diaz Smith moved to direct the superintendent and counsel to finalize a contract with Kingsbury Hydroelectric for a maximum of two years, and for the superintendent to sign on the board's behalf. Seconded by Dorothy Naylor. This motion carried unanimously.**

4.2 Leadership Team: The Leadership Team had provided a written report for the board.

Principals provided a brief overview from each school. Steven Dellinger-Pate shared plans for graduation, June 12 - 14th. Kelly Bushey and Jen Miller-Arsenault shared updates as well.

4.3 Finance Committee (Action): Flor Diaz Smith reported from the Finance Committee that had met previously in the evening.

4.3.1 Budget Information: this document had been shared with the board.

4.3.2 Proposal for Early Retirement: **Jonas Eno-Van Fleet moved to approve the three motions as suggested: The WCUUSD Board would authorize a timeline for applications, to offer to eligible staff no later than June 20, 2020 with a deadline of September 15, 2020. The WCUUSD Board would authorize the parameters including qualifications: A combination of age plus years of service (15+) =70 or more for ALL contractual staff who meet this criteria. The board would authorize the maximum number of slots available: 28 professional & related staff, 27 educational support & related staff. The total eligible is 55 employees. Seconded by Flor Diaz Smith.**

Discussion: Stephen Looke shared that he does not feel that the board can afford to offer early retirement. Superintendent Taylor explained the logistics around this proposal and she feels that the case can be made that this is a more humane way to reduce staff. Some discussion followed. Diane Nichols-Fleming reminded the board that we have not begun conversations yet about reduction in force. The board discussed the issue of early retirement with Superintendent Taylor and Lori Bibeau. Some board members expressed support while others were not in support of this action.

**A vote was called: 8 voted yes; 4 voted no; this motion carried.**

4.3.3 Annual Fiscal Management Questionnaire: **Flor Diaz Smith moved to approve the Annual Fiscal Management Questionnaire as presented. Seconded by Chris McVeigh, this motion carried unanimously.**

4.3.4 Summer Meal Provision: **Flor Diaz Smith moved to authorize the administration to proceed in the planning of the summer meals, in coordination with the community connections program calendar, with location at EMES. Seconded by Jaiel Pulskamp.** Lindy Johnson asked about the logistics - will these meals be delivered as they currently are, or offered for pick up? Superintendent Taylor indicated that surveys will be shared with families and plans will be made based on the feedback. Kari Bradley thanked the staff for the amazing effort they have made to provide meals for families on such a large scale. He thinks that we should communicate this gratitude and share with the community. **This motion carried unanimously.**

4.3.5 Energy Project Consultant: tabled. This will be discussed at the next Finance Committee meeting.

4.4 ESP Negotiations: Jonas Eno-Van Fleet reported that the committee had met last Monday. There have been some technology/ internet connectivity issues. The group may opt for a limited in-person meeting in the future. There are no tentative agreements in place yet, though progress is being made.

Board members discussed whether the chat should be open to all during these online



meetings. The Board Steering Team may discuss this.

#### 4.5 Policy (Action) – pg.

4.5.1 Second Reading of B3 Alcohol & Drug Free Workplace, C1 Student Education Records, C4 Limited English Proficiency Students Policies: Chris McVeigh presented these policies. **Stephen Looke moved to approve the second reading of policies B3, C1, and C4. Seconded by Dorothy Naylor, this motion carried unanimously.**

4.5.2 First Reading of C2 Student Alcohol & Drugs, C3 Transportation, C5 Weapons/Firearms, C6 Home Study Students, C7 Student Attendance, C8 Pupil Privacy Rights, C10 & C10P Prevention of Harassment, Hazing and Bullying Policy and Procedures, C11 Student Freedom of Expression in School-Sponsored Media, C30 Student Medication, C32 Eighteen Year-Old Students Policies: Chris McVeigh presented these policies for first readings. He briefly reviewed each policy. Suggestion was made to move the additional language to the subsection: Annual Report. This suggestion was accepted. These policies will be on the next agenda for second readings.

#### 5.0 Consent Agenda (Action)

5.1 Approve Minutes of 5.6.20: **Lindy Johnson moved to approve the minutes of May 6, 2020. Seconded by Jonas Eno-Van Fleet. This motion carried unanimously.**

5.2 Approve Board Orders: **Chris McVeigh moved to approve the following: Check Warrant General 05-07-20 to 05-20-20. \$ 258,254.1; Check Warrant Capitol 05-07-20 to 05-20-20. \$ 6,156.91. Seconded by Flor Diaz Smith. This motion carried unanimously.**

#### 6.0 Personnel (Action)

6.1 Approve Hires, Resignations, Retirements:

**Lindy Johnson moved the following hires:**

- **Tess Prestage (U-32 Science Teacher - Middle School 1.0 fte)**
- **Patty Abraham (Berlin Physical Education Teacher 0.8 fte)**
- **Danielle Jesmonth (Berlin 3/4 grade Teacher 1.0 fte)**

**Seconded by Jaiel Pulskamp. This motion carried unanimously.**

**Jonas Eno-Van Fleet moved to approve the following:**

- **Retirement (effective June 30) John Fish (Calais Physical Education Teacher 0.6 fte). Seconded by Jill Olsen. This motion carried unanimously.**

**Flor Diaz Smith moved to approve the following:**

**Resignations (effective June 30)**

- **Alexandra Morse (Calais/E Montpelier Art Teacher 0.4/0.5 fte)**
- **Deborah Gale (WCUUSD EEE Teacher 1.0 fte).**

**Seconded by Jaiel Pulskamp. This motion carried unanimously.**

7.0 **Future Agenda Items:** Diane Nichols-Fleming: include Teacher Appreciation in case we need to take action.

**8.0 Executive Session (Personnel)** Jill Olsen moved to go into Executive Session at 8:44 p.m. for the purpose of discussing personnel evaluations. Seconded by Flor Diaz Smith.

Jaiel Pulskamp moved to come out of executive session at 9:05 pm. Lindy Johnson seconded, the motion carried unanimously.

During executive session the board discussed personnel evaluations.

**9.0 Adjournment:** The meeting was adjourned by consensus at 9:07 pm.

Respectfully submitted,  
Lisa Stoudt, Board Recording Secretary  
and Jonas Eno-Van Fleet, Board Clerk

\*

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