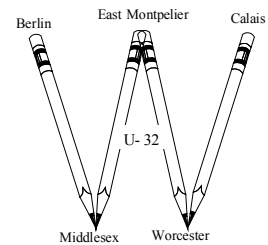


Washington Central Supervisory Union

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

William Kimball
Superintendent



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

Washington Central Unified Union School District Board

Meeting Agenda

6.5.19 at 6:30 PM

Berlin Elementary School Learning Center, 372 Paine Turnpike North, Berlin

- 1.0 Call to Order
 - 1.1 Reception of Guests
 - 1.2 Agenda Revisions & Board Comments
 - 1.3 Public Comments & Correspondence
- 2.0 Consent Agenda
 - 2.1 Approve Minutes of 5.22.19 and 5.31.19 – pg. 2
 - 2.2 Approve Minutes of 2.19.19 & 4.8.19 District Organizational Meetings – pg. 13
 - 2.3 Approve Board Orders
- 3.0 Discussion Agenda
 - 3.1 WCUUSD Board Retreat
 - 3.1.1 Goals
 - 3.1.2 Who Should Attend
 - 3.1.3 Establish Planning Group
 - 3.2 Required Policies – pg. 27
 - 3.3 Meeting Protocols
 - 3.3.1 Committee Makeup
 - 3.4 General Fund & Capital Fund
 - 3.5 Budget & Election Communication Plan
 - 3.6 Amendments to Articles Communication Plan
 - 3.7 Personal, Property & Employee Insurance
 - 3.8 VSBA Dues
 - 3.9 Litigation Update
- 4.0 Action Agenda
 - 4.1 Approve First Reading of Required Policies
 - 4.2 Authorize the Superintendent to Accept All State & Federal Grants
 - 4.3 Accept Insurance Bid – pg. 99
 - 4.4 Adopt Meal Prices for 2019-2020 School Year – pg. 100
 - 4.5 Approve Adding Student Representative(s) to WCUUSD Board
 - 4.6 Approve Telephone Systems Bid – pg. 101
- 5.0 Future Agenda Items
- 6.0 Summary of Meeting – Next Steps for Board Members
- 7.0 Adjournment

Washington Central Supervisory Union

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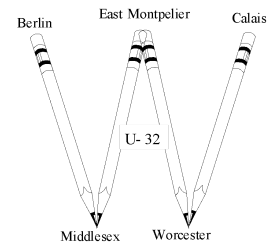
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Washington Central Unified Union School District Board Unapproved Meeting Minutes

5.22.19

6 PM – 8:30 PM

U-32 Room 128/131, 930 Gallison Hill Rd, Montpelier

unapproved

Board Members Present: George Gross, Chris McVeigh, Lindy Johnson, Flor Diaz Smith, Scott Thompson, Dorothy Naylor, Jonas Eno-Van Fleet, Marylynne Strachan, Jaiel Pulskamp

Administrators Present: Bill Kimball, Superintendent; Jen Miller-Arsenault, Director of Curriculum, Instruction, and Assessment; Kelly Bushey, Director of Special Services; Lori Bibeau, Business Administrator; Aaron Boynton, Berlin Principal; Cat Fair, Calais Principal; Matt Young, Doty Principal; Alicia Lyford, East Montpelier Principal; Aimee Toth, Rumney Principal; Steven Dellinger-Pate, U-32 Principal; Jody Emerson, U-32 Assistant Principal

Others Present: Matthew DeGroot (Worcester), Kyle Landis-Marinello (Middlesex), Rick Kehne (Calais), Michael Duane (East Montpelier), Jerome Lipani (ORCA), David Delcore (Times Argus), Ellen Knoedler (East Montpelier)

1.0 Call to Order: Superintendent Kimball called the meeting to order at 6:04 p.m. Board members and community members introduced themselves.

1.1 Reception of Guests: Superintendent Kimball thanked everyone for coming together on the board.

1.2 Agenda Revisions & Board Comments: Flor Diaz Smith shared that the East Montpelier School Board had met, and had prepared a statement of thanks to WCUUSD board members.

Scott Thompson stated that he intends to make a suggestion to the board at this meeting, to defer the action agenda.

1.3 Public Comments & Correspondence

2.0 Board Organization

2.1 Elect a Chairperson: **Dorothy Naylor nominated Scott Thompson. Seconded by Marylynne Strachan. Lindy Johnson nominated Jonas Eno-Van Fleet.** He asked what that entails;

Superintendent Kimball described the role of the chairperson, typically. **Jaiel Pulskamp seconded. Jonas Eno-Van Fleet nominated Flor Diaz Smith. Seconded by Lindy Johnson.** No more nominations were heard.

Scott Thompson shared his perspective that we are in this as equal partners. Chris McVeigh stated that he encourages a free flow of information between the chair and the other board members.

Flor Diaz Smith shared that she feels the boards have worked so hard together, she has been dreaming of this moment when the board comes together. She feels that the board is a learning community. She spoke about the need for collaborative leadership and engaging the community.

Jonas Eno-Van Fleet stated that if the board is interested in a board chair that is a “blank slate,” then he is; however, it may be that this board needs a chair who has experience in this first year. Chris McVeigh suggested that, if a vote results in a tie of two candidates then the bottom candidate(s) would not be included in a second vote. It was agreed by board members. A vote was called:

Votes: Jonas: 2

Scott: 5

Flor: 2

Scott Thompson was elected chair.

Scott Thompson asked whether any of the guests at the meeting had anything that they would like to contribute. Rick Kehne stated that he would like to participate but he wanted to ask whether the board will allow discussion throughout. Scott Thompson stated that it will.

Matthew DeGroot offered an update on the superintendent search. He explained the process to date which has resulted in two finalists. The Executive Committee will interview the two finalists tomorrow and bring one forward to the WCSU Supervisory Union Board next week. He noted that the Secretary of Education has signed off on both candidates. He invited board members to attend the meeting next week.

2.2 Elect a Vice-Chair: **Chris McVeigh nominated Flor Diaz Smith. Seconded by Lindy Johnson.** No more nominations were heard. This motion carried unanimously.

2.3 Elect a Clerk: Chris McVeigh nominated Jonas Eno-Van Fleet. Seconded by Flor Diaz Smith. No other nominations were heard. **This motion carried unanimously.**

2.4 Establish the Time and Day of Regular Monthly Meetings: Superintendent Kimball suggested that it helps to meet on the first and third week of the month. He suggests Wednesday or Tuesday - not Monday, since vacations and holidays often interfere with Monday.

Jaiel Pulskamp and Marylynne Strachan indicated that 6:30 start time would work. Flor Diaz Smith noted that a later start makes for a longer day for administrators.

Chris McVeigh moved to establish time and day of regular meetings: first and third Wednesday at 6:30. Seconded by Jonas Eno-Van Fleet, this motion carried unanimously.

2.5 Establish the Newspaper of Record and Locations for Official Posting: Superintendent Kimball suggested Times Argus. He suggested that two locations are named, but that others are included less formally (for example, schools.) **Flor Diaz Smith moved to establish newspaper of record, Times Argus, and two locations for official posting: U-32 and WCUUSD central office. Seconded by Lindy Johnson.** Discussion: Lindy Johnson suggested including all of the schools and

the town offices, as well as the website; however not included as official posting places. **This motion carried unanimously.**

3.0 Discussion Agenda

3.1 WCUUSD Budget

3.1.1 Overall Budget

3.1.2 WCUUSD Capital Fund

3.1.3 Warning: The board discussed and took action below.

3.1.4 Communication Plan & Annual Report

Scott Thompson explained why he had suggested deferring action. He indicated that as a brand new board, we are presented with a budget. He noted that even though he has been part of creating this budget, this new board needs to know it thoroughly and “own it,” and he feels that it is unfair to new members to ask them to make a decision that they are not prepared for.

Flor Diaz Smith indicated that she is surprised at this suggestion, after all of the work that has been done together; every board supports its piece of this budget. She feels that it is up to us as board members to study this, and later, when we have established the culture to work together, to discuss and develop a budget for the coming year. It is important to support our administrators.

Jonas Eno-Van Fleet asked what would be the result if we do not approve this budget today. Superintendent Kimball explained that we need to post a warning for a vote on the budget, at least 30 days in advance. Jonas Eno-Van Fleet asked, how would Scott Thompson recommend we proceed if the action is deferred and a budget is not passed before July 1st. Scott Thompson explained his understanding that the board would be able to borrow funds under the statutory authorization, up to 87% of the current year budget. He stated his preference that the new board have the time to carefully consider this budget. Chris McVeigh expressed his concern around the timeline between now and the end of the school year, to allow for time to carefully consider a budget together, with need for input from administrators. He does not feel that funding, or having money to operate, is an obstacle to not voting a budget today; what he feels is the obstacle is having the time with administrative support to consider the budget.

Superintendent Kimball stated that in August the Executive Committee had discussed and made the recommendation that the budget be developed as it has, by each individual town and then combined together. That is the proposed action tonight.

Rick Kehne stated that, as a community member, and as a board member, he believes it is a mistake for this board as a new entity to “rubber stamp” a budget and to not do its due diligence and carefully consider the budget. Rick Kehne indicated that there is a court case around the issue that, for example, he as a Calais tax payer, is forced to take on the debt of other towns, for example, East Montpelier. He noted that we are in a tough place, and our students are in a tough place, but it is by the doing of the legislation.

Kyle Landis-Marinello stated that each local budget has been passed. The court case will have two more decisions before July 1st, one being about the “forced debt” issue, and secondly, whether everything should be on hold until the Vermont Supreme Court makes a decision. He noted that the budget has two components: the amount we are agreeing to spend, and how you collect the money. That is also being voted with this budget. He noted that according to the documents provided tonight, Calais and Worcester’s taxes will

increase significantly and East Montpelier's will decrease significantly. He suggested that the board wait until August to have a vote.

Chris McVeigh asked for clarification from Lori Bibeau, specifically around bidding to borrow money to start the school year. She noted that a bank takes at least two weeks to respond to a bid, and then the bank's board needs to approve.

Flor Diaz Smith stated that the process of creating a budget together collaboratively will take time. This is a unique circumstance and we are needing to take a leap of faith. She indicated that she is concerned with the morale of our administrators.

Jonas Eno-Van Fleet asked - if the process of meshing the seven budgets together was not sufficient, then why are we addressing this now? Some discussion followed around some of the ongoing issues around the Act 46 process.

Dorothy Naylor indicated that she has been very concerned about the debt issue. She feels that by voting on this budget, it feels that we are accepting of the debt issue. She can't vote for the budget for this reason, and she can't ask her community members to vote for it. Matthew DeGroot stated that the conversation has trended away from being fiscally responsible to opposition to the merge, which he believes is more the "sticking point." He asked to hear from administrators, about the impact of not approving this budget tonight.

Rick Kehne stated that at this point, there is great debate on this issue in court. He stated that Calais is very much against it; this will create a rift between towns. If we waited until we had some clarity from the courts, then we are in a position to move forward. He stated that we are in an uncomfortable situation but it is the responsibility of the legislators. He feels that if the board approves this budget and backs us into a corner, then it is the responsibility of this board and it will create some problems between towns that are working hard to come together.

Superintendent Kimball shared that he has never seen the administrators so unraveled, over the prospect of having no funding mechanism in place on July first.

Chris McVeigh asked some logistical questions about the bidding process for accessing loans, considering, for instance, if a budget is not approved by voters. He asked about the idea of having a "proposed budget." Some discussion followed around the understanding of the 87% of current budget provision, if a budget is not approved by July 1st.

Matt Young (Doty Principal) stated that 87% of the current budget would cripple Doty School and feels the decision to defer approving a budget is risky for the kids.

Kelly Bushey (Director of Student Services) expressed concerns about the summer program which begins on July 9th. She indicated that not passing a budget is short sighted, as the summer program is required, and she believes if the program is not up and running as planned then the supervisory union will be faced with litigation around providing FAPE. As a Berlin resident, she is ok with her taxes going up as it is for the kids.

Kyle Landis-Marinello reiterated that the courts will be making a decision within the next month and he believes that will have an impact on the long haul.

Jaiel Pulskamp stated that she would appreciate time to look through the budget document carefully as she believes it is a matter of financial inequity. Jonas Enos-Van Fleet asked Dorothy Naylor and Jaiel Pulskamp whether they require closure on the tax issue before they are willing to vote to approve this budget.

Steven Dellinger-Pate (Principal, U-32) stated that in his experience, this is the least understood budget he has ever been asked to develop. He needs to know what funding is going to be available; the more uncertainty that exists in the system, the harder it is to plan forward. He stated that if the board does not come to consensus then it ties the hands of the administrators.

Scott Thompson moved to defer the vote on the budget and the warning. Seconded by Dorothy Naylor. Three in favor. This vote failed.

George Gross asked, would it make sense to reaffirm what was stated at the organizational meeting, that no decisions tonight shall be interpreted as consenting in any way to a forced merger.

Dorothy Naylor moved to approve the WCUUSD budget in the amount of \$33,854,769, and that this shall not be interpreted as consenting in any way to a forced merger. Seconded by Chris McVeigh. Discussion: Scott Thompson reviewed this budget, which, as he explained, is a “mash up” of the seven budgets from each of the schools and the central office.

Jonas Enos-Van Fleet indicated that he would like to spend some time tonight talking through this budget before taking action. Some board members indicated that staying late tonight is not tenable.

Michael Duane asked to remove funding from this budget for the Vermont School Board Association. Scott Thompson indicated that he would like to have this discussion item on a future agenda.

Kyle Landis-Marinello asked for clarification around tax rates. Lori Bibeau explained. Marylynne Strachan asked for clarification about the required timeline.

Jonas Enos-Van Fleet asked members of the Transition Board - was this budget approved for this board's consideration? Board members indicated that it had been, by unanimous vote. Lindy Johnson stated that her vote implied that she as a Transition Board member had considered this budget and was approving it. Other board members did not agree that this had been implied in their action on local boards. Jonas Enos-Van Fleet indicated that it seems this board is in a bind, because the board itself is here against the will of a great number of people. He asked what mitigation of the tax issue would be necessary to support this action. Scott Thompson stated that this has been discussed to a great degree and has not been mitigated. Bill Kimball stated that he believes the state board of education is the only institute that can levy tax rates.

Jonas Enos-Van Fleet stated that this issue of debt seems to be the sticking point and yet it does not seem like an issue that will be resolved in the near future.

A vote was called. This motion carried unanimously. Dorothy Naylor stated that she believes some people believe that her opposition to the budget has been around a merger. Her problem is not about merging school districts; it is about debt.

Rick Kehne stated that, as a resident of Calais, that it is more than simply debt; it is not a “one issue” debate.

3.2 Amendments to the Articles of Agreement

3.2.1 Review Amendments

3.2.2 Warning

3.2.3 Communication Plan

3.3 Meeting Protocols: Superintendent Kimball suggested some meeting protocols. He suggested that board meetings rotate to the school buildings in the unified district, and that the school be responsible to have student and staff presentation. He suggested that the board enact policies about how they will operate - for example, what are the public participation practices going to be? How to get an item on the agenda? Superintendent Kimball and Scott Thompson will work on a list for the board to consider at future meetings. Chris McVeigh asked about student representation: how will this be determined? Steven Dellinger-Pate explained how student representation is determined at U-32. He recommends that this board take part in determining student representation.

3.4 Governance Processes & Committees: Superintendent Kimball suggests that the board wait to determine committees and committee membership until they have gotten their work as a whole board underway.

3.5 Plan for Policy Review & Adoption: Superintendent Kimball stated that this board will need to approve certain policies before July 1st; this will be on a future agenda.

4.0 Action Agenda

4.1 Approve the WCUUSD Budget: (please see action taken in 3.1)

4.2 Recommend Articles of Agreement: **Chris McVeigh moved to warn the amendments to the Articles of Agreement, so that voters have a chance to weigh in on them, whether to approve or not. Seconded by Marylynne Strachan.** Discussion: Chris McVeigh explained that the Amendments Committee had worked on these amendments to articles that voters are allowed to vote to amend. Discussion continued and action was taken below in 4.3 *

4.3 Approve Warning for Budget & Articles of Agreement: **Chris McVeigh moved to approve the warning and article as presented. Seconded by Lindy Johnson.** Discussion: Dorothy Naylor pointed out a typo in the warning - that it indicates Articles 1 through 5, but there is only 1 article.

Kyle Landis-Marinello stated that he believes there should be verbiage in the warning that indicates the sentiment that a vote in favor of this budget does not indicate consent in any way to a forced merger. He also stated that if the board is seeking transparency then it should share information about tax impact to the towns. Some discussion followed around

adding language to the warning. Superintendent Kimball stated that the language in the article is not allowed to change. Some discussion followed around adding language to other parts in the warning.

Superintendent Kimball reminded the board of the timeline and indicated that changing the language in the warning will push back the timeline.

Chris McVeigh suggested that the verbiage around “not indicating consent” be added in a paragraph immediately following the article. He suggested including tax impact information as well.

The warning is published but on the voting ballot, only the article is stated.

Flor Diaz Smith suggested that the board will discuss at a later date, how to roll out information to the public.

Rick Kehne suggested that the information around tax impact should be very clearly explained.

Chris McVeigh moved to amend the motion to include the language, after the article, on the warning: voting for this budget shall not be interpreted as consenting in any way to a forced merger. Seconded by Jonas Eno-Van Fleet. This amendment carried unanimously.

A vote was called on the motion. This motion carried unanimously. Chris McVeigh explained that he feels it is important to provide an opportunity for the voters to weigh in on these amendments.

Flor Diaz Smith stated that, after listening to discussion tonight, she thinks it might be wise to not act quickly on amendments, to let the default articles come into play and to address these amendments at a later time, to allow for thorough discussion.

Rick Kehne indicated that the original article and the amendment should be shared with the community.

Ellen Leonard stated that she feels these amendments need thoughtful explanation.

Chris McVeigh moved to amend the motion to remove Articles 16 (4) and 17 (5). Seconded by Dorothy Naylor. A vote was called on the amendment. This motion carried.

Jaeil Pulskamp stated that she has not had time to review these amendments, and that she is not comfortable taking action tonight.

Discussion followed around a timeline to work on amendments to articles.

***A vote was called on the amended warning. In favor: 5; Opposed: 4. This motion carried.**

4.4 Approve WCUUSD Annual Report:

Flor Diaz Smith moved to approve the WCUUSD Annual Report as presented.

Seconded by Lindy Johnson. Discussion: Jonas Eno-Ven Fleet stated that he would like the board to resolve that we are going to do everything possible to mitigate the debt issue. He indicated that he feels it is important to communicate this to the communities very clearly so that the voters of towns that are facing a tax increase know that the board is

aware and intends to do what is possible to mitigate this. **This motion carried unanimously.**

Jonas Eno-Van Fleet pointed out that the annual report lists Rumney and Doty as towns; this will be corrected.

4.5 Approve Minutes of District Organizational Meetings (will do this at next meeting).

5.0 Future Agenda Items

- capital fund
- VSBA
- retreat
- discussion of internal organization
- policy
- how to run meetings
- committee discussion
- update on litigation

June 5, June 12, then discuss June 19 (which has some conflicts/ graduations), June 26

Kyle Landis-Marinello indicated that the feeling of this meeting is much different from the local school meetings, where communication is more open and reciprocal, and that he will likely not attend future meetings. He stated that voters are being asked to come together to vote on the exact same budgets they have already voted on, except that the tax impact will be different for each town.

Rick Kehne indicated that he believes when people from the community come to meetings they should be provided time to engage in discussion with the board. He believes that this board will need to engage in very careful outreach to the communities.

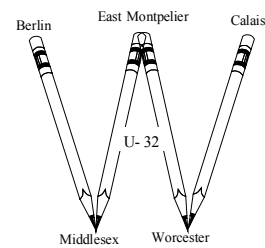
6.0 Adjournment: **Dorothy Naylor moved to adjourn at 9:06 p.m. Seconded by Jaeil Pulskamp, this motion carried unanimously.**

Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

Washington Central Supervisory Union

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Washington Central Unified Union School District Board **Special Meeting Unapproved Minutes** 5.31.19 5 PM

Central Office, 1130 Gallison Hill Rd, Montpelier

In attendance:

Scott Thompson, Lindy Johnson, George Gross, Marylynne Strachan, Flor Diaz-Smith, Vera Fraser

On the phone:

Jaiel Pulskamp

Also present:

Bill Kimball, Superintendent; David Delcore, Times Argus

1.0 Call to Order – 5:05pm Chair Scott Thompson calls meeting to order, asks for motion to approve the corrected amendments to Articles of Agreement as outlined in meeting agenda.

2.0 Discussion Agenda

2.1 WCUUSD Amendments to Articles of Agreement Warning

Lindy Johnson suggests adjusting the numeration of the amendments to the Articles of Agreement to make WARNING Article 4 to say “Article 16” and WARNING Article 5 to say “Article 16”

Lindy Johnson suggests delaying amendments to avoid any further confusion.

Scott Thompson is reluctant to vote on delay the amendments without the presence of Chris McVeigh.

Vera Fraser arrives.

Scott Thompson has concern that if the board reopens the question of warning the amendments to the Articles of Agreement that it could be seen as “sneaky.” His concern is the perception of reversing a major decision in the absence of a board member who was key to that decision. This reminds him of when the U32 board was voting on the decision to join the appeal to block the merge, at a meeting where two board members were not present, the decision to join the appeal could have been made. Feels it’s not “cricket.”

George Gross agrees and notes that the board can go back and make more changes in the future.

Scott Thompson says Chris McVeigh made a strong argument at the previous meeting that these are necessary safeguards for crossing the July 1 threshold, and it is incumbent upon him as chair to respect that.

Flor Diaz-Smith also supports delaying the articles, what ended up convincing her was an email sent by Scott Thompson to the effect that the default Articles of Agreement are faulty. That made her think, Ok, if this is what it takes to consensus, let's not do the amendments right now because we would win more from knowing how we will work as a group. Two people asked her today, if I vote No on an article, or I vote Yes, how does that affect the merger process? Does not want to make things more complicated, really wanted those amendments and that would have the character of us.

Scott Thompson was impressed by Chris's statement at the last meeting, to the effect that does amending the articles now make a real difference? If we were to reopen this question of amending the articles on June 5, can we de-warn a vote?

Bill Kimball says a board can stop an election, reflected in Chris Leopold's letter. The board can do nothing, the board can correct the warning, or the board can stop the vote on the articles. Chris Leopold's best guidance is to correct the warning and go forward.

Discussion of who will attend the meeting on June 5.

George Gross says his impression has been that the board was going to push this board forward and get something set and then go back and revisit it. Does not agree with all the amendments as written now, and thought the board would come to a "happy medium" and revisit the Articles of Agreement in the fall.

Discussion that only the voters can amend the Articles and that any amendments would need to be warned and voted on.

Flor Diaz-Smith says the only strong articles that came out were to add board members, and the article on closing schools.

George Gross says that was his impression too, and that's why he was comfortable going forward now, and revisiting the Articles of Agreement later.

Flor Diaz-Smith says that if we don't do anything, we're going to be spending dollars. But we can prioritize this, and instead of doing it twice, do it right, once. Doesn't think there isn't anyone on the board that doesn't WANT to do amendments, and it would be great to put that to vote as a package.

Marylynne Strachan asks if we can put the corrections to the amendments on the agenda for June 5?

Bill Kimball says town clerks are nervous about not having ballots yet.

Vera Fraser says that from her point of view, the agenda tonight does not say anything about rescinding the warning and would not want to take that vote tonight. If the board is going to have that conversation to rescind, that time has passed. Not okay to turn back the clock.

Scott Thompson says Vera's point is very well taken.

Vera Fraser says that's not fair to other board members.

Scott Thompson agrees that this would be a major policy agenda. We've covered ground, and we have a motion. Do we care to take a motion on it?

Discussion about remuneration of articles, Bill Kimball says that will be cleaned up and does need to be moved.

3.0 Action Agenda

3.1 Approve the WCUUSD Amendments to Articles of Agreement Warning
Marylynne Strachan moves to approve the corrected warning of the amendments to the articles of agreement. George Gross seconds.

Motion is to approve the corrected warning to the amendments of the default Articles of Agreement. George Gross seconds.

Roll Call

Lindy Johnson Yes

Scott Thompson Yes

George Gross Yes

Vera Fraser Yes

Flor Diaz-Smith Yes

Marylynne Strachan Yes

Jaiel Pulskamp Yes

Jonas Eno-Van Fleet Yes

Vote is unanimous, motion passes.

Scott Thompson notes there is no other business on the agenda, but that the board will meet again next Wednesday on June 5.

4.0 Adjournment - **Meeting is adjourned by consensus at 5:25pm.**

**UNAPPROVED MINUTES
SPECIAL MEETING
WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
February 19, 2019 at 6:00 p.m.**

Stephen Looke, East Montpelier, opened the meeting at **6:04 p.m.**

He explained that he will facilitate the meeting until a moderator is elected.

He read the following:

The legal voters of the Washington Central Unified Union School District (the “District”), comprising the voters of the Towns of Berlin, Calais, East Montpelier, Middlesex and Worcester, are hereby notified and warned to meet at the Union 32 High School in East Montpelier, VT on Tuesday, February 19th, 2019, in the Auditorium at 6:00 p.m. to conduct the following business:

He explained the voting procedures.

- i. To elect a temporary presiding officer and clerk of the District from among the qualified voters of the district.*

Allen Gilbert, Worcester, asked how many people we will be electing, and how long will they serve?

He asked for clarification about the clerk and “temporary presiding officer” in item “i” and the moderator and clerk in item “iii.”

Stephen Looke explained that Article i is to elect a temporary presiding officer, who will take the meeting through Article iii.

Kyle Landis Marinello, Middlesex, nominated Susan Clark of Middlesex to be temporary presiding officer and clerk for the meeting.

John Brabant, Calais, seconded the nomination.

Matthew DeGroot, Worcester, nominated Paul Hanlon, Worcester, to be temporary presiding officer. Seconded by Flor Diaz Smith, East Montpelier.

No other nominations were heard. Stephen Looke noted that the nominations are closed.

Michael Duane, East Montpelier, asked what Superintendent Kimball and Paul Hanlon were talking about before the meeting. He would like this information to be made public before a vote is taken.

Stephen Looke suggested that the two nominees make a brief statement.

Susan Clark stated that she would be happy to take the role if that is the will of the group.

Mr. Hanlon stated that he had been asked if he were willing and able to moderate the meeting, and that before the meeting he, Superintendent Kimball, and legal counsel had met to discuss Roberts Rules.

Matthew DeGroot called for a division of vote.

Stephen Looke asked for voters to stand to designate their votes for either Susan Clark or Paul Hanlon.

Susan Clark was voted to serve as moderator for the meeting.

Allen Gilbert stated, as point of order, that officers are required to take an oath.

Susan Clark swore aloud and signed an oath.

She reviewed some points of order for the meeting.

Susan Clark asked Lisa Stoudt to take the notes for the meeting, to act as clerk.

- ii. *To adopt Robert's or other rules of order, which shall govern the parliamentary procedures of the organizational meeting and all subsequent annual and special meetings of the District.*

Barbara McAndrew, Calais, moved to adopt Robert's Rules of Order, as stated in Article ii. Seconded by John Brabant. This motion carried.

- iii. *To elect the following officers of the District from among the qualified voters of the district, which officers shall assume office upon election and serve for a term of one year or until their successors are elected and qualified:*

- *Moderator*
- *Clerk*
- *Treasurer*

Michael Duane moved to table and to adjourn the meeting to event certain, until such time as the judicial process (which could include any appeals) is resolved.

Craig Line of Calais seconded this motion.

Discussion: Some discussion followed about whether a motion to adjourn is debatable. Matthew DeGroot noted that a motion to adjourn to a time certain is, in fact, debatable.

Flor Diaz Smith asked for clarification: what would be the consequence of tabling the meeting?

Some in the room looked to legal counsel to answer this question. It was pointed out that, this being a meeting of the voters, only members of the towns are permitted to address the body.

Susan Clark asked whether there is objection to a statement by the attorney representing the school.

John Brabant asked: who asked the attorney to attend/ speak, and what is his role?

Carl Etnier, East Montpelier, moved to allow the attorney for the schools to speak.

Seconded by Allison Mindel, Worcester. A vote was taken. It was unclear whether two thirds voted in favor.

Discussion followed. John Brabant stated his concern that, procedurally, we are not aware of why the attorney is present tonight, and what he perceives his role to be.

Charles Merriman, Middlesex resident, stated that he would like to have the attorney's input.

Flor Diaz Smith and Carl Etnier stated that they believe having more information, e.g., having the input of legal counsel, will be helpful in making a decision.

A vote was called, and Justices of Peace counted the votes. **The vote was 178 to 50 in favor of allowing the lawyer to speak.** Colin McNeil of McNeil, Leddy & Sheahan introduced himself and explained that he had spoken with Superintendent Kimball and he was attending the meeting to help facilitate parliamentary rules and to provide clarification, if sought, about some of the legal aspects.

He spoke to the question of what the consequences might be, regarding the lawsuit that is pending, and whether this meeting tonight continues or is adjourned. He explained that as it stands, the statute provided direction and until the court has ruled otherwise, he believes that the direction to the boards is to continue to follow Act 46 as statute.

Charles Merriman stated regarding the pending legal action re: Act 46, that he expects a decision very soon. The pending case is a very important one, seems to be taken seriously and given priority, and he believes that within three weeks, a decision will be made. If we wait until final adjudication, it may take us until after the July 1 deadline. He suggested that the motion to adjourn be upheld until the date that the decision is handed down regarding the preliminary injunction.

Motion was made to amend the motion *to adjourn until the Act 46 judicial process reaches a decision on the preliminary injunction or stay* by Charles Merriman.

Marylynne Strachan, Middlesex resident, seconded this motion.

Discussion:

Alice Agney, East Montpelier resident, asked, what is the law now?

Julio Thompson, East Montpelier resident asked, does the Supreme Court have the authority to issue a stay of the injunction?

Michael Duane stated: if the schools get a preliminary injunction, the state can appeal this to the Vermont Supreme Court. He stated that the law now is very unclear. He stated that last night,

Orleans Central Supervisory Union, in a similar situation, held a meeting and voted to adjourn the agenda until March 15th.

Rubin Bennett, East Montpelier, stated that asking the citizens of five towns to come out and have a meeting to do nothing and then to do that again in the future, is not “no harm, no foul.” He stated that the law is Act 46; that is the law of the land right now. We, as elected bodies, are compelled to uphold the law. Right now, unless and until something changes, the law is Act 46.

Kyle Landis Marinello stated that the list that we’re supposed to vote on that was created for tonight was not created by the people in the five towns. He stated that representation on the transitional board does not allow for “one person, one vote;” that is not a lawful representation. He believes it is important for the courts to settle this issue, before we move forward. He stated that Rumney School will be hiring a new principal for the fall. He would like to see his local school board take part in the hiring of a new principal; he spoke about the value of local control through the lens of Act 46.

Richard Kehne, Calais, stated that he will continue to come back for meeting after meeting if needed; it is his obligation as a citizen. He stated that this process is splitting our communities, because we are losing the piece of democracy that we have trusted. If it means standing up to the legislature, then we need to do this. Our voice has been loud and has been falling on deaf ears for four years.

Matthew DeGroot stated that, at this moment, Act 46 is the law of the land. The judge has an opportunity to vote and has not yet. He noted that, given the timeline that is laid out before us, if we delay even for a month, we are running the risk of not having a budget in place by July 1st. He stated that this is a very real consequence. He noted that there is a very good chance of the law going forward as stated.

John Brabant moved to call the question on the amendment.

This motion was seconded. A vote was called. The motion carried by voice vote; the debate closed.

A vote was called on the amendment. A voice vote was unclear, so a standing vote was called.

Motion carried in favor of amending the motion by a vote of 171-50.

Matthew DeGroot moved to amend the motion to state: *date certain being four business days following the decision on the preliminary injunction, or stay.*

This motion for an amendment was seconded by Chris McVeigh of Middlesex.

Craig Line asked about the thirty day requirement to warn a meeting.

Kyle Landis Marinello stated it might be cleaner to wait to see what the court order is.

Carl Witke, Worcester, asked what is the cost to hold a meeting such as this, and what budget is used to cover the cost?

Calais resident Barry Bernstein: four days is not enough time. He stated that he had taken an evening out of his busy schedule to come here and support not moving forward.

Julio Thompson: having the four day window does not allow for open meeting law rules.

Berlin resident Pat McDonald: Right now Act 46 is the law. We need to plan for enough time to do this right.

Allen Gilbert stated that if a meeting is adjourned until a date certain then the 30 day warning does not apply.

Calais resident Teegan Dykeman-Brown - can we state an "either/ or" in the amendment? for example:

"Amend the original motion until either... or March 12th, whichever comes first."

Vote was called on the amendment of the main motion ("adjourn until the Act 46 judicial process reaches a decision on the PI or stay") to indicate: "adjourn until 4 business days following, when the Act 46 judicial process reaches a decision on the PI or stay" - **the vote on this amended motion failed, by voice vote.**

The question was called on the main motion by Barry Bernstein: *"to adjourn until the Act 46 judicial process reaches a decision on the PI or stay."* Seconded.

The outcome of the voice vote on calling the question was unclear, so the moderator called for a division. **The vote to call the question on the main motion carried, 154 to 60.**

Upon return to discussion of the main motion, Allan Ferver, Berlin, asked for a paper ballot. Seven people concurred, as required.

A vote by paper ballot was held on the motion *"to adjourn until the Act 46 judicial process reaches a decision on the preliminary injunction or stay."*

8:29 p.m.: Susan Clark declared that **the motion carried, 168 to 81.**

The meeting adjourned at 8:30 p.m.

The following items were not addressed:

- iv. *To determine a date and location for the first annual meeting of the District and all subsequent annual meetings, which shall be not earlier than February 1 and not later than June 1 in each year.*
- v. *To determine whether to vote on the District's budget and all other public questions by Australian ballot.*
- vi. *To determine whether to elect members of the District Board by Australian ballot.*
- vii. *To determine and approve compensation, if any, to be paid to officers of the District.*

- viii. *To determine and approve compensation, if any, to be paid to members of the District Board.*
- ix. *To establish provisions for the payment of any expense incurred by the District before it becomes fully operational on July 1, 2019 under a voter-approved budget for the fiscal year beginning on that date.*
- x. *To authorize the District to borrow money pending receipt of payments from the State Education Fund by the issuance of its notes or orders payable not later than one year from date: provided, however, that the District is authorized by Vermont Statutes to borrow sufficient funds to meet pending obligations.*
- xi. *To determine whether to authorize the Board of School Directors, pursuant to the provisions of 16 V.S.A. § 563(10) & (11)(C), to provide mailed notice to residents of the availability of the Annual Report and proposed school budget in lieu of distributing the Annual Report and proposed budget.*

Respectfully submitted,
Lisa Stoudt, Board Recording Secretary

**SPECIAL MEETING
WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT
UNAPPROVED MINUTES**

April 8th, 2019 at 6:00 p.m.

Temporary Moderator Susan Clark (Middlesex) opened the meeting at 6:06 p.m.
She reviewed Robert's Rules of Order and other norms for the meeting.

She invited student Ginger Knight to read a civil invocation as a welcome message.

1. To elect the following officers of the District from among the qualified voters of the district, which officers shall assume office upon election and serve for a term of one year or until their successors are elected and qualified:

Moderator
Clerk
Treasurer

Vera Frazier (Berlin) nominated Gus Seelig (Calais) for the position of Moderator. This motion was seconded.

Buzz Ferver (Berlin) nominated Paul Hanlon for the position of Moderator. Mr. Hanlon declined.

Barry Bernstein (Calais) moved to cast one ballot for Gus Seelig.

A vote was called; Gus Seelig was elected moderator. He presided over the meeting.

Richard Kehne (Calais) nominated Mary Ormsby for Clerk and Treasurer. This motion was seconded.

Robert (Berlin) nominated Rosemary Morse (Berlin) for Clerk. This motion was seconded

A vote was called for the Office of Clerk. A voice vote indicated that Mary Ormsby was elected.

A request was made to vote using cards: **Mary Ormsby was elected clerk.**

Mr. Seelig invited other nominations for treasurer. None were heard. **Mary Ormsby was elected treasurer.**

Kyle Landis-Marinello (Middlesex) asked whether he could add a non-binding resolution to the meeting agenda tonight.

He stated that he believes it is important to state on record that nothing that happens tonight is consent to the "forced merger." He noted that the state board order includes "any other

business” in its warning. Moderator Gus Seelig stated that he would like to take care of the business on the agenda and then address this issue, if time permits, at the end.

Chris McVeigh (Middlesex) reiterated Mr. Landis-Marinello’s sentiment and urged the meeting as a whole to take up this resolution now, before any votes occur, to be clear that the business that takes place does not constitute a voluntary merge on behalf of everyone in attendance.

An objection was heard, as the article is out of order.

Barry Bernstein indicated that the body can ask to have it heard, and if the majority of the body wishes to vote on it, then that is allowed.

Discussion: Kyle Landis-Marinello indicated that if we are able to get this out of the way now, the rest of the meeting might go more smoothly. He indicated that there are many people present who are not in favor of a forced merger, but do want to work together.

A vote was called to sustain the ruling of the moderator, to take this up at the end of the meeting, time permitting. This was voted down.

Kyle Landis Marinello moved: nothing that happens tonight shall be interpreted as consenting in any way to a forced merger. Seconded by John Brabant (Calais).

Discussion: Flor Diaz Smith (East Montpelier) asked, would this in any way make any decisions that we make tonight unofficial? Chris McVeigh indicated that, it being a non-binding resolution, it has no impact on any decisions that are made. Flor Diaz Smith indicated that the main priority is teachers, (teachers contracts) and students; she wants to be sure we are not jeopardizing moving forward.

Mark Chaplin (Middlesex) asked what are the hopes of the group (with the lawsuit)? Where are we hoping this will go?

Kyle Landis-Marinello stated that four of the five towns are currently legally challenging the forced merger.

Diane Nichols-Fleming (Berlin) indicated that this nonbinding resolution helps us to feel that our voices are heard.

Rick Thibodeau (Worcester) indicated that the resolution is worded in such a way that it seems everyone present is against a merged district, and that is not the case.

The question was called; $\frac{2}{3}$ voted in favor of calling the question.

A vote was called. This motion carried; the nonbinding resolution was adopted.

Flor Diaz Smith moved to have agenda item #3 (re: Australian Ballot) move to #2 on the agenda. Seconded. Discussion: Barry Bernstein asked for clarification - does this refer to voting by Australian ballot, going forward, at tonight’s meeting?

Dorothy Naylor (Calais) explained that the reason for deciding on Australian ballot first is that it will help to make decisions about meeting dates going forward.

Stewart Clark (Worcester) asked for clarification - is it Article 3 or Article 4?

Dorothy Naylor indicated that it would be best to vote on Article 3 and Article 4, before 2.

Gus Seelig asked Flor Diaz Smith and the person who seconded the motion, if they are ok with this friendly amendment. They are. **A vote was called; the vote carried.**

2. To determine a date and location for the first annual meeting of the District and all subsequent annual meetings, which shall be not earlier than February 1 and not later than June 1 in each year.

Dorothy Naylor moved the first annual meeting Tuesday May 21, 2019, U-32 High School at 6:00, and all subsequent annual meetings be held on Town Meeting Day. Seconded.

Discussion: What will be the purpose of the annual district meeting to be held in May? Dorothy Naylor stated that it will coincide with electing a board of directors. If a person wishes to run for one of the board seats, the person has enough time to collect signatures and have the petition to the Town Clerk in time for the May 21st meeting.

Kyle Landis-Marinello asked, on May 21, could the timing begin at the usual time (in the morning), and have the Australian ballot votes available at each town's school or polling place? Flor Diaz Smith stated that the May 21 date also allows for possibly voting on articles of agreement.

Shawna (Middlesex) - asked the logistics of having this annual meeting on Town Meeting Day, when townspeople will be at their own town meetings? Dorothy Naylor stated that she assumes voters will be able to vote at their own towns. Shawna stated that she would like an opportunity to meet the candidates. Some discussion followed about opportunities for forums.

Sarah Merriman (Middlesex) clarified that a vote on May 21st would be by Australian ballot, since town clerks can't be in two places at one time.

Stewart Clark: Are articles of agreement a topic for the May 21st meeting? Dorothy Naylor indicated that the articles of agreement will not be ready for the May 21st meeting; however, we will be having open meetings to discuss the articles of agreement as the work continues.

Lesley Fitch (Calais) reminded the group that we are required to hold public meetings to allow for discussion on any items that will be voted by Australian ballot.

Chani Waterhouse (Worcester): Explained that there were default articles of agreement from the Agency of Education, and a group has been meeting in open meetings to discuss and work from this default draft. Richard Kehne stated that there is a difference between attending an open meeting when discussions take place, and voting on items.

The motion carried.

3. To determine whether to vote on the District's budget and all other public questions by Australian ballot.

Flor Diaz Smith moved to vote on the District's budget and all other public questions by Australian ballot. Seconded. Discussion: Richard Kehne expressed concern around Australian ballot - as inconvenient as floor votes might be, Australian ballot distances people from decision making. Stewart Clark indicated that he is opposed to voting on budget and public questions by Australian ballot. He stated that it is important to get together and discuss what we are voting on; Australian ballot removes us from the process. A floor vote allows for the process of discussing the budget and amending the budget.

Lesley Fitch stated that there is nowhere in our district that can hold all of the registered voters in our five towns. There are a great deal who would not be able to participate. She indicated that Australian ballots provide an equal opportunity for everyone to vote.

Rubin Bennett (East Montpelier) reiterated that it is not feasible to have all of the voters in our five towns be able to come together and take care of business.

Janice Aldrich (East Montpelier) indicated that she is in favor of Australian ballot; absentee ballot is allowed in Australian ballot.

A member of the audience indicated that "all other public questions," as this article is worded, is too broad.

Gus Seelig suggested that the motion be divided into two: voting on budget versus voting on "all other public questions."

Ellen Knoedler (East Montpelier) clarified - if we decide to not take up the budget by Australian ballot, will it default to floor vote or is there a possibility that some other mechanism would come into play for voting on the budget?

A member asked how the five towns currently vote on their school district budgets. Chani Waterhouse indicated that all of the towns use Australian ballot to vote the elementary school budget, except Worcester.

Chris McVeigh urged those present to consider a floor vote for the budget. It allows for discussion. To say "we can't do it because it is too hard" is not acceptable.

Richard Kehne stated that it is a weak argument to say we don't have a big enough space; we were forced into this merger to begin with. He indicated that we learn and discuss when we have a floor vote.

Brian Tagliaferro (Middlesex) indicated that accessibility and opportunity to vote is paramount, and floor vote limits ability to participate.

Richard Raubertas (East Montpelier) indicated that insisting on a floor vote results in disenfranchising a large number of people and it is very telling that four out of five of our towns have already made the choice to move to Australian ballot.

Joanna Vonculin (Middlesex) stated that this is a false dichotomy - to say it's either discussion *or* Australian ballot; it can be both and she is for whatever gets the most people involved as possible.

Josh Fitzhugh (Berlin) indicated that this budget will be one of the largest in Washington County; having Australian ballot is needed to ensure the greatest participation.

Patrick Wood (Middlesex) asked whether there is a way to have a large, productive discussion about the school budget, and allow the town or the group as a whole indicate that the budget should move forward (ultimately to Australian ballot).

Chris Cadorette (Calais) moved to call the question. A $\frac{2}{3}$ vote was in favor of ending debate on the first part of the motion.

Motion was revisited: to vote on the district's budget by Australian ballot. This motion carried.

Second part of the motion: to vote on all other public questions by Australian ballot.

Motion was made and seconded. Discussion: Chani Waterhouse stated that all of the arguments that were made for voting on the budget could be made in favor of the second part of the motion. She favors Australian ballot for this as well.

A community member indicated that "all other public questions" is too ambiguous, and he would like to ensure a discussion and floor vote.

Michael Duane (East Montpelier) stated that this is so broad, is it possible to pass on this, or table it, and get more specific information, going forward.

Michael Duane moved to table the second part of Article 3: "and all other public questions" for one year. This motion was seconded. Discussion: Alice Agney (East Montpelier) indicated that we might be able to answer what "other public questions" means. They are often simply housekeeping motions that allow business to occur. It's not nefarious.

Josh Fitzhugh - it is very broad - at the very least, the school board directors should decide on a case by case basis whether items should be voted on the floor or by Australian ballot.

Rose (East Montpelier) asked, will we still have informational meetings? e.g., if we move to Australian ballot?

Rubin Bennet encouraged the group to not table this item, and to vote in favor of Australian ballot. The mechanisms are in place for public discourse. Tabling this item would "hobble" a new board.

Patrick Wood suggested a friendly amendment - use "basic housekeeping items" instead of "all other public questions."

Suggestion was made for a friendly amendment, rather than one year, at the discretion of the board, to bring back a definition/ list of items that is more narrow and specific than “all other public questions.”

Scott Tassey (East Montpelier) stated that anything to be voted on should be Australian ballot.

A vote was called on the motion to table this item. This motion was defeated.

The original motion regarding Australian ballot regarding “all other public questions” was voted on. This motion carried.

4. To determine whether to elect members of the District Board by Australian ballot.

Rebecca Reed (East Montpelier) moved to elect members of the District Board by Australian ballot. This motion was seconded. Discussion: Stewart Clark indicated that we don’t know how many members will be elected. He believes it is important that we have an opportunity in an open meeting, to hear from them, to get together and have an opportunity to discuss.

Discussion: Robert (Berlin) moved to amend the article: each town voting for only its own members. This amendment was seconded. Discussion: Dorothy Naylor indicated that, to have a set number of members from each town (e.g. two from each town), then we have to vote as a whole, and not by each town. Flor Diaz Smith stated that we are not allowed to amend this article, as it has been provided by the AOE and State Board of Education. To amend the article would not be following the rule of law. Chris McVeigh explained - with proportional representation: one person, one vote - this is included in the articles that will be addressed for July 1, 2020. However, the set, even, number of members from each town needs to be voted on by all of the towns.

Robert (Berlin) explained his intention (regarding the amendment.) Susan Clark clarified the idea of “one person, one vote.” Kari Bradley (East Montpelier) stated that the amendment would put us in contradiction with our default articles of agreement; it might be a topic for another day, but not for tonight.

Gus Seelig agreed and ruled that this amendment is out of order.

Question was called. Two-thirds voted in favor of ending debate.

Vote was held on whether to elect board members of the district board by Australian ballot: This motion carried.

5. To determine and approve compensation, if any, to be paid to officers of the District.

Stephen Looke (East Montpelier) moved to approve compensation to be paid to officers

moderator \$250

clerk \$500

treasurer \$6600

This motion was seconded. Division was called for. **This motion carried.**

6. To determine and approve compensation, if any, to be paid to members of the District Board.

Linda Urban (East Montpelier) moved to approve \$1000 each, to be paid to members of the District Board. This motion was seconded. Discussion: Vera Frazier stated that Berlin school board members do not receive compensation for their time; she amended the motion that there is no compensation. This amendment was seconded. Discussion: Carl Witke (Worcester) stated that there are costs incurred, and not everyone is in a position to serve (fiscally), offering this compensation provides a more equal opportunity to serve on a board.

Rose (East Montpelier) asked whether this compensation is already in the budget?

Chris Cadorette - there is no budget yet for the unified district.

Barry Bernstein - stated that it is asking a lot to expect board members to do what they do without compensation.

A vote on the amendment (to provide no compensation) was held - this motion failed.

A motion was made to amend the motion to prorate the payment. This motion was withdrawn.

Vote on the original motion (for \$1000 compensation) - this motion carried.

7. To establish provisions for the payment of any expense incurred by the District before it becomes fully operational on July 1, 2019 under a voter-approved budget for the fiscal year beginning on that date.

Rubin Bennett moved this motion. Seconded. Discussion: Carl Eitner (East Montpelier) asked for clarification.

Matthew DeGroot (Worcester) amended the motion: to authorize the payment of any expense incurred. Seconded.

Discussion: Diane Nichols-Fleming asked, where is the provision coming from? Is it from money that we are borrowing before the board is in place? Rubin Bennett explained that the new district will incur expenses before it is fully operational.

Paul Hannon (Calais) stated that the board authorizes payment. We don't necessarily want to authorize any payment that is put before the board. Do we want to amend: to authorize the board of WCUUSD to authorize the payment of any expense incurred.

Matthew DeGroot accepted this amendment (to his amendment).

Discussion: Robert Porter (East Montpelier) stated that this seems like an unlimited amount of money that we are authorizing. Carl Eitner asked for clarification - can the district incur expenses that will be paid by this provision, before May 21st? Dorothy Naylor stated that the May 21st meeting will be to elect a board of directors.

Matthew DeGroot indicated that this provision is required by statute, any time a new municipality is formed. He indicated his understanding that we will continue to use our current funds to cover expenses until the new board is operational.

Matthew DeGroot explained his understanding that the new district does not have funds until July 1, 2020. Stephen Looke indicated that as board members we are required to keep the schools operational. The board will be responsible for meeting the obligation.

Carl Eitner asked for clarification on the motion. Some discussion followed.

Lesley Fitch explained such expenses (of the district) that may be imminent: warning meetings, providing notices, printing, postage, ballots.

This motion, as amended, carried: To authorize the board of WCUUSD to authorize the payment of any expense incurred by the District before it becomes fully operational on July 1, 2019 under a voter-approved budget for the fiscal year beginning on that date.

8. To authorize the District to borrow money pending receipt of payments from the State Education Fund by the issuance of its notes or orders payable not later than one year from date: provided, however, that the District is authorized by Vermont Statutes to borrow sufficient funds to meet pending obligations.

Allison Gilman (East Montpelier) moved to authorize the District to borrow money pending receipt of payments from the State Education Fund by the issuance of its notes or orders payable not later than one year from date: provided, however, that the District is authorized by Vermont Statutes to borrow sufficient funds to meet pending obligations.

Seconded by Rebecca Reed (East Montpelier). This motion carried.

9. To determine whether to authorize the Board of School Directors, pursuant to the provisions of 16 V.S.A. § 563(10) & (11)(C), to provide mailed notice to residents of the availability of the Annual Report and proposed school budget in lieu of distributing the Annual Report and proposed budget.

Chris Cadorette moved to authorize the Board of School Directors, pursuant to the provisions of 16 V.S.A. § 563(10) & (11)(C), to provide mailed notice to residents of the availability of the Annual Report and proposed school budget in lieu of distributing the Annual Report and proposed budget.

Seconded by Chris McVeigh. Discussion: Cindy Gardner-Morse (Calais) explained that this means people will not receive an annual report, so will be asked to vote on a budget without information provided (at that time) about said budget.

This motion carried.

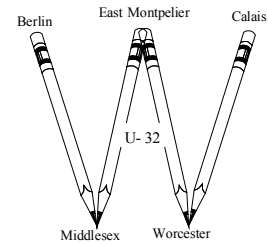
Motion to adjourn; was seconded and carried. The meeting adjourned at 8:16 p.m.

Respectfully submitted, Lisa Stoudt, Board Recording Secretary

Washington Central Supervisory Union

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William Kimball
Superintendent



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

MEMORANDUM

TO: Washington Central Unified Union School District Board
FROM: Bill Kimball, Superintendent
DATE: May 29, 2019
RE: Policy Review and Adoption Process

The Washington Central Unified Union School District currently does not have any adopted policies to use for operation starting on July 1, 2019. On May 7, the Leadership Team created a sub-committee to review all policies of the seven different entities within Washington Central Supervisory Union to create a process in order to present them to the board. U-32 Assistant Principal Jody Emerson, Berlin Principal Aaron Boynton, and I were chosen as members of this committee and are assisted by Krista Metivier of Central Office who has been supporting the policy work for the past several years.

The Vermont School Boards breaks up their draft policies into three categories, **required** by either federal and/or state statute, **recommended**, and **policies to consider**. There are 28 required policies, 26 recommended policies, and 25 policies to consider.

The Leadership Team sub-committee proposes utilizing the VSBA groups break-down in order to bring the board policies to two board meetings for adoption. Following this memo you will find the VSBA policy list, copies of all the required policies, as well as the Washington Central A1 Policy on Policies, in the original form. The committee reports to the board that all the policy content was the same across the schools and titled the same as the VSBA model policies, except for our weapons policies. The differences with those policies are that the VSBA Model policy is titled "Firearms" and ours is "Weapons", and a few of the elementary schools still have a 2 and ½ length of a knife as a definition of a weapon, versus any length. The Subcommittee endorses the change of the policy title as well as the change to a definition of a knife of any length.

Therefore, we propose to the board that the following process will be used to review and adopt policies for the school district:

June 5th –

First Reading of Required Policies and A1 Policy on Policies

June 12th –

Second Reading and Adoption of Required Policies and A1, Policy on Policies
First Reading of Recommended Policies








Next meeting after June 12th

Second Reading and Adoption of Recommended Policies
First Reading of Policies to be Considered


Fourth Meeting

Second Reading and Adoption of Policies to be Considered

A. BOARD OPERATIONS

Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
A1	Conflict of Interest	6/26/15	A20	 Board Meetings, Agenda Preparation & Distribution	09/18/14	A30	 Role and Adoption of School Board Policies	09/18/13
			A21	 Public Participation at Board Meetings	03/25/09	A31	 Board Member Education	03/25/09
			A22	Notice of Non-Discrimination	04/02/12	A32	 Board Goal-Setting & Evaluation	03/26/09
			A23	 Community Engagement and Vision	11/03/16	A33	 School Visits by Board Members	03/25/09
			A24	 Board/Superintendent Relations	11/03/16	A34	Board Relations with School Personnel	03/25/09

B. PERSONNEL

Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
B1	Substitute Teachers	01/26/16	B20	Personnel Recruitment, Selection, Appointment, and Background Checks	08/10/11	B30	Staffing and Job Descriptions	03/29/09
B2	Volunteers and Work Study Students	12/03/15	B21	Professional Development	09/18/13	B31	Educator Supervision & Evaluation: Probationary Teachers	03/29/09
B3	Alcohol and Drug Free Workplace	01/07/16	B22	 Complaints About Personnel & Instructional Materials	03/25/09	B32	Personnel Files	03/29/09
B4	Drug & Alcohol Testing of Transportation Employees	12/03/15				B33	Resignations	03/29/03
B5	Prevention of Employee Harassment	01/07/16						
B6	HIPAA Compliance	12/03/15						
B7	Tobacco Prohibition	1/26/16						



C. STUDENTS								
Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
C1	Student Records	12/03/15	C20	Student Conduct and Discipline	04/02/12	C30	Student Medication	6/30/08
C2	Student Drugs & Alcohol	12/03/15	C21	Search and Seizure of Students by School Personnel	11/12/13	C31	Admission of Resident Students	
C3	Transportation	12/03/15	C22	Student Activities (Elementary)	03/25/09	C32	Eighteen Year-Old Students	
C4	Limited English Proficiency Students	12/03/15	C23	Student Clubs & Activities (Secondary)	11/28/07	C33	Student Assessment	
C5	Firearms	01/26/16	C24	Interscholastic Sports	09/18/13	C34	Restraint and Seclusion	
C6	Home Study Students	12/03/15	C25	Admission of Non-Resident Tuition Students	09/18/13			
C7	Student Attendance	12/03/15	C26	Tuition Payment	09/18/13			
C8	Pupil Privacy	12/03/15	C27	Student Self-Expression and Student Distribution of Literature	09/18/13			
C9	Nutrition & Wellness	12/03/15	C28	Transgender and Gender Nonconforming Students	11/07/16			
C10	Prevention of Harassment, Hazing & Bullying Policy	12/02/15						
C10-P	Prevention of Harassment, Hazing & Bullying Procedures	12/02/15						
C11	Student Freedom of Expression in School Sponsored Media	03/29/18						

D. INSTRUCTION								
Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
D1	Proficiency Based Graduation Requirements	12/03/15	D20	Curriculum Development and Coordination (SU)	09/18/13	D30	Field Trips	
D2	Grade Advancement	12/03/15	D21	Educational Support System	09/18/13	D31	Selecting Library Materials	
D3	Responsible Computer Internet & Network Use	01/26/16				D32	Selection of Instructional Materials	
D4	Title One Comparability	12/03/15				D33	Local Action Plan	12/07/05
D5	Animal Dissection	12/03/15						
D6	Class Size Policy	12/03/15						

E. SCHOOL-COMMUNITY RELATIONS

Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
E1	Title 1 Parental Involvement Compacts	12/03/15	E20	Community Use of School Facilities	11/26/07	E30	School-Community Relations	
			E21	Distribution of Non-School Sponsored Literature in Schools	11/26/07	E31	Parental Involvement	
						E32	Visits by Parents, Community Members or Media	

F. NON-INSTRUCTIONAL OPERATIONS

Required Policies			Recommended Policies			Policies to Consider		
	Policy	Updated		Policy	Updated		Policy	Updated
F1	Travel Reimbursement		F20	 Fiscal Management and General Financial Accountability	03/25/09	F30	 Budgeting	03/25/09
			F21	Financial Reports and Statements	02/25/09	F31	Emergency Closing	03/25/09
			F22	Electronic Communications Use and Retention	08/10/11	F32	School Crisis Prevention & Response/Procedures for Bomb Threats	03/25/03
			F23	Capitalization of Assets	11/03/16	F33	HIV Policy	03/25/03
			F24	Prevention of Conflict of Interest in Procurement	11/06/16			

Required Policies				
Title		WCSU-Wide	Schools	
Conflict of Interest		B3		
Substitute Teachers		D6		
Volunteers and Work Study Students		D7		
Alcohol and Drug Free Workplace		D8 1992	D8 2015	
Drug & Alcohol Testing of Transportation Employees			D11 2015	
Prevention of Employee Harassment		D12		
HIPPA Compliance		D13		
Tobacco Prohibition		E8		
Student Records		F5		
Student Drugs & Alcohol		F7		
Transportation		F9		
Limited English Proficiency Students		F19		
Firearms/Weapons			F21	
Home Study Students		F23		
Student Attendance		F25		
Pupil Privacy		F27		
Nutrition & Wellness		F28		
Prevention of Harassment, Hazing & Bullying Policy			F30	
Prevention of Harassment, Hazing & Bullying Procedures			Included w/F30	
Student Freedom of Expression in School Sponsored Media		New	New	
Proficiency Based Graduation Requirements		G17		
Grade Advancement		G9		
Responsible Computer Internet & Network Use		G11		
Title One Comparability		G2		
Animal Dissection		G15		
Class Size Policy		G16		
Title 1 Parental Involvement Compacts		E2		
Travel Reimbursement		E3		

Recommended

**WASHINGTON CENTRAL
SUPERVISORY UNION**

Board of Directors' Policy

POLICIES AND PROCEDURES

POLICY: A 1

WARNED: 6/16/10

ADOPTED: 10/27/10

EFFECTIVE: 10/28/10

LAST REVIEWED BY THE POLICY COMMITTEE: October 12, 2010

PURPOSE

It is the purpose of this policy to prescribe the creation and maintenance of a set of documents that embody the important principles, values, practices and standards of the school. Policies serve to inform and guide all people connected with the school. It is the intent of the Board to outline direction and goals for the successful operation of the school through adoption of policies. It is also the purpose of this policy to ensure that those documents are available to the public.

POLICY

- A. The school board should adopt and maintain policies to carry out its purposes or pursuant to any of its authorities under law.
- B. Policy development that affects all schools will be coordinated through the WCSU Policy Committee. Any person residing in or employed by the school district may suggest policies by submitting suggestions in writing to the School Board Chair or Policy Committee representative. The Board, acting as a whole or through the Policy Committee will seek appropriate public comment and administrative guidance for policy development and revision.
- C. The school board should refrain from adopting policies that contain detailed procedures or operational rules. Policies may, however, state that a procedure should be adopted to define those details.
- D. At a minimum, public notice on intent to adopt a policy shall be given at least 10 days prior to adoption at a regularly scheduled or special school board meeting.
- E. In general, policies shall be adopted according to the following process:
 1. A policy shall be warned for a first reading at a regular board meeting. The proposed policy, and any background information, will be distributed to board members prior to the meeting. The proposed policy shall also be made available to the public.
 2. At the first reading of the policy, the board may reject, revise, or approve the policy as written. If revised or approved, the policy shall move to a second reading at the board's next regular meeting.
 3. The second reading of the proposed policy shall be warned on the agenda for the following meeting. Copies of the policy, and any background information, shall be distributed to board members prior to the meeting. The proposed policy shall also be made available to the public. At the second reading of the policy, the board may reject, revise, table, or approve the policy as written.
 4. If the policy is approved at the second reading with no or only minor revisions, the policy shall be considered duly adopted.
 5. If the policy is rejected at the second reading, the policy shall be considered "dead."
 6. If the policy is revised at the second reading and the revisions are major (i.e., content is substantially changed), the policy shall move to a third reading at the board's next regular meeting. The same procedures for warning the policy shall be followed.

7. If there is a third reading of the policy, the third reading shall be warned on the agenda for the board's following meeting. Copies of the policy, and any background information, shall be distributed to board members prior to the meeting. The proposed policy shall also be made available to the public. At the third reading of the policy, the board may reject, table, or approve the policy as written. If rejected, the policy shall be considered "dead." If approved, the policy shall be considered duly adopted. If tabled, the policy may be taken off the table and reconsidered only after the reconsideration has been warned and board members have been provided a copy of the draft policy. The proposed policy shall also be made available to the public. When taken off the table, the policy shall be considered at the same level of reading as it was when tabled.

F. Each policy shall have a title and should state its date of adoption and effective date.

G. Policies shall be numbered in accordance with the system established by the Vermont School Boards Association.

DISSEMINATION

Immediately following adoption, all policies will be distributed to board members, the principals and WCSU Central Office. All policies will be posted on the supervisory union website. Where appropriate or required, policies will be included in Staff and/or family handbooks. It will be the responsibility of the principal to ensure that staff and students are familiar with applicable policies.

PROCEDURES

A. The Superintendent shall maintain and implement procedures that:

1. Are consistent with policy;
2. Establish guidance and standards of behavior for faculty, staff and students, provide explanations of how those standards are enforced, and establish consequences for failing to follow those standards; and
3. Provide detailed procedures and operational rules concerning the administration of the school.

B. The Superintendent shall, in timely fashion, notify the school board when s/he has developed any new procedure. At its discretion, the board may order a review of any rule or procedure.

BOARD MEMBER CONFLICT OF INTEREST

Members of the board recognize the ethical duty of all public officers to avoid conflicts of interest. In the case of school board members, this duty is extended by Vermont law to include a requirement that boards adopt policies and procedures to avoid the appearance of conflicts of interest. In order to comply with the obligations thus imposed, the board and its members will adhere to the following standards.

1. Board members will be familiar with the Vermont School Boards Association Codes of Ethics, and will observe their provisions.
2. Board members will be familiar with, and adhere to, those provisions of Vermont education law that define school board powers and govern board member compensation and public bidding processes.
3. A board member will do nothing intended to give the false impression that he or she has the authority to make decisions or take action on behalf of the board or the school administration.
4. A board member will not take any action that is intended to give the impression that he or she would represent special interests or partisan politics for personal gain.
5. A board member will not use his or her position on the board in any manner intended to unfairly promote personal fiduciary interest or the fiduciary interests of family members, friends or supporters.
6. A board member will not accept anything of value in return for taking particular positions on matters before the board.
7. A board member will do nothing intended to leave the impression that his or her position on any issue can be influenced by anything other than a fair presentation of all sides of the question.

When a board member becomes aware of involvement in a conflict of interest as defined in state law or this policy, he or she will declare the nature and extent of the conflict or appearance of conflict for inclusion in the board minutes, and will abstain from voting or participating in the discussion of the issue giving rise to the conflict.

When a conflict of interest claim against a board member is brought to the board in writing and signed by another board member or a member of the public, and the board member against whom the claim is made does not concur that a conflict in fact exists, the following board procedures will be followed.

1. Upon a majority vote of the remaining board members, or upon order of the chair, the board will hold an informal hearing on the conflict of interest claim, giving both the board member and the person bringing the claim an opportunity to be heard.
2. At the conclusion of the informal hearing, the remaining board members will determine by majority vote to take one of the following actions:
 - A. Issue a public finding that the conflict of interest charge is not supported by the evidence and is therefore dismissed.
 - B. Issue a public finding that the conflict of interest charge is supported by the evidence and that the member should disqualify him or herself from voting or otherwise participating in the board deliberations or decision related to that issue, as required by Vermont statute.
 - C. Issue a public finding that the conflict of interest charge is supported by the evidence, and in addition to disqualifying him or herself from voting or otherwise participating in the board deliberations or decision, the board member should be formally censured or subjected to such other action as may be allowed by law.

Legal References: 16 V.S.A. §§ 557, 558, 559, 563(20), 262(c)

Required**WASHINGTON CENTRAL
SUPERVISORY UNION****Board of Directors' Policy****SUBSTITUTE TEACHERS****POLICY:** **D6****WARNED:** **11/11/16****ADOPTED:** **11/16/16****LAST REVIEWED BY THE POLICY COMMITTEE:** **September 12, 2016****Policy**

It is the policy of the Washington Central Supervisory Union to employ substitute educators who will meet the minimum qualifications outlined by Vermont Standards Board for Professional Educators (VSBPE) Rule, as well as the additional requirements established by this policy.

Qualifications

No person will be placed on the qualified substitute list unless that person has graduated from high school.

Unlicensed Persons

An unlicensed person may be employed as a substitute teacher for up to 30 consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for emergency or provisional licenses as provided in VSBPE Rules 5350 and 5360.

Licensed Educators

A substitute teacher who is licensed but not appropriately endorsed for the position for which he or she is employed may fill a position for thirty consecutive calendar days in the same assignment. The Superintendent may apply to the Vermont Standards Board for Professional Educators or its designee for an additional thirty days for specific substitute teachers, or for provisional licenses as provided in VSBPE Rule 5350.

Administrative Responsibilities

A list of qualified substitute teachers, organized by grade level and subject, will be developed by the Superintendent or his or her designee for all schools in the District.

The Superintendent or his or her designee will conduct an orientation session for substitute teachers each year, including information on the prevention, identification, and reporting of child sexual abuse, as required by 16 V.S.A. 563(a). Each teacher under contract will compile a packet of information containing pertinent substitute teacher information as defined by the Principal.

Substitute teachers will be paid per diem wages as determined by the Superintendent from year to year. Distinctions in pay level may be made based on the need for the substitute teacher to prepare lessons and assess and record student progress, on the length of service and on the credentials of the substitute teacher.

Legal Reference(s): *Vt. Standards Board for Professional Educators Rules §§5381 et seq.*
 16 V.S.A. §558 (Employment of school board members)
 16 V.S.A. §251 et seq. (Access to Criminal Records)

Required**WASHINGTON CENTRAL
SUPERVISORY UNION****Board of Directors' Policy****VOLUNTEERS AND WORK
STUDY STUDENTS POLICY****POLICY:** D7**WARNED:** 10/20/17**ADOPTED:** 12/6/17**EFFECTIVE:** 12/6/17**LAST REVIEWED BY THE POLICY COMMITTEE:** October 16, 2017**Policy**

Washington Central Supervisory Union recognizes the valuable contributions made by volunteers and work study students. It further recognizes that appropriate supervision of volunteers and work study students will enhance their contributions, as well as fulfill the responsibility that the Supervisory Union has for the education and safety of its students.

Definitions

For the purposes of this policy and procedures developed pursuant to this policy:

1. **Volunteer:** A volunteer is any individual including parents not employed by the School District who works on an occasional or regular basis assisting with educational activities including coaches, chaperones, in or out of the school setting. A volunteer works without compensation or economic benefits.
2. **Work Study Student:** A work study student means a post-secondary student who receives compensation for work performed at a school operated by the district as part of a work experience program sponsored or provided by the college or university at which he or she is enrolled. A student working toward a teaching credential who may be placed at a school as a student teacher is not a work study student.

Implementation

The Superintendent shall develop procedures to ensure that volunteers and work study students are appropriately screened prior to entering into service in the school district. The screening process utilized by the school district shall include different levels of background checks depending upon the type of contact the volunteer or work study student will have with children. All background checks shall at a minimum include use of the tools currently recommended by the State of Vermont for checking for substantiated findings of child or vulnerable adult abuse/neglect and sex offender convictions. A person who is a convicted sex offender shall not be eligible to be a work study student or volunteer. In the case of a person with a substantiated finding of child or vulnerable adult abuse/neglect, the Superintendent shall determine the person's eligibility to serve as a work study student or volunteer.

<i>Legal Reference(s):</i>	<i>4 V.S.A. §1102(b)(8)(Unauthorized disclosure)</i>
	<i>16 V.S.A. §564 (Harassment & hazing prevention)</i>
	<i>16 V.S.A. §260 (Supervision policy requirement)</i>
	<i>20 V.S.A. §§2062, 2063 (Fees)</i>
	<i>20 V.S.A. §2056c (Dissemination of criminal history)</i>
	<i>21 V.S.A.</i>

Required

BERLIN ELEMENTARY SCHOOL

Board of Directors' Policy

ALCOHOL and DRUG-FREE WORKPLACE

POLICY: D8

WARNED: 8/10/15

ADOPTED: 11/9/15

Policy^[3]

It is the policy of the Berlin Elementary School to maintain a workplace free of alcohol and drugs. No employee, volunteer or work study student ^[4] will unlawfully manufacture, distribute, dispense, possess or use alcohol or any drug on or in the workplace. Nor shall any employee, volunteer or work study student be in the workplace while under the influence of illegal drugs or alcohol. If there are reasonable grounds to believe that an employee, volunteer or work study student is under the influence of illegal drugs or alcohol while on or in the workplace, the person will be immediately removed from the performance of his or her duties.

Definitions

Drug means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal statute or regulation.^[5]

Workplace means the site for the performance of work for the School District, including any school building or any school premises and any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities. It also includes off school property during any school-sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the School District.^[6]

Employee means all persons directly or indirectly compensated by the school district for providing services to the district and all employees of independent contractors who provide services to the district.^[7]

Volunteer means an individual not employed by the School District who works on an occasional or regular basis in the school setting to assist the staff. A volunteer works without compensation or economic benefits provided by the school district.

Work Study Student means a student who receives compensation for work performed at the school as part of a college work experience program. For purposes of this policy, an intern, working without pay, will be considered as a work study student. A student working toward a teaching credential who may be placed at a school as a student teacher is not a work study student.

Employee Responsibilities

As a condition of employment, each employee will notify the Superintendent in writing of his or her conviction of any criminal drug statute for a violation occurring on or in the workplace as defined above. The employee must notify the Superintendent no later than five days after such conviction. Entry of a *nolo contendere* plea shall constitute a conviction for purposes of this policy, as will any judicial finding of guilt or imposition of sentence. Within 10 days of notification from an employee, or receipt of actual notice of an alcohol or drug conviction, the Superintendent will notify any federal or state officers or agencies legally entitled to such notification.^[8]

An employee, volunteer or work study student who violates the terms of this policy may be asked to satisfactorily complete an alcohol or drug abuse assistance or rehabilitation program approved by the Superintendent. In addition, an employee who violates the terms of this policy will be subject to disciplinary action, including but not limited to non-renewal, suspension or termination at the discretion of the Superintendent or, if required, the Board.^[9]

D8 Alcohol and Drug Free Workplace Notes and References

- ^[1] Alcohol is not considered a “controlled substance” under federal law. The Drug Free Workplace Act therefore does not require that alcohol be included in an employer’s prohibition of drugs in the workplace. Vermont law does authorize employers to prohibit alcohol possession and/or use of alcohol in the workplace. The Vermont drug testing law defines “drug” broadly, and includes alcohol as a “drug.” 21 V.S.A. §511(3).
- ^[2] The Drug Free Workplace Act of 1988 applies to all individuals or organizations that receive federal grants and any individuals or organizations that are federal contractors whose contracts exceed \$100,000. The Act does not explicitly require a Drug Free Workplace policy, but it does require covered entities to “...establish a drug-free awareness program to inform employees about...the *grantee’s policy of maintaining a drug free workplace...*”. 41 U.S.C. §702(1)(b)(ii).
- ^[3] The Drug Free Workplace Act requires specific actions on the part of employers including publication of a statement notifying employees of the prohibition against illegal drugs in the workplace, the establishment of a drug-free awareness program with specific elements, the notification to employees that compliance with the prohibition against drugs is a requirement for employment and imposing specific sanctions on any employee who is convicted of violations occurring in the workplace. *See* 41 U.S.C. §701.
- ^[4] The inclusion of volunteers and work study students as “employees” for purposes of this policy is optional. *See endnote 7 below.*
- ^[5] The Drug Free Workplace Act uses the term “controlled substance” as synonymous with the term “drug.” Controlled substances are listed in the federal law at 21 U.S.C. 812.
- ^[6] Definition derived from 41 U.S.C. §706(1).
- ^[7] 41 U.S.C. §706(2). *See also* U.S. Department of Labor *Drug –Free Workplace Advisor*, <http://www.dol.gov/elaws/asp/drugfree/policy.htm>. Note that the federal law defines “employee” as one “...directly engaged in the performance of work pursuant to a federal grant or contract, whether or not the employee is paid through grant or contract funds. An employer may expand the coverage of this policy to include all employees, whether or not they are engaged in work pursuant to federal grants.
- ^[8] *See* 41 U.S.C. §702(a)(1)(D).
- ^[9] *See* 16 V.S.A. §242(3)(C) for authority of superintendent to dismiss employees subject to due process and other legal requirements.

BERLIN ELEMENTARY SCHOOL

Board of Directors Policy

**MANDATORY DRUG & ALCOHOL
TESTING: TRANSPORTATION
EMPLOYEES**

POLICY # D11

WARNED: 04/02/04

ADOPTED: 04/12/04

EFFECTIVE: 04/14/04

LAST REVIEWED BY THE POLICY COMMITTEE: 5/11/15

**MANDATORY DRUG & ALCOHOL TESTING:
TRANSPORTATION EMPLOYEES**

Policy

The Berlin School District will comply with the Alcohol and Drug Testing Policy that its transportation company has adopted, which must follow the Omnibus Transportation Employee Testing Act of 1991.

Legal Reference(s): 49 U.S.C. §§ 5331, 31306 (Omnibus Transportation Employee Testing Act of 1991)

Legal Reference(s): 49 C.F.R. Parts 40, 382, 391, 392, 395 and 653

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Required

**WASHINGTON CENTRAL
SUPERVISORY UNION**

Board of Directors' Policy

HARASSMENT OF EMPLOYEES

POLICY: D12

WARNED: 10/20/17

ADOPTED: 12/6/17

EFFECTIVE: 12/6/17

LAST REVIEWED BY THE POLICY COMMITTEE: October 16, 2017

Policy

Harassment is a form of unlawful discrimination that will not be tolerated in Washington Central Supervisory Union. Unwelcome sexual advances, requests for sexual favors, and other verbal, written or physical conduct constituting harassment as defined herein and by state and federal law violate this policy. Retaliation against any person raising good faith allegations of unlawful harassment or against any witness cooperating in an investigation pursuant to this policy is prohibited.

A. Definitions

- 1. Employee:** For purposes of this policy, any person employed by and subject to the direct supervision of the district or supervisory union.
- 2. Unlawful Harassment:** Verbal, written or physical conduct based on an employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, political affiliation, ancestry, place of birth, genetic information or disability which has the purpose or effect of substantially interfering with an employee's work or creating an intimidating, hostile or offensive environment.
- 3. Sexual Harassment:** Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or
 - b. Submission to or rejection of such conduct by an individual is used as a component of the basis for employment decisions affecting such individual; or
 - c. Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.
- 4. Retaliation.** Retaliation is adverse action taken against a person for making a complaint of unlawful harassment or for participating in or cooperating with an investigation.

B. Examples

Unlawful harassment can include any unwelcome verbal, written or physical conduct which offends, denigrates, or belittles an employee because of the employee's race, religion, color, national origin, marital status, sex (including pregnancy), sexual orientation, gender identity, age, ancestry, place of birth, genetic information or disability. Such conduct includes, but is not limited to: unsolicited derogatory remarks, jokes, demeaning comments or behavior, slurs,

mimicking, name calling, graffiti, innuendo, gestures, physical contact, stalking, threatening, bullying, extorting or the display or circulation of written materials or pictures.

Sex

Sexual harassment may include unwelcome touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, pressure for sexual activity, display or sending of pornographic pictures or objects, obscene graffiti, and spreading rumors related to a person's alleged sexual activities.

Race and Color

Racial or color harassment may include unwelcome verbal, written or physical conduct directed at the characteristics of a person's race or color such as nicknames emphasizing stereotypes, racial slurs, and negative references to racial customs.

Religion

Harassment on the basis of religion includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's religion or creed such as derogatory comments regarding surnames, religious tradition, or religious clothing, or religious slurs.

National Origin and Place of Birth

Harassment on the basis of national origin includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's national origin or place of birth such as negative comments regarding surnames, manner of speaking, customs, language or ethnic slurs.

Age

Age harassment includes unwelcome verbal, written or physical conduct directed at someone (an applicant or employee) age 40 or older, such as offensive remarks about a person's ability to perform certain tasks because of his or her age.

Marital Status

Harassment on the basis of marital status includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's marital status, such as comments regarding pregnancy or being an unwed mother or father.

Sexual Orientation

Harassment on the basis of sexual orientation includes unwelcome verbal, written or physical conduct directed at the characteristics of a person's sexual orientation.

Gender Identity

Harassment on the basis of gender identity includes unwelcome verbal, written or physical conduct directed at an individual's actual or perceived gender identity, or gender-related characteristics intrinsically related to an individual's gender or gender identity, regardless of the individual's assigned sex at birth.

Disability

Disability harassment includes any unwelcome verbal, written or physical conduct directed at the characteristics of a person's disabling mental or physical condition such as imitating manner of speech or movement, or interference with necessary equipment.

Genetic Information

Genetic information harassment can include, for example, making offensive or derogatory remarks about an applicant or employee's genetic information, or about the genetic information of a relative of the applicant or employee. Genetic information includes information about an

individual's genetic tests and the genetic tests of an individual's family members, as well as information about family medical history.

D. Procedure

1. **Duty to Investigate.** In the event the district or supervisory union receives a complaint of unlawful harassment of an employee, or otherwise has reason to believe that unlawful harassment is occurring, it will take all necessary steps to ensure that the matter is promptly investigated and addressed. Washington Central Supervisory Union is committed to take action if information regarding potential unlawful harassment is learned, even if the aggrieved employee does not wish to file a formal complaint.
2. **Designated Persons.** Every employee is encouraged to report any complaint of or suspected acts of unlawful harassment. Unlawful harassment should be reported to the non-discrimination coordinators or to the principal at the following address and telephone number:

Non-Discrimination Coordinators:

Address:

Telephone number:

Principal:

Address:

Telephone number:

3. **Investigation.** Allegations of unlawful harassment will be promptly investigated by a non-discrimination coordinator or his/her designee. At the outset of the investigation, the complainant shall be provided with a copy of this policy. If the allegations are found to have been substantiated by the investigator, the district or Supervisory Union will take appropriate disciplinary and/or corrective action. The non-discrimination coordinator or his/her designee will inform the complainant(s) and the accused(s) whether the allegations were substantiated. The accused(s), the complainant(s) and any witness(es) shall be warned against any retaliation. If, after investigation, the allegation is found not to have been substantiated, the complainant(s) shall be informed of the right to contact any of the state or federal agencies identified in this policy.
4. **Filing a Complaint.** Employees are encouraged to report the alleged unlawful harassment as soon as possible to the non-discrimination coordinators or the principal.
5. **Alternative Complaint Processes.** Employees may file complaints with both the district or supervisory union and with state and federal agencies. If employees are dissatisfied with the results of an investigation, they may file a complaint with state and federal agencies. The agencies are:
 - a. Vermont Attorney General's Office, Civil Rights Unit, 109 State Street, Montpelier, VT 05602, tel: (802) 828-3171. Complaints should be filed within 300 days of any unlawful harassment.
 - b. Equal Employment Opportunity Commission, 1 Congress Street, Boston, MA 02114, tel: (617)565-3200 (voice), (617)565-3204 (TDD). Complaints should be filed within 300 days of any unlawful harassment.

Confidentiality. Witnesses, complainant and the accused shall keep confidential matters related to the charge of unlawful harassment.

Legal Reference(s): 9 V.S.A. §§4502 et seq. (Public accommodations)
16 V.S.A. 11(a)(26) (Definitions)
21 V.S.A. §§495 et seq. (Unlawful employment practice, sexual harassment)
42 U.S.C. §§2000e et seq. (Title VII of the Civil Rights Act of 1964)
29 C.F.R. 1604.11 (Equal Opportunity Employment Commission)

Cross Reference: Harassment, Hazing & Bullying of Students
Board Commitment to Non-Discrimination

Required

**WASHINGTON CENTRAL
SUPERVISORY UNION**

Board of Directors' Policy

**HEALTH INSURANCE PORTABILITY
AND ACCOUNTABILITY ACT
COMPLAINCE (HIPPA)**

POLICY: D13

WARNED: 11/11/16

ADOPTED: 11/16/16

LAST REVIEWED BY THE POLICY COMMITTEE: September 12, 2016

The Washington Central Supervisory Union shall comply with the requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) with regard to any employee benefit or group health plan provided by the district that is subject to the requirements of the Act. The superintendent or his or her designee shall develop and implement procedures necessary to ensure continuing compliance with the requirements of HIPAA.

Legal References:

*42 U.S.C. 1320d-2 and 1320d-4
45 C.F.R. Subpart C*

Required

**WASHINGTON CENTRAL
SUPERVISORY UNION**

POLICY: E8

Board of Directors' Policy

WARNED: 2/18/17

TOBACCO PROHIBITION

ADOPTED: 6/7/17

EFFECTIVE: 6/7/17

LAST REVIEWED BY POLICY COMMITTEE: 5/8/17

Policy

In accordance with state law, it is the policy of the Washington Central Supervisory Union to prohibit the use of tobacco or tobacco substitutes on supervisory union or school grounds or at school sponsored functions. This ban extends to any student, employee or visitor to the school, and applies at all times, whether or not school is in session. Students are, furthermore, prohibited from possessing tobacco products, tobacco substitutes or tobacco paraphernalia at all times while under the supervision of school staff or at school-sponsored activities. The Superintendent or his or her designee shall develop procedures, rules and regulations that are necessary to implement this policy and, at a minimum, will include provisions ensuring that tobacco products, tobacco substitutes or tobacco paraphernalia are confiscated when found in the possession of students.

Definitions

For purposes of this policy and administrative rules and procedures developed pursuant to this policy:

1. **School grounds** means any property and facilities owned or leased by the school and used at any time for school related activities, including but not limited to school buildings, school buses, areas adjacent to school buildings, athletic fields and parking lots.
2. **School sponsored activity** means activities including but not limited to field trips, project graduation events, sporting events, work internships and dances.
3. **Tobacco product** has the same meaning as set forth in 7 V.S.A. 1001(3), as amended from time to time.
4. **Tobacco paraphernalia** has the same meaning as set forth in 7 V.S.A. 1001(7), as amended from time to time.
5. **Tobacco substitutes** has the same meaning as set forth in 7 V.S.A. 1001(8), as amended from time to time.

Legal

16 V.S.A. §140 (Tobacco on school grounds)

Reference(s):

18 V.S.A. §§1421 et seq. (Smoking in the workplace)

7 V.S.A. 1001 et seq.

Required ¹

WASHINGTON CENTRAL
SUPERVISORY UNION

Board of Directors Policy

STUDENT EDUCATION RECORDS

POLICY # F5

WARNED: 2/18/17

ADOPTED: 3/29/2017

LAST REVIEWD BY POLICY COMMITTEE: 1/9/17

Policy

The Washington Central Supervisory Union recognizes the importance of keeping accurate and appropriate education records² for students as part of a sound educational program and is committed to act as trustee of this information, maintaining these records for educational purposes to serve the best interests of its students.

The principles of accuracy and confidentiality underlie all policies and procedures for the collection, maintenance, disclosure and destruction of education records. It is the policy of the district to protect the confidentiality of education records and release information only as permitted by law. Annually or when the student enrolls, the district will inform³ parents, guardians, and students eighteen years and older of their right to inspect, review, and seek amendment of the student's education records. The district will inform parents guardians, and students eighteen years and older of items considered directory information through notices⁴ distributed at the beginning of each school year or when a student enrolls.

The building principal will be the custodian of all education records in a given school. The superintendent has overall responsibility for education records throughout the district and for assuring that adequate systems are in place to maintain such records and to provide parents with access to them in accordance with state and federal law. The Superintendent is responsible for developing procedures to assure the consistent implementation of this policy. The procedures shall comply with all federal and state laws and regulations governing access to and the collection, maintenance, disclosure and destruction of education records.

Definitions

All terms used in this policy, and the procedures developed for the implementation of this policy, shall be defined, where applicable, as those terms are defined in the Family Educational Rights and Privacy Act and in the federal regulations promulgated pursuant to that Act.⁵

¹ The federal Family Educational Rights and Privacy Act (FERPA) does not explicitly require a school board policy on the protection of student records. Its requirements are stated in the negative... "no funds shall be made available to any educational agency...which has a policy of denying...the right of parents...to review and inspect educational records. 20 U.S.C. 1232g; 34 C.F.R. Part 99. Nor does the State Board Manual of Rules and Practices explicitly require a school board policy on student records. "Each school shall develop and implement a system of maintaining student records...which is in compliance with FERPA." SBE Rule 2120.8.3.3.

² A "record" means any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm and microfiche. The term "education records" means those records that are (1) directly related to a student, and (2) ~~maintained~~⁴⁸ maintained by the school district, a school within the

district, or a party acting for the school district or a school within the school district. It does not include a teacher's notes that are in the teacher's sole possession and shared only with a substitute teacher. 20 U.S.C. 1232g; 34 C.F.R. 99.3

³ *School districts are required to find an effective way to notify parents whose primary language is not English. 34 C.F.R. §99.9.*

⁴ *The Family Educational Rights and Privacy Act allows schools to designate certain information as "directory information" and release it after providing public notice of the categories of information it seeks to release. "Directory information" includes, but is not limited to, a student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. Additional information may be released with specific parental consent. 12 U.S.C. §1232g; 34 C.F.R. §99.3.*

⁵ *12 U.S.C. §1232g; 34 C.F.R. §99.3.*

*Legal Reference(s): 20 U.S.C. §§1232g (Federal Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 7908
16 V.S.A. 563(27) (NCLBA Armed Forces Recruiter/Higher Education Access)
34 C.F.R. Part 99
1 V.S.A. §317 (Definitions)
15 V.S.A. §670 (Non-custodial parents)
33 V.S.A. §5536a (Juvenile court records)
VT State Board of Education Manual of Rules and Practices §2120.8.3.3*

Required

WASHINGTON CENTRAL
SUPERVISORY UNION

Board of Directors' Policy

STUDENT ALCOHOL & DRUGS

POLICY: F7

WARNED: 2/18/17

ADOPTED: 6/7/17

EFFECTIVE: 6/7/17

LAST REVIEWD BY POLICY COMMITTEE: 5/8/17

It is the policy of the Washington Central Supervisory Union that no student shall knowingly possess, use, sell, give or otherwise transmit, or be under the influence of any illegal drug, regulated substance, or alcohol on any school property, or at any school sponsored activity away from or within the school.¹ It is further the policy of the district to make appropriate referrals in cases of substance abuse.

Definitions

Substance Abuse is the ingestion of drugs and or alcohol in such a way that it interferes with a person's ability to perform physically, intellectually, emotionally, or socially.²

Drug means any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance as defined by state or federal regulation or statute.³

Educational Program. The (superintendent, principal, other) shall work with appropriate staff members to develop and conduct an alcohol and drug abuse educational program.⁴ The program shall be consistent with the Vermont Alcohol and Drug Education Curriculum Plan⁵. If the school district is a recipient of federal Safe and Drug-Free Schools and Communities Act funds, the Act will be considered in the development of the alcohol and drug abuse educational program.⁶

Support and Referral System. In each school the principal or his or her designee shall develop a support and referral system for screening students who refer themselves and students who are referred by staff for suspected drug and/or alcohol use and/or abuse problems.⁷ The support and referral system will include processes to determine the need for further screening, education, counseling or referral for treatment in each referred case.⁸ In addition, the principal shall establish procedures for administering emergency first aid related to alcohol and drug abuse.⁹

Cooperative Agreements.¹⁰ The (superintendent, principal, other) shall annually designate an individual to be responsible for providing information to students and parents or guardians about outside agencies that provide substance abuse prevention services and to encourage the use of their services and programs when appropriate.

The Washington Central Supervisory Union has a Substance Abuse Prevention (SAP) Counselor. They will provide substance abuse treatment to students who are referred through the school's support and referral system, or who refer themselves for treatment.

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.¹¹

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.¹²

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.¹³

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.¹⁴

¹ 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 .

² Vermont State Board of Education Manual of Rules and Practices, Rule 4211

³ 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.

⁴ 16 V.S.A. §131(9); SBE Rule 4213.1

⁵ SBE Rule 4212.2 requiring that education program be consistent with this Plan.

⁶ 20 U.S.C. §§7101 et seq.

⁷ SBE Rule 4212.3

⁸ SBE Rule 4212.3D.

⁹ 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."

¹⁰ SBE Rule 4212.3.

¹¹ SBE Rule 4213.2. See also SBE Rule 4212.3C.

¹² 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.

¹³ 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.

¹⁴ 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)

Cross Reference: *Student Conduct and Discipline (F1)*
Search and Seizure (F3)
Interrogations or Searches of Students by Law Enforcement)
Officers or Other Non-School Personnel (F5)

Required**WASHINGTON CENTRAL
SUPERVISORY UNION****Board of Directors' Policy****TRANSPORTATION****POLICY:** F9**WARNED:** 2/16/18**ADOPTED:** 3/28/18**LAST REVIEWED BY THE POLICY COMMITTEE:** November 13, 2017**Policy**

Where it is reasonable and necessary to enable a student entitled or required to attend an elementary or a secondary school within the Washington Central Supervisory Union, supervisory union may furnish transportation on public roads to students who reside within the district. The supervisory union may also provide transportation to non-resident students as authorized by the board. Accordingly, the Washington Central Supervisory Union has decided to furnish transportation under this policy.

The superintendent will establish routes and designate stops after considering both the safety of children and efficiency of operation. The superintendent will consider the following factors when determining routes and stops.

1. The age and health of pupils,
2. Distance to be traveled,
3. Condition of the road, and
4. Type of highway.

The superintendent may consider any other factors he or she deems appropriate when establishing routes and designated stops.

The superintendent shall submit to the school board for approval any contracts, leases or purchases necessary to maintain and operate transportation equipment, and shall include in his or her annual report to the board information as to all pupils transported by the school district and the expense thereof.

Legal Reference(s): 16 V.S.A. §§1221, 1222, 1224 (Student transportation)
16 V.S.A. §1551 (Technical center transport)

Required**WASHINGTON CENTRAL
SUPERVISORY UNION****Board of Directors' Policy****LIMITED ENGLISH
PROFICIENCY STUDENTS****POLICY:** **F19****WARNED:** **11/11/16****ADOPTED:** **11/16/16****LAST REVIEWED BY THE POLICY COMMITTEE:** **September 12, 2016****Policy**

It is the policy of the Washington Central Supervisory Union to ensure that students whose primary or dominant language is not English, and who therefore have limited-English proficiency (LEP), have equitable access to school programs as required by law.

Implementation

The superintendent or his or her designee shall be responsible for developing and implementing procedures to comply with federal and state laws, which define standards for serving LEP students.

*Legal Reference(s): 42 U.S.C. §§2000 d et seq. (Title VI of the Civil Rights Act of 1964); 20 U.S.C. 6801 et seq. (English Language Acquisition, Enhancement, and Academic Achievement Act)
20 U.S.C. § 7801(25) (Definition of Limited English Proficiency)
34 C.F.R. Part 100
9 V.S.A. §4502 (Discrimination, public accommodations)
Vermont State Board of Education Manual of Rules and Procedures §1250*

WEAPONS

It is the intent of the board to comply with the federal Gun Free Schools Act of 1994, and the Vermont state laws (16 V.S.A. §1166 & §1162) requiring school districts to provide for the possible expulsion of students who bring or possess dangerous weapons or firearms at school. It is further the intent of the board to maintain a student discipline system consistent with the requirements of the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Vermont State Board of Education rules.

Definitions:

This policy shall define the terms “*dangerous weapons*”, “*firearm*”, “*at school*” and “*expelled*”. However, the school board may augment the definitions, provided they remain consistent with definitions required by state and federal law.

- a. The term “*dangerous weapon*” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, designed for, or is readily capable of, causing death or serious bodily injury. This includes weapons that a student acquires at school or on the bus.
- b. “*Firearm*” means any weapon, whether loaded or unloaded, which will expel a projectile by the action of an explosive and includes any weapon commonly referred to as a pistol, revolver, rifle, gun, machine gun or shotgun.
- c. “*At school*” means any setting that is under the control and supervision of the school district. It includes school grounds, facilities and vehicles used to transport students to and from school or school activities.
- d. “*Expelled*” means the termination of educational services to a student for greater than 10 days, and is determined by the board.

Policy Statement**PART A: WITH REGARDS TO STUDENTS**

Any student who brings to school or possesses a dangerous weapon while at school shall be brought by the superintendent to the school board for consideration of an expulsion hearing.

However, with the prior written consent of the superintendent or his/her designee, a student may possess a device that might be considered a dangerous weapon for a predetermined educational purpose.

If after a hearing, a student is found by the board to have brought or possessed a dangerous weapon while at school, the superintendent or principal may suspend the student for up to 10 school days, or the board may expel the student for up to the remainder of the school year, or up to 90 school days, whichever is longer, 16 V.S.A. §1162(a). Or, if after a hearing, a student is found by the board to have brought or possessed a firearm while at school, the student shall be expelled for no less than one calendar year, 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 he or she 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 his/her 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.

WEAPONS

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 his/her 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

Cross Reference: Student Records (F5)
 Search and Seizure (F3)
 Student Conduct and Discipline (F1)

WARNED: OCTOBER 31, 2014
 ADOPTED: NOVEMBER 19, 2014
 LAST REVIEWED BY POLICY COMMITTEE: OCTOBER 17, 2014

Required

**WASHINGTON CENTRAL
SUPERVISORY UNION**

Board of Directors' Policy

**PARTICIPATION OF HOME
STUDY STUDENTS**

POLICY: F23

WARNED: 11/11/16

ADOPTED: 11/16/16

LAST REVIEWED BY THE POLICY COMMITTEE: September 12, 2016

Policy

It is the policy of the Washington Central Supervisory Union 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 cocurricular and extracurricular activities and use of facilities." *See also* SBE Rules 4400-4405.

Required**WASHINGTON CENTRAL
SUPERVISORY UNION****Board of Directors' Policy****STUDENT ATTENDANCE****POLICY:** F25**WARNED:** 11/11/16**ADOPTED:** 11/16/16**LAST REVIEWED BY THE POLICY COMMITTEE:** September 12, 2016**Policy**

It is the policy of the Washington Central Supervisory Union 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

Required¹

WASHINGTON CENTRAL SUPERVISORY UNION

Board of Directors' Policy

Pupil Privacy Rights

POLICY: F27

WARNED: 6/2/17

ADOPTED: 6/7/17

LAST REVIEWED BY THE POLICY COMMITTEE: 5/8/17

Policy

It is the intent of the Washington Central Supervisory Union to comply with the provisions of the federal Pupil Privacy Rights Amendment (PPRA)^[2] and Vermont State Board of Education Rules^[3] governing the administration of certain student surveys, analyses or evaluations.^[4]

Administrative Responsibilities

The superintendent or his or her designee shall develop administrative procedures to ensure school district compliance with applicable federal and state laws related to pupil privacy. The administrative procedures shall include provisions related to the following legal requirements.^[5]

1. The right of parents or eligible students to inspect surveys created by third parties before administration or distribution of the surveys to students;
2. Any applicable procedures for granting request by a parent for access to such survey within reasonable time after a request is received;
3. Arrangements of protect student privacy in the event of the administration or distribution of a survey to a student containing one or more of the items listed in the federal Pupil Privacy Rights Amendment;^[6]
4. The right of a parent to inspect any instructional material used as part of the educational curriculum for the parent's child, and any applicable procedures for granting access to such material within a reasonable time after the request is received.^[7]
5. The administration of physical examinations or screenings that the school district may administer to a student;^[8]
6. The collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, including arrangements to protect student privacy in the event of such collection, disclosure or use.^[9]
7. The right of a parent of a student to inspect any instrument used in the collection of personal information under subparagraph (6) above, and any applicable procedures for granting a request for such inspection within a reasonable time after receiving the request;^[10]
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.^[11]

^[1] 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).

^[2] See 20 U.S.C. 1232h.

^[3] See Vermont State Board of Education Rule 2120.8.12(f).

^[4] 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.

^[5] See 20 U.S.C. §1232h(c)(1).

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

^[7] See 20 U.S.C. §1232h(c)(1)(C).

^[8] See 20 U.S.C. §1232h(c)(1)(D).

^[9] See 20 U.S.C. §1232h(c)(1)(E).

^[10] See 20 U.S.C. §1232h(c)(1)(F).

^[11] See 20 U.S.C. §1232h(c)(2).

Required

WASHINGTON CENTRAL
SUPERVISORY UNION

Board of Directors' Policy

FEDERAL CHILD NUTRITION
ACT WELLNESS POLICY

POLICY # F28

WARNED: 2/18/17

ADOPTED: 3/29/17

LAST REVIEWD BY POLICY COMMITTEE: 1/9/17

Purpose

It is the intent of the Washington Central Supervisory Union to comply with the local policy requirements of the federal Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010 (HHFKA). In accord with those requirements, this policy has been developed in consultation with parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public.

Policy Statement

It is the policy of the Washington Central Supervisory Union to establish goals for nutrition promotion and education, nutrition guidelines, physical activity and other school based activities that are designed to promote student wellness. The district will review and consider evidence-based strategies in determining these goals.

I. Goals for Nutrition Promotion and Education.

- A. The school district shall provide nutrition promotion and education programs as required by state law and regulations of the State Board of Education. In particular, the district shall provide a nutrition component in its Comprehensive Health Education program and shall develop curricular programs intended to accomplish applicable goals enumerated in the Vermont Education Quality Standards.
- B. Nutrition education and promotion programs shall be conducted by appropriately licensed staff members.
- C. To the extent practicable, nutrition education and promotion shall be integrated into core curricula in areas such as science and family and consumer science courses.
- D. The district will limit food and beverage marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards on school campus.

II. Goals for Physical Education and Physical Activity.

- A. The district shall provide physical education classes for all students as required by Education Quality Standards.
- B. The district shall offer opportunities for students in grades K-12 to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may

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

III. Goals for Nutrition Services

- A. The district shall ensure that guidelines for reimbursable school meals are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to sections (a) and (b) of section 9A(a) and (b) of the Richard B. Russell National School Lunch Act as those regulations and guidance apply to schools.
- B. The district shall provide adequate space for eating and serving school meals.
- C. The district shall provide a clean and safe meal environment for students.
- D. The district shall establish meal periods that provide adequate time to eat and are scheduled at appropriate hours.
- E. Food shall not be used in district schools as a reward or punishment.
- F. The district shall provide training opportunities as appropriate for food service and other staff members in areas of nutrition and wellness.
- G. Schools participating in the National School Lunch and School Breakfast programs shall make free potable water available to children in the meal service areas.

IV. Nutrition Guidelines.

- A. The National School Lunch and School Breakfast Programs will meet the requirements provided in 7 CFR 210 and 7 CFR 220 (National School Lunch Program and School Breakfast Guidelines.)
- B. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet the USDA Smart Snacks nutrition standards^[i].
- C. School district fundraisers that occur during the school day will meet the USDA Smart Snack nutrition standards^[ii].
- D. The district is required to establish nutrition guidelines for all other foods provided, but not sold to students during the school day. Foods provided but not sold may include food that is part of a classroom celebration or provided by parents or community organizations free of charge. *[Districts should choose either 1 or 2 below, or write their own guidelines.]*
 - (1) *It is the policy of the district that, when feasible, food provided but not sold should be limited to those foods that improve the diet and health of students, help mitigate childhood obesity, and model healthy choices.*
 - (2) *Food provided but not sold will, at minimum, comply with the Smart Snacks Standards^[iii].*

V. Other School Based Activities

The district will implement other wellness based school activities from time to time at the discretion of the superintendent or his or her designee. These activities will be in accordance with evidence-based strategies such as those provided in the Vermont School Wellness Policy Guidelines.

VI. Assessment:

The District will conduct an assessment of the wellness policy every 3 years. This assessment will determine: compliance with the wellness policy, how the wellness policy compares to model wellness policies, and progress made in attaining the goals of the wellness policy.

VII. Policy Implementation.

- A. The district will permit parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators and the general public to participate in the development, implementation, monitoring, and periodic review and update of this policy.
- B. The superintendent or his or her designee shall periodically monitor district programs and curriculum to ensure compliance with this policy and any administrative procedures established to carry out the requirements of this policy.
- C. The district shall annually inform and update the public about the content and implementation of this policy, including the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model local school wellness policies and a description of the progress made in attaining the goals of this policy.
- D. The superintendent or his or her designee shall report at least annually to the board and to the public on the district's compliance with law and policies related to student wellness. The report shall include information as to the content and implementation of this policy, and an assurance that district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law.

Legal
Reference(s):

16 V.S.A. §§131 & 906(b)(3).

Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.

Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Healthy, Hunger Free Kids Act of 2010, Section 204 of Public Law 111-296.

Code of Federal Regulations, 7 CFR Part 210 and Part 220.

Vermont Education Quality Standards 2120.5

Vermont School Wellness Policy Guidelines, Joint Guidance from Vermont Agency of Agriculture, Food and Markets, the Vermont Agency of Education and Vermont Department of Health. 2016.

^[i] [See Resource: Summary, Nutrition Standards for All Foods Sold in School, <https://www.fns.usda.gov/sites/default/files/cn/allfoods-summarychart.pdf>]

^[ii] See above

^[iii] A useful summary of the Smart Snacks Standards can be found at <https://www.fns.usda.gov/sites/default/files/cn/allfoods-summarychart.pdf>

Required

BERLIN ELEMENTARY SCHOOL

Board of Directors Policy

**HARASSMENT, HAZING AND
BULLYING**

POLICY # F30

WARNED: 10/8/15

ADOPTED: 10/12/15

EFFECTIVE: 10/13/15

LAST REVIEWED BY POLICY COMMITTEE 9/14/15

I. Statement of Policy

The Berlin School District¹ (hereinafter “District”) is committed to providing all of its students with a safe and supportive school environment in which all members of the school community are treated with respect.

It is the policy of the District to prohibit the unlawful harassment of students based on race, color, religion, creed, national origin, marital status, sex, sexual orientation, gender identity or disability. Harassment may also constitute a violation of Vermont’s Public Accommodations Act, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, and/or Title IX of the federal Education Amendments Act of 1972.

It is also the policy of the District to prohibit the unlawful hazing and bullying of students. Conduct which constitutes hazing may be subject to civil penalties.

The District shall address all complaints of harassment, hazing and bullying according to the procedures accompanying this policy, and shall take appropriate action against any person - subject to the jurisdiction of the board - who violates this policy. Nothing herein shall be construed to prohibit punishment of a student for conduct which, although it does not rise to the level of harassment, bullying, or hazing as defined herein, otherwise violates one or more of the board’s disciplinary policies or the school’s code of conduct.

The procedures are expressly incorporated by reference as though fully included within this policy. The procedures are separated from the policy for ease of use as may be required.

II. Implementation

¹ Where language suggests a “District” will take action, it shall be the Superintendent, the Head of School, or his/her designee.

The superintendent or his/her 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 Berlin Elementary School 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:
 - a. Is repeated over time;
 - b. Is intended to ridicule, humiliate, or intimidate the student; and
 - c. (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 supervisory union 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

- (1) 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 his/her designee assistant principal//technical center director or his/her 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.

APPENDIX A

Designated Employees:

The following employees of the Berlin Elementary School 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: Jessica Heinz

Title: Guidance Counselor

Contact Information: jheinz@u32.org 802-223-2796 x119

Name: Aaron Boynton

Title: Principal

Contact Information: a boynton@u32.org 802-223-2796 x 120

**BERLIN ELEMENTARY SCHOOL
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 s/he has been hazed, harassed and/or bullied under this policy, or who witnesses or has knowledge of conduct that s/he reasonably believes 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 s/he reasonably believes 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 s/he reasonably believes 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

Office for Civil Rights, Boston Office
U.S. Department of Education
8th 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

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 him/herself 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 he or she has 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 he or she understands 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 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

Office for Civil Rights, Boston Office
U.S. Department of Education
8th 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

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 related 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 he or she is 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 his or her 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/Supervisory Union 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 his/her 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).

Required**WASHINGTON CENTRAL UNIFIED
UNION SCHOOL DISTRICT****Board of Directors' Policy****STUDENT FREEDOM OF EXPRESSION
IN SCHOOL-SPONSORED MEDIA****POLICY:** _____**WARNED:** _____**ADOPTED:** _____**EFFECTIVE:** _____**LAST REVIEWED BY THE POLICY COMMITTEE:** _____

Freedom of expression is a fundamental principle in a democratic society that provides all citizens, including students, with the right to engage in a robust discussion of ideas. It is the policy of the Washington Central Unified Union School District to ensure that students enjoy free speech and free press protections related to school-sponsored media, and to encourage students to become educated, informed, and responsible members of society.

No expression made by students in school-sponsored media shall be deemed to be an expression of school policy.

Definitions

“Media advisor” means a person employed, appointed, or designated by the district/supervisory union to provide instruction relating to school-sponsored media.

“School-sponsored media” means any material prepared, written, published, or broadcast as part of a school-supported program or activity by a student journalist that is distributed or generally made available as part of a school-supported program or activity to an audience beyond the classroom in which the material is produced.

“Student journalist” means a student enrolled in the district/supervisory union who gathers, compiles, writes, edits, photographs, records or prepares information for dissemination in school-sponsored media.

“Student supervisor” means a student who is responsible for editing school-sponsored media.

Implementation

Subject only to the conditions 1-6 below, a student journalist may exercise freedom of speech and freedom of the press in school-sponsored media. Student supervisors of school-sponsored media are responsible for determining the content of their respective media.

This policy does not authorize or protect content of school-sponsored media that:

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/Supervisory Union 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.

Required

WASHINGTON CENTRAL
SUPERVISORY UNION

Board of Directors' Policy

PROFICIENCY BASED
GRADUATION REQUIREMENTS
(PBGRs)

POLICY: G17

WARNED: 5/20/16

ADOPTED: 5/25/16

EFFECTIVE: 5/25/16

LAST REVIEWED BY THE POLICY COMMITTEE: May 9, 2016

It is the policy of Washington Central Supervisory Union 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.

Beginning with students entering ninth grade in the fall of 2016, a student meets the requirements for graduation when the student demonstrates evidence of proficiency in each of the Student Learning Outcomes that are in alignment with Vermont's Education Quality Standards.

Washington Central students may demonstrate proficiency via learning opportunities that take place outside of the school, school day, or the classroom, provided that such learning opportunities occur under the supervision of an appropriately licensed educator.

The superintendent is responsible for ensuring that school administrators communicate the meaning of the Student Learning Outcome and the Performance Indicators and how students will be assessed to students and parents. When a student enters U32 High School, the administration must educate both students and parents about the requirements for a high school diploma.

Legal Reference(s):

Rule 2120.8 of the Education Quality Standards requires secondary school boards to adopt a local graduation policy that defines "proficiency-based graduation requirements based on standards adopted by the State Board of Education."

Rule 2120.2 requires schools to provide students the opportunity to experience learning through flexible and multiple pathways, including but not limited to career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college. Learning must occur under the supervision of an appropriately licensed educator. Learning expectations must be aligned with state expectations and standards.

Required

WASHINGTON CENTRAL
SUPERVISORY UNION

Board of Directors' Policy

GRADE ADVANCEMENT:
RETENTION, PROMOTION &
ACCELERATION OF STUDENTS

POLICY: G9

WARNED: 2/16/18

ADOPTED: 3/28/18

LAST REVIEWED BY THE POLICY COMMITTEE: December 11, 2017

Policy

A goal of the Washington Central Supervisory Union is for each student to progress in his or her educational program by reaching a standard of achievement necessary to progress from grade to grade.

Definitions

1. **Acceleration** is the advancement of a student by more than one grade beyond the current grade level.
2. **Promotion** is the single grade step most students take from year to year.
3. **Retention** allows a student to repeat all or part of a grade in order to more fully prepare for the work of the next grade.

Promotion, retention and acceleration decisions will be based on the extent to which a student is meeting the standards established by the WCSU Student Learning Outcomes as well as other relevant factors, including social, emotional, physical and mental growth, past academic performance, behavior, motivation, and attendance.

Implementation

The superintendent or his or her designee will develop rules to implement this policy. The rules will specify a process for determining the promotion, retention or acceleration of individual students.

Legal Reference(s): VT State Board of Education Manual of Rules & Practices: §2120.2.2 (d)

Required

WASHINGTON CENTRAL
SUPERVISORY UNION

Board of Directors' Policy

RESPONSIBLE COMPUTER,
NETWORK & INTERNET USE

POLICY: G11

WARNED: 2/16/18

ADOPTED: 3/28/18

LAST REVIEWED BY THE POLICY COMMITTEE: December 11, 2017

Purpose

The Washington Central Supervisory Union recognizes that information technology (IT) is integral to learning and educating today's children for success in the global community and fully supports the access of these electronic resources by students and staff. The purpose of this policy is to:

1. Create an environment that fosters the use of information technology in a manner that supports and enriches the curriculum, provides opportunities for collaboration, and enhances staff professional development.
2. Ensure the district takes appropriate measures to maintain the safety of everyone that accesses the district's information technology devices, network and web resources.
3. Comply with the requirements of applicable federal and state laws that regulate the provision of access to the internet and other electronic resources by school districts.

Policy

It is the policy of the Washington Central Supervisory Union to provide students and staff access to a multitude of information technology (IT) resources including the Internet. These resources provide opportunities to enhance learning and improve communication within our community and with the global community beyond. However, with the privilege of access comes the responsibility of students, teachers, staff and the public to exercise responsible use of these resources. The use by students, staff or others of district IT resources is a privilege, not a right.

The same rules and expectations govern student use of IT resources as apply to other student conduct and communications, including but not limited to the district's harassment and bullying policies.

The district's computer and network resources are the property of the district. Users shall have no expectation of privacy in anything they create, store, send, receive or display on or over the district's computers or network resources, including personal files and electronic communications.

The superintendent is responsible for establishing procedures governing use of IT resources consistent with the provisions of this policy. These procedures must include:

1. An annual process for educating students about responsible digital citizenship. As defined in this policy, a responsible digital citizen is one who:

Respects One's Self. Users will maintain appropriate standards of

language and behavior when sharing information and images on social networking websites and elsewhere online. Users refrain from distributing personally identifiable information about themselves and others.

Respects Others. Users refrain from using technologies to bully, tease or harass other people. Users will report incidents of cyber bullying and harassment in accordance with the district's policies on bullying and harassment. Users will also refrain from using another person's system account or password or from presenting themselves as another person.

Protects One's Self and Others. Users protect themselves and others by reporting abuse and not forwarding inappropriate materials and communications. They are responsible at all times for the proper use of their account by not sharing their system account password.

Respects Intellectual Property. Users suitably cite any and all use of websites, books, media, etc.

Protects Intellectual Property. Users request to use the software and media others produce.

2. Provisions necessary to ensure that Internet service providers and other contractors comply with applicable restrictions on the collection and disclosure of student data and any other confidential information stored in district electronic resources.

3. Technology protection measures that provide for the monitoring and filtering of online activities by all users of district IT, including measures that protect against access to content that is obscene, child pornography, or harmful to minors.

4. Methods to address the following:

- Control of access by minors to sites on the Internet that include inappropriate content, such as content that is:
 - Lewd, vulgar, or profane
 - Threatening
 - Harassing or discriminatory
 - Bullying
 - Terroristic
 - Obscene or pornographic
- The safety and security of minors when using electronic mail, social media sites, and other forms of direct electronic communications.
- Prevention of unauthorized online access by minors, including "hacking" and other unlawful activities.
- Unauthorized disclosure, use, dissemination of personal information regarding minors.
- Restriction of minors' access to materials harmful to them.

5. A process whereby authorized persons may temporarily disable the district's Internet filtering measures during use by an adult to enable access for bona fide research or other lawful purpose.

Policy Application

This policy applies to anyone who accesses the district's network, collaboration and communication tools, and/or student information systems either on-site or via a remote location, and anyone who uses the district's IT devices either on or off-site.

Limitation/Disclaimer of Liability

The District is not liable for unacceptable use or violations of copyright restrictions or other laws, user mistakes or negligence, and costs incurred by users. The District is not responsible for ensuring the accuracy, age appropriateness, or usability of any information found on the District's electronic resources network including the Internet. The District is not responsible for any damage experienced, including, but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of information obtained through or stored on the electronic resources system including the Internet, or for financial obligations arising through their unauthorized use.

Enforcement

The district reserves the right to revoke access privileges and/or administer appropriate disciplinary action for misuse of its IT resources. In the event there is an allegation that a user has violated this policy, the school district will handle the allegation consistent with the student disciplinary policy.

Allegations of staff member violations of this policy will be processed in accord with contractual agreements and legal requirements.

Legal Reference(s):

- 17 U.S.C. §§101-120 (Federal Copyright Act of 1976 as amended)*
- 20 U.S.C. § 6777 et seq. (Enhancing Education Through Technology Act)*
- 18 U.S.C. §2251 (Federal Child Pornography Law—Sexual Exploitation and Other Abuse of Children)*
- 47 U.S.C. §254 (Children's Internet Protection Act)*
- 47 CFR §54.520 (CIPA Certifications)*
- 13 V.S.A. §§2802 et seq. (Obscenity, minors)*
- 13 V.S.A. § 1027 (Disturbing Peace by Use of...Electronic Means)*
- 13 V.S.A. §2605(Voyeurism)*

Required**WASHINGTON CENTRAL
SUPERVISORY UNION****Board of Directors' Policy****TITLE I COMPARABILITY****POLICY: G2****WARNED: 10/20/17****ADOPTED: 12/6/17****EFFECTIVE: 12/6/17****LAST REVIEWED BY THE POLICY COMMITTEE: October 16, 2017**

If a school in the Washington Central Supervisory Union becomes eligible to receive Title I funds, the school district in which the school is located shall provide comparable services, staffing levels, curriculum materials and instructional supplies for Title I eligible and non-Title I eligible schools. The district shall use local and state funds to ensure equivalence among schools in staffing and the provision of curricular materials and instructional supplies. Students in all schools shall be eligible for comparable programs and supplemental supports. The district shall utilize district-wide salary schedules for professional and non-professional staff.

The superintendent or his or her designee shall develop procedures for compliance with this policy and shall maintain records that are updated biennially documenting the district's compliance with this policy.

Legal Reference:*20 USCA §6321(c).**20 USC 7801(26) (LEA defined)**16 V.S.A. 144*

Required**WASHINGTON CENTRAL
SUPERVISORY UNION****Board of Directors' Policy****ANIMAL DISSECTION****POLICY: G15****WARNED: 11/11/16****ADOPTED: 11/16/16****LAST REVIEWED BY THE POLICY COMMITTEE: September 12, 2016**

It is the intent of the Washington Central Supervisory Union to comply with the requirements of Act 154 of 2008 regarding the right of students to be excused from participating in or observing activities involving the dissection or vivisection of animals. Students enrolled in district schools shall have the right to be excused from participating in any lesson, exercise or assessment requiring the student to dissect, vivisection or otherwise harm or destroy an animal or any part of an animal, or to observe any of these activities, as part of a course of instruction.

Definition

As used in this policy, the word "animal" means any organism of the kingdom animalia and includes an animal's cadaver or the severed parts of an animal's cadaver.

Alternative Education Method

A student who is excused under this policy shall be provided with alternative methods through which he or she can learn and be assessed on material required by the course. The alternative methods shall be developed by the teacher of the course, in consultation with the principal if necessary.

Discrimination

No student shall be discriminated against based on his or her decision to exercise the right to be excused afforded by this policy.

Procedures

The (superintendent/principal) shall develop and implement procedures to ensure compliance with the provisions of Act 154 of 2008. The procedures shall include provisions for the timely notification to each student enrolled in the course and to the student's parent or guardian of the student's right to be excused from participating in or observing the lesson and the process by which a student may exercise this right.

Required**WASHINGTON CENTRAL
SUPERVISORY UNION****Board of Directors' Policy****CLASS SIZE****POLICY:** **G16****WARNED:** **2/16/18****ADOPTED:** **3/28/18****LAST REVIEWED BY THE POLICY COMMITTEE:** **December 11, 2017****Purpose**

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

Implementation.

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

Required	
WASHINGTON CENTRAL SUPERVISORY UNION	POLICY: <u>E2</u>
Board of Directors’ Policy	WARNED: <u>2/18/17</u>
TITLE 1 PARENTAL INVOLVEMENT	ADOPTED: <u>3/29/17</u>
<hr/>	
LAST REVIEWED BY THE POLICY COMMITTEE:	<u>1/9/17</u>

The Washington Central Supervisory Union Districts¹ maintain programs, activities, and procedures for the involvement of parents of students receiving services, or enrolled in programs, under Title I Part A of Elementary and Secondary Education Act. These programs, activities and procedures are described in school district and school level compacts.²

Definition:

Parent: Includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child’s welfare).³

School District Parental Involvement Compact.⁴

The superintendent or his or her designee shall develop an LEA-Level Parental Involvement Compact according to Title I, Part A requirements. The LEA Compact shall include: (1) the school district’s expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions required by law. The superintendent or designee shall ensure that the Compact is distributed to parents of students receiving services, or enrolled in programs, under Title I Part A.

School Level Parental Involvement Compact.⁵

Each building principal or his or her designee shall develop a School-Level Parental Involvement Compact in accord with Title I, Part A requirements. The School Level Parental Involvement

¹ 16 V.S.A. §144b(c) makes school districts LEAs for purposes of complying with the sections of federal law that apply to this policy.

² See footnotes 4 and 5 below for an explanation of the use of the term “compact” in this model policy.

³ Source: 20 USC §7801(31). ESEA definition of “parent.”

⁴ See, 20 USC §6318(a)(2) requiring each LEA receiving Title I Part A funds to “develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy.” This requirement is accomplished in this model policy by requiring the superintendent or his or her designee to develop an LEA compact in accord with Title I policy requirements. A compact, as such, is not required of LEA’s under Title I, although a compact is required of title I schools. The use of a compact by LEAs is suggested here in order to minimize the extent to which procedures must be made part of board policies. A sample LEA Parental Involvement Compact is provided in Appendix A attached to this model policy.

⁵ See, 20 USC §6318(b) requiring each school served under Title I, Part A to “develop jointly with, and distribute to, parents of participating children a written parent involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f).” In addition Section 6318(d) requires Title I schools to develop, “as a component of the school-level policy,” a school-parent compact. The compact must be jointly developed with parents of children served under Title I, Part A, and must include certain components. A sample School Level Parental Involvement Compact with the required components is provided in Appendix B attached to this policy.

Compact shall include: (1) a process for continually involving parents in its development and implementation, (2) how parents, the entire school staff and students share the responsibility for improved academic achievement, (3) the means by which the school and parents build and develop a partnership to help students achieve the State's standards, and (4) other provisions as required by law. Each principal or designee shall ensure that the compact is distributed to parents of students receiving services, or enrolled in programs under Title I, Part A.

<i>Legal</i>	<i>Title I, Part A of the Elementary and Secondary Education Act ("No Child</i>
<i>Reference(s):</i>	<i>Left Behind Act"), 20 USC §6318.</i>
	<i>16 V.S.A. §144b. Definition of "LEA" for NCLBA purposes.</i>

Title I, Part A Parental Involvement Policy: Appendix A.

Sample School District Parental Involvement Compact.⁶

This school district compact outlines the joint responsibility of the School District. and parents. The following opportunities for parental involvement are provided by the _____ School District.

1. The school district involves parents in the joint development of its plan to help low-achieving students meet challenging achievement and academic standards (NCLBA §1112), and the process of school review and improvement (NCLBA §1116) by:
 - A. Establishing a school district committee with parents and representatives of other impacted programs, including Head Start.
 - B. Establishing communication between the school district staff and parents.
 - C. Developing a school district process, through newsletters, electronic communications of other means, to communicate with parents about the plan and to seek their input and participation.
 - D. Training personnel on effective collaboration strategies for parents with diverse backgrounds that may impede participation, such as language difficulty.
2. The school district provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student achievement and school performance by:
 - A. Providing workshops to assist schools in planning and implementing strategies.
 - B. Establishing training programs for school personnel and parents responsible for communication strategies at the school level.
 - C. Providing information to parents about the assessment tools and instruments that will be developed to monitor progress.
 - D. Seeking input from parents in developing workshops and other activities.
3. The school district builds the capacity of schools and parents for strong parental involvement by:
 - A. Providing ongoing communication about the school district committee through newsletters or other written or electronic means.
 - B. Utilizing the schools' parent-teacher organizations to assist in identifying effective communication strategies.
 - C. Providing a master calendar of school district meetings to discuss pertinent topics.
4. The school district coordinates and integrates parental involvement strategies under this Compact with parental involvement strategies under other programs by:
 - A. Sharing data from school and other programs to assist in developing new initiatives to improve student achievement and school improvement.

⁶ Each of the numbered components of this sample is required by Title I, Part A (the No Child Left Behind Act). The numbered paragraphs correspond to requirements in 20 USC §6318(a)(2)(A)-(F). The sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

5. The school district conducts, with involvement of parents, and annual evaluation of the content and effectiveness of its parental involvement policy in improving the academic quality of schools served under Title I, Part A, including identifying barriers to greater participation by parents in activities authorized by Title I, Part A or the parental involvement policy and compact of the district. (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, its parental involvement policies by:
 - A. Evaluating the effectiveness of the content and communication methods through a variety of methods, including: focus groups, surveys, workshops, and informal meetings with staff, parents and teachers.
 - B. Identifying potential policy and compact changes to improve and revise programs.
6. The school district involves parents in the activities of the schools served under Title I, Part A by:
 - A. Providing communication and calendar information to parents of planned meetings, discussions or other events and encouraging participation.
 - B. Providing school and parent-teacher organization coordination of events.

Title I, Part A Parental Involvement Policy Appendix B

School Level Parental Involvement Compact⁷

This parental involvement compact outlines joint responsibilities of the school and parents. Opportunities for parental involvement are provided by the school by:

1. Convening an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend, inform parents/guardians of their school's participation under Title I, Part A and to explain the requirements of Title I, Part A and the right of the parents to be involved.⁸ The principal or his or her designee shall:
 - a. Invite all parents of participating children to the annual meeting at school.
 - b. Explain the rights of parents to be involved in establishing this compact.
 - c. Introduce and involve the building representatives on the S.U.-level committee.
 - d. Provide an overview of Title I and give parents an opportunity to express questions and concerns.
 - e. Indicate mechanisms by which the committee work will be communicated to parents.
 - f. Seek the involvement and input of parents.
 - g. Provide child care so that all parents who would otherwise be unable to attend may attend.
2. Offering a flexible number of meetings, such as meetings in the morning or evenings, and may provide, with funds provided under Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.⁹ The principal or his or her designee shall:
 - a. Provide parents with opportunities to ask questions and discuss informally student academic achievement and school performance.
 - b. Engage school-based parent organizations to assist with communication and implementation needs.
 - c. Develop and use outreach programs to involve community groups and organizations.
3. Involving parents in an organized, ongoing, and timely way, in the planning, review, and involvement of programs under Title I, Part A, including the planning, review, and improvements of the school parental involvement compact and the joint development of the school wide program plan under NCLBA¹⁰, except that if the school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children.¹¹ The principal or his or her designee shall:

⁷ Each of the components in the numbered paragraphs of this sample is required by Title I, Part A (the No Child Left Behind Act). The bulleted sub-paragraphs are suggestive only, and are offered as examples of activities that might be undertaken to accomplish the numbered requirements. The numbered paragraphs correspond to requirements in 20 USC §6318(b)-(f). Processes for involving parents in the accomplishment of the activities listed in this sample must be developed in consultation with parents.

⁸ 20 USC §6318(c)(1).

⁹ 20 USC §6318(c)(2).

¹⁰ 20 USC §6314(b)(2).

¹¹ 20 USC §6318(c)(3).

- a. Identify and establish a process by which an adequate representation of parents of participating children can occur.
 - b. Establish a schedule for the school-based committee to plan, review, and recommend improvements to the S.U. parent involvement policy.
4. The principal or his or her designee shall:¹²
 - a. Provide parents of participating children timely information about programs.
 - b. Communicate updates through the use of school newsletters, the school web site, email and telephone contact, and home visits if needed.
 - c. Provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 - d. Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.
 - e. Develop means for parents to ask questions and receive answers.
 - f. If the school plan developed under Section 1114(b)(2) of the NCLBA is not satisfactory to parents of participating children, submit any comments from parents to the S.U. board when the plan is made available to the S.U. board, and provide a process consistent with board policies and procedures on complaints, for parents to express their concerns to the school district board of directors.
5. Shared Responsibilities for High Student Academic Achievement.¹³
 - a. The school is responsible for providing a high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I, Part A to meet the state's student academic achievement standards. Each parent of a participating child is responsible for supporting their children's learning by:
 - I. Monitoring attendance, homework, and television viewing.
 - II. Volunteering in their child's classroom and participating as appropriate in decisions relating to their children's education and extracurricular activities.
 - b. Communication between teachers and parents occurs through:
 - I. Parent-teacher conferences in elementary schools at least annually, during which the compact shall be discussed as it relates to the individual child's achievements.
 - II. Frequent reports to parents on their children's progress.
 - III. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
6. Building Capacity for Involvement.¹⁴
 - A. To ensure effective involvement of parents and to support a partnership among the school's involved, each school shall:
 - I. Provide assistance to parents of children served in understanding the State's academic content standards and State student academic achievement standards, State and local assessments, monitoring a child's progress and work with educators to improve the achievement of their children.

¹² 20 USC §6318(c)(4) & (5).

¹³ 20 USC §6318(d).

¹⁴ 20 USCA §6318(e). Numbered Sections AI-AV are required by this section of Title I, Part A (the NCLBA), numbered sections BI-BIX are enumerated in this section of the law but are not required.

- II. Provide materials and training to help parents work with their children.
 - III. Educate teachers and other staff in the value and utility of contributions of parents and how to effectively communicate with and work with parents as equal partners, implement and coordinate parent programs that will build ties between them.
 - IV. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instructions Programs for Preschool Youngsters, the Parents and Teachers Program and public preschool and other programs and conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.
 - V. Ensure that information is sent to the parents of participating children in a format and language that can understand.
- B. To ensure effective involvement of parents and to support a partnership among the school's involved, each school may:
- I. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of such training.
 - II. Provide necessary literacy training from funds received under Title I if the District has exhausted all other reasonably available sources of funding for such training.
 - III. Pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs to enable parents to participate in school-related meetings and training sessions.
 - IV. Train parents to enhance the involvement of other parents.
 - V. Arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators, in order to maximize parental involvement and participation.
 - VI. Adopt and implement model approaches to improving parental involvement.
 - VII. Establish a District-wide parent advisory council to provide advice on all matters related to parental involvement in Title I supported programs.
 - VIII. Develop appropriate roles for community-based organizations and businesses in parent involvement activities.
 - IX. Provide other reasonable support for parental involvement activities under this section as parents may request.
7. In carrying out the parental involvement requirements of this compact, the school, to the extent practicable, will provide full opportunities for the participation of parents with limited English proficiency or disabilities, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.¹⁵

¹⁵ 20 USCA §6318(f).

Required**WASHINGTON CENTRAL
SUPERVISORY UNION****Board of Directors' Policy****TRAVEL REIMBURSEMENT****POLICY:** E3**WARNED:** 9/22/17**ADOPTED:** 10/25/17**EFFECTIVE:** 10/25/17**LAST REVIEWED BY THE POLICY COMMITTEE:** September 11, 2017**Policy**

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

Reimbursement will be only for those expenses that are reasonable and necessary for the activities of the Washington Central Supervisory Union). The method of reimbursement will be consistent whether expenses are incurred in furtherance of federally funded or non-federally funded activities. Prior approval from the superintendent or his or her designee will be required.

Implementation:

Pursuant to this policy and consistent with relevant collective bargaining agreements, the superintendent or his or her designee will establish written procedures to govern the reimbursement and method of prior approval for the following: air/rail travel, meals, lodging, and mileage.

Legal Reference(s): 2 CFR 200.474

WASHINGTON CENTRAL UNIFIED UNION SCHOOL DISTRICT(WCUUSD) PROPERTY, LIABILITY AND RELATED AND WORKERS COMPENSATION BID RESULTS DISTRICT-WIDE BID AWARD FY19-20

Superintendent Authorizes to Sign the Contracts:

To appoint Denis Ricker Brown as the WCSU insurance agent for a one year period: July 1,2019-June 30, 2020

To award both property,liability and related insurance bid to Peerless Insurance Company and workers compensation insurance bid to AIM Mutual Insurance Company and other Insurance Carriers as provided in proposal for a one year period: July 1, 2019-June 30, 2020

COVERAGE PERIOD: JULY 1, 2019- JUNE 30, 2020

BID SUBMITTED BY:

DENIS RICKER BROWN

	PROPERTY, LIABILITY & RELATED	WORKERS COMPENSATION	COMBINED TOTAL	BUDGET TOTAL	(Over) Under Budget
WCUUSD	\$103,915	\$97,084	\$200,999	\$212,461	\$11,462

WCSU Food Service Pricing FY20

Student Prices

Student Breakfast

Student Lunch

Student Spec. Meal

Berlin FY119	Berlin FY20	Calais FY19	Calais FY20	EMES FY19	EMES FY20	Rumney FY19	Rumney FY20	Doty FY19	Doty FY20	U-32 FY19	U-32 FY20
\$2.75	\$3.00	\$2.75	\$3.00	\$2.75	\$3.00	\$3.00	\$3.00	\$2.75	\$3.00	\$2.75	\$3.00
\$3.75	\$4.00	\$3.75	\$4.00	\$3.75	\$4.00	\$3.75	\$4.00	\$3.75	\$4.00	\$3.75	\$4.00
										\$4.00	\$4.25

Adult/Guest Prices

Adult Breakfast

Adult Lunch

Adult/Guest Spec. Meal

Berlin FY19	Berlin FY20	Calais FY19	Calais FY20	EMES FY19	EMES FY20	Rumney FY19	Rumney FY20	Doty FY19	Doty FY20	U-32 FY19	U-32 FY20
\$3.75	\$4.00	\$3.75	\$4.00	\$3.75	\$4.00	\$3.75	\$4.00	\$4.75	\$5.00	\$3.75	\$4.00
\$5.25	\$5.50	\$4.75	\$5.50	\$4.75	\$5.50	\$4.75	\$5.50	\$4.75	\$5.50	\$4.75	\$5.50
\$6.00	\$6.25	\$6.00	\$6.25	\$6.00	\$6.25	\$6.00	\$6.25	\$6.00	\$6.25	\$6.00	\$6.25

Washington Central Supervisory Union

Request for Proposals for Telephone Systems

May 6, 2019

Overview

Washington Central Supervisory Union is seeking bids for a replacement integrated communication system including training and ongoing support for 4 of the member schools, including support for the central office location (which will be provided through the U-32 phone system):

- U-32 Middle and High School, 930 Gallison Hill Rd, Montpelier, VT 05602
 - This phone system will also support the Central Office location at 1130 Gallison Hill Rd., Montpelier, VT 05602 (LAN connected via fiber run)
- Calais Elementary School, 321 Lightening Ridge Rd, Plainfield, VT 05667
- Berlin Elementary School, 372 Paine Turnpike N, Berlin, VT 05602
- Doty Memorial School, 24 Calais Rd, Worcester, VT 05682

WCSU's other two sites, Rumney Memorial School (Middlesex) and East Montpelier Elementary School, have recently updated their phone system and so are not included in this bid. The Central Office currently runs a separate phone system, but for this RFP all handsets will be included in the U-32 Middle & High School system as they are already networked together. Additionally, proposals should include costs for migrating phone system settings, including extensions and call rules currently configured on the existing systems. The existing phone systems at Rumney Memorial School and East Montpelier Elementary School are NEC SV9100 systems running VOIP phones. Proposed solutions should have the capability to interoperate with these systems, as one of the longer term goals for the phone system is school-to-school extension dialing (over a branch office VPN or WAN connection).

The telephone systems currently in place at these locations are older and lack manufacturer support, and replacement parts are difficult to find. WCSU wants to replace all of these phone systems at the same time in order to be as efficient as possible, gain consistency in phone systems across the SU, and to get the best possible price from buying multiple systems at the same time. We're looking for a cost-effective system but which has flexibility to accommodate changing needs over time.

This request for proposal is intended to present a set of requirements for evaluating vendor bids for this project. Accepting a proposal does not obligate WCSU to purchase from that vendor. Prior to signing a contract, WCSU also reserves the right to modify the list of specific equipment and optional features of any proposal accepted. Costs for preparing a proposal are the responsibility of the vendor. Any vendor submitting a bid must be an authorized reseller, installer, and support provider for the system they are proposing and must be in good standing with the manufacturer of that system.

Bid Process

WCSU reserves the right to reject any and all proposals and to not make a decision. Mail proposals to **WCSU, ATTN: TELEPHONE BIDS 1130 Gallison Hill Rd., Montpelier, VT 05602**. A written summary of the vendor's bid should be included, along with the completed "Telephone System Bid Form", a detailed, line-item break-down of hardware/software included in the system, brochures on the system and phone sets, warranty information, and a copy of the support/maintenance agreement. **The contact information of at least three references from other customers should also be included.** To schedule site visits or to ask questions about this project, please call or email Keith MacMartin, Technology Coordinator at kemacmartin@u32.org, 802-229-0321x5555. **BIDS ARE DUE BY 1 PM ON MAY 23, 2019.**

System Requirements and Specifications

The system requirements for the telephone system include two areas: overall requirements that need to be included in all 4 systems, and site-specific requirements.

Overall System Requirements

All systems will be/have:

- A voice over IP (VOIP) system that uses primarily VOIP handsets, with the ability to also run some analog stations.
- Capable of running the proposed VOIP handsets across standard Cat-5 or Cat-6 wiring, using Power over Ethernet (POE).
- All internal capabilities must remain functional even during a voice service outage, for instance when SIP trunks or PRI are not available. Staff should be able to make announcements and dial extensions within their building under these circumstances.
- Telephone sets with a message waiting indicator and integrated speakerphone.
- An integrated telephone and voicemail system.
- Multiple greetings per voice mailbox that can be selected by the mailbox owner as appropriate (i.e. Regular greeting, out-of-office greeting, etc.)
- Voicemail remote access capability (so users can call in from outside the system to interact with the voicemail system).
- Automated attendant functionality. (Preferably with voice recognition capability, but not required). Incoming calls to the main number will be answered initially by the auto-attendant.
- Digit recognition while a caller is leaving a message in a voice mailbox so that they can be given a menu of options for reaching other extensions.
- Capable of interfacing with copper lines, PRI, and SIP trunks.
- Automated call routing.
- Time of day routing capabilities. For example, during school hours, calls to classroom phones will go straight to an admin assistant or voicemail, and not ring in the room (unless called by certain internal extensions) and after school classroom phones will ring normally.

- Call forwarding that can be set by the user as well as multi-step call forward paths that can be programmed for when the station is busy or not answered.
- Ability for admin assistant/receptionist stations to accept multiple concurrent calls, place those calls on hold, and access any call on hold at will.
- Universally standard features such as call parking, do-not-disturb, group pickup, station hunting, station and system speed dials, conference calling, day/night mode, etc.
- Remote maintenance capability for WCSU technology staff such that tech staff can remote into the system to change settings.
- Appropriately sized UPS for battery backup when utility power is out.
- Capability for the separate systems to be “networked” together in the future so that extension-to-extension calls could be made from one site to another. Existing systems are NEC SV9100 – proposed systems should be able to interoperate with these existing systems.
- Button appearances for selected internal and/or external lines on all main office staffs’ and principals’ phone sets.
- Capability for external inbound call caller ID.
- Integration with the overhead Public Announcement (PA) system.
- Integration with an NTP time server so that time can be synchronized with other systems and devices in the schools.

U-32 Middle and High School Specific Requirements

- 5 administrative VOIP telephone sets (32-button presence indicators or similar capability)
- 160 standard VOIP telephone sets (6-button or similar w/ LCD display)
- 8 analog telephone ports (fax machines, alarm auto-dialers, elevator phones, postal machine, cordless phones, etc.)
- Voicemail system with 250 voicemail boxes
- Overhead public address (PA) system integration (Bogen Multicom 2000)
- Support for phone service delivered via PRI.

Calais Elementary School

- 2 administrative VOIP telephone sets (32-button presence indicators or similar capability)
- 23 standard VOIP telephone sets (6-button or similar w/ LCD display)
- 4 analog telephone ports (fax machine, cordless phone, postal machine, etc.)
- Voicemail system with 50 voicemail boxes
- Overhead public address (PA) system integration
- Support for phone service delivered via SIP trunks

Berlin Elementary School

- 3 administrative VOIP telephone sets (32-button presence indicators or similar capability)
- 32 standard VOIP telephone sets (6-button or similar w/ LCD display)

- 4 analog telephone ports (fax machine, cordless phone, postal machine, etc.)
- Voicemail system with 80 voicemail boxes
- Overhead public address (PA) system integration
- Support for phone service delivered via SIP trunks

Doty Memorial School

- 2 administrative VOIP telephone sets (32-button presence indicators or similar capability)
- 23 standard VOIP telephone sets (6-button or similar w/ LCD display)
- 4 analog telephone ports (fax machine, cordless phone, postal machine, etc.)
- Voicemail system with 50 voicemail boxes
- Overhead public address (PA) system integration
- Support for phone service delivered via SIP trunks

Washington Central SU Office

- Call routing rules and extensions will need to be migrated to U-32 Middle & High School system
- 16 standard VOIP telephone sets (6-button or similar w/ LCD display)
- Voicemail system requirements included with U-32 Middle & High School

Summary of key requirements

Requirement	U-32	Berlin	Calais	Doty	Central Office
Administrative (“receptionist”) phone sets	5	2	2	2	2
Standard VOIP phone sets	165	30	23	23	14
Analog phone ports (faxes, etc.)	8	4	4	4	Included w/ U-32
Voicemail boxes	250	50	60	50	Included w/ U-32
PRI Circuits	1				Included w/ U-32
SIP Trunks		8	8	8	Included w/ U-32
PA System integration required	Yes	Yes	Yes	Yes	No

Installation/Training/Support Requirements

All bids must include the following in the proposal and the proposed cost:

- On-site installation at each site by the vendor's technician(s), including, but not limited to, mounting of the phone system equipment, cutover from the old system, testing of equipment functionality, configuring system to work with our existing PA system, and coordinating/configuring the system to work with our external telephone service provider(s). Additional telephone set wiring runs are not anticipated to be needed, and will be the responsibility of WCSU.
- Training for 5 WCSU technology staff members on how to use the system from a systems administrator standpoint. Training documentation and system documentation will be provided by vendor to the technology staff. This training will occur on or before August 16, 2019.
- One administrative assistant ("receptionist") training session for the main office staff at each site that covers the expanded capabilities of the administrative phone set at that site and the more advanced features of the system on or before August 21, 2019.
- Training for all other staff members based on vendor's recommended training regimen, with the requirement that all staff members understand the basic operation of the phone set, voicemail, and the standard features of the phone system. The vendor will inform WCSU technology staff of room requirements and assist WCSU staff in the setup of that room and equipment. Training documentation will also be provided by the vendor to the users and to technology staff for future trainings to be conducted by the technology staff.
- All training sessions must be completed by August 23, 2019.
- Standard costs for vendor-led, on-site follow-up training that may be requested after the initial training in August should be noted separately on the proposal.
- Priority support (less than 30 minute phone response and less than 2-hour on-site response) must be given to WCSU sites for the week of August 26 through August 30, 2019.
- The systems must come with a warranty that covers the replacement and installation of any defective parts and covers any problems associated with the installation of the system and its components, including handsets.
- The first year of support should be included in the proposal and should include unlimited remote and onsite support for any issues related to the installation, operation, or maintenance of the system. On-site support must also be available on a prioritized basis. **Guaranteed annual support contract costs (including unlimited remote and onsite support) for years two and three should be indicated separately in the proposal.**

Project Timeframe

As noted above, **BIDS ARE DUE BY 1 PM ON MAY 23, 2019.** Bids will be opened May 23 and reviewed on May 23 and May 24, 2019, and a decision on the vendor and system may be made by May 24. The new phone systems will need to be installed in the timeframe from July 1, 2019 to August 16, 2019. Training will occur August 19 through August 23. All systems **MUST** be in place and functional by August 16, 2019.

WCSU Telephone System Bid Form 2019

This form (along with other required bid materials) must be filled out, signed, and included in the packet.

I. TOTAL COSTS (system, phones, installation, initial user training, 1st year support/maintenance):

School	Total Cost	36-month equal payment option (\$/month)*	60-month equal payment option (\$/month)*
U-32			
Berlin			
Calais			
Doty			
Central Office (phones only)			

* Indicate "N/A" if you cannot provide spread payment option numbers and list the name/phone of a company you work with for providing customers with a payment plan option:

II. MAINTENANCE/SUPPORT COSTS (guaranteed contract costs for years 2 and 3):

School	Year 1 support cost	Year 2 support cost	Year 3 support cost
U-32	Included in section I.		
Berlin	Included in section I.		
Calais	Included in section I.		
Doty	Included in section I.		
Central Office (phones only)			

III. ADDITIONAL COSTS (guaranteed for 3 years):

On-site group training cost per hour	\$
Hourly service rate for non-covered services	\$
Additional display phone set	\$

Additional non-display phone set	\$
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IV. REFERENCES: (at least 3)

Company	Contact Person Name	Contact Person Phone

V. CHECKLIST (minimum items to include):

- ☐ Cover letter/summary ☐ System/Equipment brochures ☐ Copy of Support/Maintenance agreement
☐ Detailed system list ☐ This System Bid Form
☐ Warranty Info ☐ Training overview/usual schedule

VI. CERTIFICATION:

As a representative of my company, I certify that the above information and all other information included with this bid is accurate, I understand this bid process, and I am authorized to make this bid.

Name (printed)

Company

Title

Phone Number

Signature

Date

WCSU reserves the right to reject any and all proposals and to not make a decision.

Send proposal to WCSU, ATTN: Telephone Bids, 1130 Gallison Hill Rd., Montpelier, VT 50602

WCSU Telephone System Project

May 23, 2019 at 1:00 PM

Bid Open

Present: Keith MacMartin and Michelle Ksepka

Bids were sent to 3 vendors and advertised in the paper May 9 and May 16, 2019. We received one bid.

TwinState	U-32 & Central Office	\$61,838.59
	Berlin	\$13,888.47
	Calais	\$12,135.10
	Doty	<u>\$12,135.10</u>
Total Bid		\$99,997.26

TwinState is the lowest bidder and is a vendor that WCSU uses frequently. It is our recommendation that the bid be awarded to TwinState.